



Curriculum Intent

French

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Curriculum Vision and Aims

The curriculum at Q3 Academy Great Barr is underpinned by the values that we hold as an institution. The curriculum will challenge, support and inspire all students in order to achieve appropriate and individualised progression beyond the Academy, preparing them for their future lives. We understand the importance of engaging parents/carers with their children's learning and therefore opportunities for home/Academy interaction will be integrated to build relationships, particularly at Key Stage 3. The curriculum will be well-sequenced and challenging to ensure that all students, regardless of any previous or current disadvantage, are given every opportunity to be successful, following our Trust ethos: life to the full in pursuit of what is good, right, and true.

The curriculum should support students to:

- ✓ Achieve excellence, making excellent progress from their starting points
- ✓ Explore a range of subject areas and apply these in challenging situations
- ✓ Accept challenge and develop strategies to be successful in challenge
- ✓ Develop a life-long love of literacy and reading
- ✓ Use cross-curricular literacy, numeracy and computing skills fluently
- ✓ Understand their contribution to the wider World and how the World around them is changing
- ✓ Understand how to maintain their own, and others', physical and mental wellbeing
- ✓ Be creative and develop their own ideas and thinking
- ✓ Understand their responsibility within the Fundamental British Values and how to be good citizens, particularly demonstrating mutual respect and tolerance for others
- ✓ Understand and value history, heritage and traditions of communities
- ✓ Have access to appropriate careers and progression advice to ensure that they continue to be successful after they leave Q3 Academy Great Barr
- ✓ Be Ready, Respectful and Responsible for themselves and others around them.

Department Vision

Our vision in the Modern Foreign Languages department is that all language learners develop the skills and confidence to consider themselves as 'World Citizens' who belong to a multicultural world. We aim to support students to understand other countries and cultures so that they can be more open and adaptable to new experiences; ensuring that each topic in our curriculum contains an element of culture. The department is committed to developing strong, lifelong linguistic skills, and we encourage our students to become curious and interested in languages. We aim 'to open doors to understanding the value of difference cultures, broadening our horizons and prospects through the love of language learning'.

Curriculum Intent	
<p>Key Stage 3</p> <p>The MFL Department is a dynamic, passionate, and enthusiastic department. We endeavour to make learning languages fun and meaningful, providing students with many opportunities for both collaboration and independent work in lessons. At KS3 our curriculum is designed to ensure that all four skills (Reading, Writing, Speaking and Listening) are covered in every unit. They offer regular opportunities to revisit key skills and previous learning. Our KS3 curriculum develop our students' linguistic and communicative skills. As a result, much emphasis is put on spontaneous output, both written and spoken.</p> <p>Target Language: with skilled linguists in the department, we endeavour to challenge our students by using a high ratio of target language. It is also one of our department aims to get students to use the target language with each other in pair and group work. Both elements of using target language ensure that students are hearing authentic language each time they are in the MFL classroom.</p> <p>Developing students' creativity: we believe that becoming confident with a language is a springboard to creativity both in and out the classroom. Within the classroom, we encourage students to take part in role plays entirely in the target language, or students to work independently to challenge their writing skills.</p> <p>Reflective learners: within the MFL classroom, we consistently emphasise that it is ok to make mistakes. We believe where students learn is in deciding how they move on from these errors. This open environment allows students to grow in confidence and not feel intimidated in speaking with an audience. We also provide learners with opportunities to practise language, allowing for mistakes to be easily corrected.</p> <p>Broadening cultural references: providing opportunities to promote cultural understanding is a vital element of language learning. Therefore, we are committed to ensuring that each topic contains element of cultural reference to not only the target language country, but the wider Francophone world.</p>	<p>Key Stage 4</p> <p>Our KS4 curriculum prepares our students to communicate spontaneously in spoken and written form in different time frames and in depth. Listening and reading skills are practised frequently. The MFL department has high expectations of all students and the climate for learning encompasses the contributions of all abilities; we trust in the success of each student. Our curriculum allows students to become hardworking, independent students who are motivated to achieve their full potential.</p> <p>Students need to be resilient language learners. Within the MFL classroom, we consistently emphasise that it is acceptable to make mistakes. We believe student's progress in deciding how they learn from these errors. This open environment allows students to grow in confidence and not feel intimidated when speaking in front of others. Opportunities for reflection are built in at regular intervals through self-assessment tasks and our R&R activities.</p> <p>Learning in the classroom is enhanced through home learning, consists of a variety of activities ranging from vocabulary learning to extended writing or reading tasks. Independent learning is a very important part of achieving success in studying a language. In MFL we create an atmosphere in which students enjoy the lessons and are motivated to learn.</p> <p>By the end of Year 11 our linguists will have built their confidence as language learners. They will have embedded the learning from Years 7-9 and be able to work increasingly independently and can apply their learning to access the GCSE curriculum; further extending their grammatical and language skills and including the idiosyncrasies of the Target Language. They will develop their understanding of the world by exploring and discussing relevant issues. Students will be able to face the final exam with confidence as they will also work on the specific strategies and skills needed; deciphering complex texts with words previously unseen, listening to people speaking with differing accents and at different speeds, planning essays under exam conditions, being able to spot the grammatical requirements of translation to and from the target language, speaking on a one-to-one basis, and holding natural extended conversations in the Target Language.</p>
Curriculum Specification	
<p>Key Stage 3 National Curriculum</p>	<p>Academic GCSE AQA French</p>

Wider Curriculum Contribution	
Our approach to supporting learning	Our approach and opportunities to stretch and challenge students
<p>To support learning in MFL, we check that learning aims are clearly planned to build on prior attainment; we share them, and refer to them during the lesson.</p> <p>We provide students with additional support through techniques such as pre-teaching key vocabulary, reading a piece of text in advance, or providing additional visual materials.</p> <p>We plan structured lessons that offer additional support for students as needed, to enable them to meet the learning aims and expected outcomes.</p>	<p>To challenge our students, there is an emphasis on oral work: individual, whole class, paired, and group. We always ask students to use the target language in lessons where appropriate.</p> <p>There is constant checking for both learning and understanding, and teaching is adjusted in response to this. Professional dialogue is used to further shape the curriculum and make subsequent changes to increase challenge.</p>
Our contribution to Careers Education, Information and Guidance	Our contribution to Literacy and Reading Development
Our SfL includes reference to future study, careers, and employment. We use this opportunity to explore with students the links between what they study and the job they could do in the future. We also encourage reflection on career aspirations.	Literacy is the roots in MFL. We focus on literacy as it builds confidence that will lead to improved understanding of words for example. With literacy, we strengthen native language skills: Students learn to value grammar and language construction. We use phonics to ensure that our students can make the link between what they hear and what they see. We also undertake parallel reading activities regularly.
Our contribution to Environment and Sustainability	Our contribution to Safeguarding and Prevent
At KS3, we remind students about the importance of protecting trees by avoiding printing when possible and frequently use ICT based resources in place of paper. We also look cover topics such as holidays and festivals where we discuss ways in which we can respect local cultures and the environment. At KS4, we explicitly teach a unit on the environment. During this unit, students are exposed to environmental issues and they are asked to consider possible solutions.	<p>We promote a safe and supportive culture in lessons and look particularly at issues such as eSafety, unemployment, and homelessness. The nature of the subject promotes diversity, tolerance, and respect for those of other cultures.</p> <p>All MFL staff are trained in safeguarding and child protection, and have clear understanding of Academy policies and statutory guidance. Any concerns are reported to a Designated Safeguarding Lead.</p>
Our contribution to Social, Moral, Spiritual and Cultural development	Our contribution to Character Education (Citizenship)
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.	We help to shape resilient and creative learners that have, and show, respect for others' faith, feelings, and values. We encourage students to actively engage with other cultures for enjoyment and to enrich their own lives and build a better understanding of the world.
Our Contribution to Digital Literacy Development	Our contribution to Numeracy Development
Students use ICT within the curriculum and throughout their course of study are exposed to digital multilingual dictionaries and synonym finders, online conjugation services, online translators (considering positive and negatives), and multilingual literacy training platforms such as DuoLingo.	We contribute to the development of numeracy by using numbers in situations such as simple calculation, when writing the date, talking about ages and birthdays. Students will go on to undertake statistical analysis and comparison.