

### **MFL Curriculum Intent**

At The Kingsway School, we believe the study of Languages is important because it can enable you to partake in and experience different cultures. The foundations of languages are built on a fundamental understanding of grammar and vocabulary. Learning languages can widen your personal understanding of different people and their ways of life, and further expand relationships with yourself and others.

The core knowledge that learners are expected to acquire in the languages curriculum is: Vocabulary, grammar, phonics and cultural awareness.

Learners are then expected to apply this knowledge by engaging in a wide variety of tasks in their languages lessons. Students will use this knowledge to understand both spoken and written texts. Students will also apply this knowledge by producing their own spoken and written passages.

Our languages curriculum is aspirational because whilst students are learning the core knowledge of this subject, they are also becoming more culturally aware, through the study of traditions and differences in the countries in which the target languages are spoken.

We nurture learners' curiosity by teaching using extensive processing instruction. Students are provided with sentence builders for every module of vocabulary and lessons are sequenced so that learners build from recognising sounds, then on to recognising written language. The cumulation of their classwork will be learners independently being able to produce language without support.

In addition to this, pupils are given opportunities for rich discussion around topics such as customs, traditions and media in the countries where the languages are spoken. This gives them the opportunity to understand life in the target language countries.

As part of the languages curriculum, learners are provided with a range of high quality academic texts with the aim of exposing them to texts from a variety of sources, which give them the opportunity to see the language they have been learning in the classroom being used in a real way.

The Languages curriculum supports our young people to deepen their understanding of the world around them by encouraging them to celebrate differences and to understand daily life in other countries. We provide a safe space where students can ask questions about different cultures to broaden their cultural awareness.

We also support pupils to be compassionate and keep each other safe by developing a curiosity and appreciation for the differences and similarities of their culture and other cultures. We aim to build pupils confidence to speak publicly in class through formative and summative speaking activities in the target language.

Our Languages curriculum is inclusive and celebrates differences because we discuss a wide range of people and families when putting language into context. Understanding others encourages students to be curious about how other people live their lives and societal differences in other countries. Understanding those who are from another culture or different to us breaks down barriers, reduces ignorance and promotes tolerance and respect.

Beyond our classrooms, we provide meaningful enrichment opportunities such as theatre visits and trips abroad that aim to open pupils' eyes to a world beyond themselves and see the language they have been learning being used in a natural way beyond the classroom.

Fundamentally, the study of languages at The Kingsway School will enable our young people to positively contribute to society because they will develop confidence in understanding vocabulary and grammar of the language they have been studying, alongside a cultural understanding of the countries in which the target language is spoken.

Subject: Year 11 French

**Please note that Year 11 French are following an outgoing specification**

The MFL department aims to provide students with an excellent foundation in language learning through a skills based curriculum, building students confidence in the four skills essential to learning a language; speaking, listening, reading and writing.

The Year 11 curriculum builds from Year 10 , where students are able to complete all elements of the GCSE exam and have done a full suite of past papers, they can write detailed sentences in three tenses, including opinions and reasons in French about topics such as family, free time, technology and customs and festivals.

A range of knowledge and skills will be developed throughout each unit with repeated practice. Key structures sequenced through each topic so that via the constant repetition of familiar concepts with increasing complexity, our pupils will be able to make links between each area to develop their understanding of how French works.

	Topic 1: My studies and Life at school	Topic 2: Education post-16 and future plans	Topic 3: Social and Global issues
Acquire	Giving opinions about school subjects and justifying them Describing school uniform Comparing high school and primary school Describing school rules Describing problems and pressures in school Giving an account of past achievements and academic experiences.	Nouns for jobs and places of work in French Giving details of part time work and how I earn money Describing past work experience Describing future plans after finishing education	Describing environmental problems and solutions Giving examples of local problems and solutions Describing global problems in other countries Talking about health and healthy lifestyles
Apply	Recapping opinions and reasons Impersonal constructions The imperfect tense Combining three tenses	The simple future tense Reinforcing subordinate clauses Expressions with the subjunctive	The imperfect tense Modal verbs
Vocabulary	Vocabulary related to the following topics: <ul style="list-style-type: none"> <li>- School subjects and opinions</li> <li>- Clothes</li> <li>- Comparisons</li> <li>- School problems and pressures</li> </ul>	Vocabulary related to the following topics: <ul style="list-style-type: none"> <li>- Jobs and places of work</li> <li>- Part time work and earning pocket money</li> <li>- Work experience</li> <li>- Future plans</li> </ul>	Vocabulary related to the following topics: <ul style="list-style-type: none"> <li>- Environmental problems</li> <li>- Global problems</li> <li>- Health</li> </ul>

Assessment	Regular formative assessment <u>Milestone 1</u> Detail marked answers to general conversation questions on the school topic.  <u>Milestone 2</u> Reading, listening and writing summative assessment for the whole topic.	Regular formative assessment <u>Milestone 3</u> PPE writing exam <u>Milestone 4</u> PPE speaking exam <u>Milestone 5</u> Detail marked answers to general conversation questions on the future plans topic.	Regular formative assessment <u>Milestone 6</u> Detail marked 90/150 word task.
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