



# CURRICULUM – MFL

## Intent, Curriculum Map & Age-Related Expectations

### 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.

BBL

Southchurch High School

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## Whole School INTENT

**Southchurch students embrace learning opportunities.**

## INTENT, IMPLEMENTATION & IMPACT

### **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.

### **Implementation**

- Sequencing of the curriculum
- Adaptive teaching (to take into account of what the learners know and don't know)
- Extending opportunities for extracurricular

### **Impact**

- **All students will achieve their potential with altered trajectories**

## KS2 Links

[KS2 MFL National curriculum](#)

# CURRICULUM MAP

	Autumn Term		Spring Term		Summer Term		
Yr7	<p><u>Unit 1 - All about me</u> What are you like?</p> <ul style="list-style-type: none"> <li>Greetings</li> <li>Numbers 1-30</li> <li>Age</li> </ul> <p><b>Feedforward Assessment: 20 words. Conversation answer to 3 questions</b></p> <ul style="list-style-type: none"> <li>Talking about others' age</li> <li>Birthdays</li> </ul> <p><b>Feedforward Assessment: 20 words. Short paragraph about self</b></p>	<ul style="list-style-type: none"> <li>Likes and dislikes</li> <li>Family</li> <li>Pets</li> </ul> <p><b>Feedforward Assessment: 20 words. Short paragraph about likes and dislikes, family, pets</b></p> <ul style="list-style-type: none"> <li>Physical appearance</li> <li>Personality BBL/HSY</li> </ul> <p><i>Definite and indefinite articles, adjective agreements, present tense of être, avoir</i></p> <p><b>Feedforward Assessment</b></p> <p><b>End of Unit 1 Assessment: Listening – Reading – Writing</b></p>	<p><u>Unit 2 - Free time</u> What do you do in your free time?</p> <ul style="list-style-type: none"> <li>Sports</li> <li>Leisure activities</li> <li>Weekend activities, frequencies</li> </ul> <p><b>Feedforward Assessment: 20 words. Write a short paragraph about leisure and frequency.</b></p> <ul style="list-style-type: none"> <li>Clothes</li> <li>Online activities</li> </ul> <p><b>Feedforward Assessment: Read out loud 5 sentences about leisure.</b></p>	<ul style="list-style-type: none"> <li>Likes and dislike</li> <li>Weather and activities</li> <li>Talking about what you and others do in your free time</li> </ul> <p><b>Feedforward Assessment: 40 words. Write a short paragraph about free time</b></p> <ul style="list-style-type: none"> <li><i>Present tense of regular verbs and key irregular verbs jouer regarder, écouter, faire, lire, aller</i></li> </ul> <p><b>Feedforward Assessment</b></p> <p><b>End of Unit 2 Assessment: Listening – Reading – Writing</b></p>	<p><u>Unit 3 - School</u> How is your school?</p> <ul style="list-style-type: none"> <li>Talking about school</li> <li>Talking school subjects</li> <li>Likes and dislikes</li> </ul> <p><b>Feedforward Assessment : 40 words. Write a short paragraph about school subject.</b></p> <ul style="list-style-type: none"> <li>Timetable / day of the week</li> <li>Typical day/ after school activities(routine)</li> <li>Food / Canteen</li> </ul> <p><b>Feedforward Assessment : 40 words. Write a short paragraph about school subject.</b></p>	<ul style="list-style-type: none"> <li>cultural comparison</li> <li>uniform</li> <li>description of school / teacher</li> <li><i>Using 'on' for 'we', du/de la/des, asking questions.</i></li> </ul> <p><b>Y7 - Assessment Point</b></p> <p><b>Feedforward Assessment : End of Unit 2 Assessment: Listening – Reading – Writing</b></p> <ul style="list-style-type: none"> <li>Francophone</li> </ul>	AP
Yr8	<ul style="list-style-type: none"> <li>Recap of year 7 units - All about me, Free time and school</li> <li>Discussing personality, families and relationships, hobbies, likes and dislikes</li> </ul> <p><b>Feedforward Assessment: Read out loud 5 sentences about unit</b></p> <p><u>Unit 4: Where you live</u> Where do you live?</p> <ul style="list-style-type: none"> <li>Countries/ cardinal points</li> <li>Talking about your local area</li> <li>giving directions</li> <li>Describing where you live/ countries</li> </ul> <p><b>Feedforward Assessment: Reading describing where you live.</b></p>	<ul style="list-style-type: none"> <li>Saying what is and isn't in your town/ places in town</li> <li>Ideal town</li> <li>Local environment</li> </ul> <p><b>Feedforward Assessment: Read out loud sentences about where you live.</b></p> <p>Reading describing where you live</p> <ul style="list-style-type: none"> <li>Comparative adjectives, use of prepositions</li> <li>Using the verb Aller</li> </ul> <p><b>Feedforward Assessment</b></p> <p><b>End of Unit 4 Assessment: Listening – Reading – Writing</b></p>	<p><u>Unit 5 : Holidays</u> Where do you go on holiday?</p> <ul style="list-style-type: none"> <li>Countries</li> <li>Activities</li> <li>Holiday preferences and weather</li> </ul> <p><b>Feedforward Assessment: Reading describing holidays</b></p> <ul style="list-style-type: none"> <li>Transport</li> <li>Using language for buying things.</li> <li><i>Review of the present tense, Question words, future tense</i></li> </ul> <p><b>Feedforward Assessment: 40 words. Write a paragraph describing holidays</b></p>	<p>What did you do on holiday?</p> <ul style="list-style-type: none"> <li>Discussing holiday activities in detail</li> <li>Talking about how you travelled on holiday</li> </ul> <p><b>Feedforward Assessment: Reading describing a past holiday</b></p> <ul style="list-style-type: none"> <li>Question formation, Perfect tense with irregular verbs, Combining 2 tenses</li> </ul> <p><b>Feedforward Assessment</b></p> <p><b>End of Unit 5 Assessment: Listening – Reading – Writing</b></p>	<p><u>Unit 6 : Healthy living and lifestyle</u> What do you do to be healthy?</p> <ul style="list-style-type: none"> <li>Parts of the body</li> <li>Injuries</li> </ul> <p><b>Feedforward Assessment: Read out loud. Paragraph describing injuries and illnesses.</b></p> <ul style="list-style-type: none"> <li>Talking about food</li> <li>Healthy eating</li> </ul> <p><b>Feedforward Assessment: Reading describing healthy eating</b></p>	<ul style="list-style-type: none"> <li>Healthy lifestyle vs bad habits</li> <li>Using the present tense, perfect tense, recap</li> <li>Talking about what you did yesterday and what you are going to do in the future</li> </ul> <p><b>Feedforward Assessment</b></p> <p><b>End of Unit 6 Assessment: Listening – Reading – Writing</b></p> <ul style="list-style-type: none"> <li>Cultural projects which brings in elements of French grammar usually covered at this time: What do you know about the Francophone world?</li> <li>Study of the Francophone world countries customs</li> <li>Study of Francophone celebrities.</li> </ul> <p>Group work and presentation-linked to Southchurch culture day</p>	AP
Yr9	<p><u>Unit 7: Me and my future</u> What are your future plans?</p> <ul style="list-style-type: none"> <li>Jobs</li> <li>Personal qualities</li> </ul> <p><b>Feedforward Assessment: 40 words: Writing about your future job.</b></p> <ul style="list-style-type: none"> <li>Role models</li> <li>Why languages are important</li> <li><i>Adjectival agreements, 'er' verbs, near future, perfect past</i></li> </ul> <p><b>Feedforward Assessment: 40 words: Writing about role models</b></p>	<ul style="list-style-type: none"> <li>Dreams for the future</li> </ul> <p><b>Feedforward Assessment: Read out loud sentences about future plans</b></p> <ul style="list-style-type: none"> <li>Family relationships, marriage</li> <li><i>Future tense, conditional, imperfect, indirect and direct object pronouns</i></li> </ul> <p><b>Feedforward Assessment</b></p> <p><b>End of Unit 7 Assessment: Listening – Reading – Writing</b></p>	<p><u>Unit 8: World of Technology</u> What technology do you use?</p> <ul style="list-style-type: none"> <li>TV</li> <li>Films</li> </ul> <p><b>Feedforward Assessment: Reading aloud text on TV and film.</b></p> <ul style="list-style-type: none"> <li>music</li> <li>books</li> <li>Past weekend</li> <li><i>Jouer à /faire de , irregular verbs in present, negatives</i></li> </ul> <p><b>Feedforward Assessment: 40 words: Writing about you recently watched, read and listened.</b></p>	<ul style="list-style-type: none"> <li>Social medias</li> <li>Danger Pros and cons</li> </ul> <p><b>Feedforward Assessment: Listening about new technologies and dangers</b></p> <ul style="list-style-type: none"> <li>Future technologies</li> <li><i>comparatives, simple future, perfect tense</i></li> </ul> <p><b>Feedforward Assessment</b></p> <p><b>End of Unit 8 Assessment: Listening – Reading – Writing</b></p>	<p><u>Unit 9: Customs and festivals</u> Which festivals or celebrations do you enjoy?</p> <ul style="list-style-type: none"> <li>a typical day in your life</li> <li>celebrations</li> <li>My birthday</li> </ul> <p><b>Feedforward Assessment: Writing a past celebration 80 words</b></p> <ul style="list-style-type: none"> <li>Shopping for a party,</li> <li>Going to a restaurant</li> <li><i>'Pouvoir', 'devoir', quel(le)(s), ce/cet/cette, present and near future</i></li> </ul> <p><b>Feedforward Assessment: Listening about a visit at the restaurant</b></p>	<ul style="list-style-type: none"> <li>Festivals and traditions</li> <li>Family celebrations</li> <li><i>Questions with : Est-ce que, qu'est-ce que, past, present and future tenses</i></li> </ul> <p><b>Feedforward Assessment</b></p> <p><b>End of Unit 8 Assessment: Listening – Reading – Writing</b></p> <p><u>Transition KS3 to KS4</u></p> <ul style="list-style-type: none"> <li>Back to basics</li> <li>Nouns</li> <li>Verbs</li> <li>Opinions</li> <li>Questions</li> </ul>	AP

Yr10	<p><u>Theme 1 People and lifestyle</u> - Intro: Identity and relationship with others <u>Unit 1: Identity and relationship</u> -1.1 F Personality descriptions</p> <p><b>Feedforward Assessment:</b> <b>Writing ex 10 page 19 (write a paragraph about a famous person – 50 words)</b> - Intro: Education; work -1.1 H Your future plans -1.2 F Different types of families -1.2 H Friends and friendship</p> <p><b>Feedforward Assessment</b> <b>End of Unit 1 assessment</b> <b>List – reading – writing AQA GCSE French Higher</b></p>	<p><u>Unit 2 Healthy living and lifestyle</u> -- Intro: healthy living and lifestyle -2.1 F Health problems and addictions -2.1 H Healthy choices</p> <p><b>Feedforward Assessment:</b> <b>Writing ex 6 page 29 (write a paragraph about your lifestyle – 150 words)</b></p> <p>-2.2 F Recent activities -2.2 H The challenges of a healthy lifestyle</p> <p><b>Feedforward Assessment</b> <b>End of Unit 2 assessment</b> <b>List – reading – writing AQA GCSE French Higher</b> <u>Unit 3 Education and work</u> -3.1 H Studies post 16</p>	AP	<p><u>Unit 3 Education and work</u> -3.1 H Your dream school -3.2 F Jobs in the creative industries -3.2 H Work experience</p> <p><b>Feedforward Assessment</b> <b>End of Unit 3 assessment</b> <b>List – reading – writing AQA GCSE French Higher</b> <u>Theme 2 Popular culture</u> - Intro 1 Free-time activities - Intro 2 Customs, festivals, celebrity culture</p> <p><b>Feedforward Assessment:</b> <b>reading ex 3 and 4 page 63</b></p>	<p><u>Theme 2 Popular culture</u> <u>Unit 4 Free-time activity</u> -4.1 F Leisure activities in the past</p> <p><b>Feedforward Assessment:</b> <b>Writing ex 9 page 65 (write a paragraph to describe what you did last weekend– 50 words)</b> -4.1 H TV, cinema and music -4.2 F Leisure activities around the world -4.2 H Extreme sports</p> <p><b>Feedforward Assessment</b> <b>End of Unit 4 assessment</b> <b>List – reading – writing AQA GCSE French Higher</b> <u>Unit 5 Customs festivals and celebrations</u> -5.1 F Birthdays and other personal special days -5.1 H Describing popular customs in the past</p>	<p><u>Unit 5 Customs festivals and celebrations</u> -5.2 F Past and future festivals -5.2 H Planning a trip to a festival Feedforward Assessment</p> <p><b>Feedforward Assessment</b> <b>End of Unit 5 assessment</b> <b>List – reading – writing AQA GCSE French Higher</b></p> <p><u>Unit 6 Celebrity culture</u> -6.1 F Tips on becoming famous -6.1 H How and why people might become famous</p>	<p><u>Unit 6 Celebrity culture</u> -6.2 F Pros and cons of being famous -6.2 H French speaking celebrities Feedforward Assessment</p> <p>-Revision</p> <p><b>Feedforward Assessment</b> <b>End of year assessment Units 1 to 6 - AQA GCSE French Higher</b> <b>List – reading – writing</b></p> <p><u>Theme 3 Communication and the world around us</u> - Intro 1 Travel and tourism; media and technology -intro 2 The environment and where people live</p>
Y11 24- 25	<p><u>Unit 7 Travel and tourism, including places of interest</u> -7.1 F Places where we used to live</p> <p><b>Feedforward Assessment:</b> <b>Writing ex 9 page 111 (Write a paragraph using one of the profile cards) – 90 words</b></p> <p>-7.1 H A gap year abroad -7.2 F Holiday stories -7.2 H Descriptions of a city</p> <p><b>Feedforward Assessment</b> <b>End of Unit 7 assessment</b> <b>List – reading – writing AQA GCSE French Higher</b></p>	<p><u>Unit 8 Media and technology</u> 8.1F Evolution and uses of the internet 8.1H The influences of the digital world</p> <p><b>Feedforward Assessment:</b> <b>Writing ex 10 page 119 (write a blog entry about how you use the internet– 90 words)</b></p> <p>8.2 F Technology used in the past present and future 8.2 H Discussing risks and staying safe online</p> <p><b>Feedforward Assessment</b> <b>End of Unit 8 assessment</b> <b>List – reading – writing AQA GCSE French Higher</b></p>	<p><u>Unit 9 The environment and where people live</u> -9.1F a positive impact on the planet -9.1H The local environment</p> <p><b>Feedforward Assessment:</b> <b>Writing ex 10 page 129 (write an article about the environment where you live– 150 words)</b></p> <p>-9.2F Describing your town -9.2H Comparing real and ideal homes</p> <p><b>Feedforward Assessment</b> <b>End of Unit 9 assessment</b> <b>List – reading – writing AQA GCSE French Higher</b></p>	<p><b>Revision</b> -One minute presentation for speaking on chosen theme -practice Role play cards for speaking 2018 - Practice Picture- based discussion cards for speaking 2018 - Revision of Module 1 to 8 - Speaking: one minute presentation: chosen theme - Speaking role play cards 2019 - Picture based discussion cards 2019 -Picture based discussion cards 2019</p>	<p><b>Revision</b> -Theme 1 exam questions -Theme 2 exam questions -Theme 3 exam questions -Theme 4 exam questions -Theme 5 exam questions -Translation sentences revision -Writing foundation 90 words essay practice -WTM reading paper 2018 -Reading paper 2019 -Reading preparation -Foundation/ Higher 2020 -Foundation listening 2022 - Reading paper 2021</p>	Exams	
Yr11 25- 26	<p><u>Unit 8 Media and technology</u> 8.1F -Evolution and uses of the internet 8.1H -The influences of the digital world</p> <p><b>Feedforward Assessment:</b> <b>Writing ex 9 page 121 (Write a blog about the influence of blogs and influencers on today's digital world) – 150 words</b></p> <p>8.2 F-Technology used in the past present and future 8.2 H-Discussing risks and staying safe online</p> <p><b>Feedforward Assessment</b> <b>End of Unit 8 assessment</b> <b>List – reading – writing AQA GCSE French Higher</b></p>	<p><u>Unit 9 The environment and where people live</u> 9.1F-a positive impact on the planet 9.1H-The local environment</p> <p><b>Feedforward Assessment:</b> <b>Writing ex 10 page 129 (Write an article about the environment where your live) – 150 words</b></p> <p>9.2F-Describing your town 9.2H-Comparing real and ideal homes</p> <p><b>Feedforward Assessment</b> <b>End of Unit 9 assessment</b> <b>List – reading – writing AQA GCSE French Higher</b></p>	<p>Test and revise: -Theme 1 pages 52 to 58 Listening speaking reading and writing -Theme 2 pages 98 to 104 Listening speaking reading and writing -Theme 3 pages 144 to 150 Listening speaking reading and writing</p> <p><b>Feedforward Assessment -</b> <b>Writing ex 3.2 page 105 (Write a post for your blog about sport) – 150 words</b></p>	<p>Test and revise: all theme pages 152 to 158 Listening speaking reading and writing</p> <p><b>Feedforward Assessment: Year 11 Exam rehearsal</b> <b>New GCSE sample examination paper from AQA.</b></p>	<p><b>Exam practice:</b> sample assessment from AQA: -Speaking assessment practice paper. - Reading assessment practice paper -Writing assessment practice paper - Listening assessment practice paper.</p>	Exams	
Examination Rehearsal 1 - (December)							

## AGE RELATED EXPECTATIONS

### YEAR 7

	Topics / Units	Phonics	Vocabulary	Grammar
4	<b>EXPERT</b>	<ul style="list-style-type: none"><li>I can read, pronounce and use a range of French words with some accuracy, attempting unfamiliar vocabulary by applying some knowledge of graphemes and phonemes studied</li></ul>	<ul style="list-style-type: none"><li>I can use a range of vocabulary correctly in a variety of contexts and apply my knowledge of vocabulary accurately in new contexts with some success. I can produce/understand interesting texts</li></ul>	<ul style="list-style-type: none"><li>I can use two tenses accurately, including some irregular verbs and negative forms. I know how to apply a range of grammatical rules to produce interesting texts</li></ul>
3	<b>ADVANCED</b>	<ul style="list-style-type: none"><li>I can read, pronounce or use familiar French words with some accuracy, occasionally attempting unfamiliar vocabulary but with limited knowledge of graphemes and phonemes</li></ul>	<ul style="list-style-type: none"><li>I can use familiar vocabulary in a variety of contexts and apply my knowledge of vocabulary in some new contexts with some success. I can produce/understand interesting text</li></ul>	<ul style="list-style-type: none"><li>I can use the present tense accurately, including some irregular verbs or negative forms. I know how to apply grammatical rules to produce texts about familiar themes</li></ul>
2	<b>DEVELOPING</b>	<ul style="list-style-type: none"><li>I can recognise how to pronounce familiar French words with some confidence, but with little knowledge of relevant graphemes and phonemes</li></ul>	<ul style="list-style-type: none"><li>I can use familiar vocabulary in a variety of familiar contexts. I can produce/understand short texts</li></ul>	<ul style="list-style-type: none"><li>I can use regular present tense with some accuracy. I know how to apply grammatical rules to produce short phrases about familiar themes</li></ul>
1	<b>POTENTIAL</b>	<ul style="list-style-type: none"><li>I can recognise how to pronounce some familiar French sounds, but with little knowledge of relevant graphemes and phonemes</li></ul>	<ul style="list-style-type: none"><li>I can recognise some familiar vocabulary that has been studied.</li></ul>	<ul style="list-style-type: none"><li>I can attempt regular present tense. I know some grammatical rules and can sometimes produce short phrases</li></ul>

## YEAR 8

	Topics / Units	Phonics	Vocabulary	Grammar
4	<b>EXPERT</b>	<ul style="list-style-type: none"> <li>I can accurately read, pronounce and use a range French words, including some unfamiliar vocabulary, applying sound knowledge of graphemes and phonemes studied.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a wide range of vocabulary correctly in a variety of contexts and apply my knowledge of vocabulary accurately in new contexts. I can sometimes apply synonyms etc. to produce/understand interesting texts.</li> </ul>	<ul style="list-style-type: none"> <li>I can use three tenses with some accuracy, including irregular verbs and negative forms. I know how to apply a wide range grammatical rules to produce rich, varied and interesting texts</li> </ul>
3	<b>ADVANCED</b>	<ul style="list-style-type: none"> <li>I can read, pronounce and use a range French words with some accuracy, attempting unfamiliar vocabulary by applying some knowledge of graphemes and phonemes studied</li> </ul>	<ul style="list-style-type: none"> <li>I can use a range of vocabulary correctly in a variety of contexts and apply my knowledge of vocabulary accurately in new contexts with some success. I can produce/understand interesting texts</li> </ul>	<ul style="list-style-type: none"> <li>I can use two tenses accurately, including some irregular verbs and negative forms. I know how to apply a range of grammatical rules to produce interesting texts</li> </ul>
2	<b>DEVELOPING</b>	<ul style="list-style-type: none"> <li>I can read, pronounce or use familiar French words with some accuracy, occasionally attempting unfamiliar vocabulary but with limited knowledge of graphemes and phonemes</li> </ul>	<ul style="list-style-type: none"> <li>I can use familiar vocabulary in a variety of contexts and apply my knowledge of vocabulary in some new contexts with some success. I can produce/understand interesting text</li> </ul>	<ul style="list-style-type: none"> <li>I can use the present tense accurately, including some irregular verbs or negative forms. I know how to apply grammatical rules to produce texts about familiar themes</li> </ul>
1	<b>POTENTIAL</b>	<ul style="list-style-type: none"> <li>I can read, pronounce or use familiar French words with some confidence, but with limited knowledge of graphemes and phonemes</li> </ul>	<ul style="list-style-type: none"> <li>I can use familiar vocabulary in a variety of contexts and sometimes apply my knowledge of vocabulary in new contexts with occasional success. I can produce/understand interesting texts</li> </ul>	<ul style="list-style-type: none"> <li>I can use regular present tense accurately, including some negative forms. I know how to apply grammatical rules to produce short texts about familiar themes</li> </ul>

## YEAR 9

	Topics / Units	Phonics	Vocabulary	Grammar
4	<b>EXPERT</b>	<ul style="list-style-type: none"> <li>I can accurately read, pronounce and use a wide range French words, including unfamiliar vocabulary, applying secure knowledge of graphemes and phonemes studied.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a wide range of vocabulary correctly in a variety of contexts and apply my knowledge of vocabulary accurately in new contexts. I can accurately apply synonyms etc. to produce/understand rich, varied and interesting texts.</li> </ul>	<ul style="list-style-type: none"> <li>I can use at least three tenses accurately, including irregular verbs and negative forms. I know how to accurately apply a wide range grammatical rules to produce rich, varied and interesting texts.</li> </ul>
3	<b>ADVANCED</b>	<ul style="list-style-type: none"> <li>I can accurately read, pronounce and use a range French words, including some unfamiliar vocabulary, applying sound knowledge of graphemes and phonemes studied.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a wide range of vocabulary correctly in a variety of contexts and apply my knowledge of vocabulary accurately in new contexts. I can sometimes apply synonyms etc. to produce/understand interesting texts.</li> </ul>	<ul style="list-style-type: none"> <li>I can use three tenses with some accuracy, including irregular verbs and negative forms. I know how to apply a wide range grammatical rules to produce rich, varied and interesting texts</li> </ul>
2	<b>DEVELOPING</b>	<ul style="list-style-type: none"> <li>I can read, pronounce and use a range French words with some accuracy, attempting unfamiliar vocabulary by applying some knowledge of graphemes and phonemes studied</li> </ul>	<ul style="list-style-type: none"> <li>I can use a range of vocabulary correctly in a variety of contexts and apply my knowledge of vocabulary accurately in new contexts with some success. I can produce/understand interesting texts</li> </ul>	<ul style="list-style-type: none"> <li>I can use two tenses accurately, including some irregular verbs and negative forms. I know how to apply a range of grammatical rules to produce interesting texts</li> </ul>
1	<b>POTENTIAL</b>	<ul style="list-style-type: none"> <li>I can read, pronounce or use familiar French words with some accuracy, occasionally attempting unfamiliar vocabulary by applying some knowledge of graphemes and phonemes studied</li> </ul>	<ul style="list-style-type: none"> <li>I can use familiar vocabulary in a variety of contexts and apply my knowledge of vocabulary in new contexts with some success. I can produce/understand interesting text</li> </ul>	<ul style="list-style-type: none"> <li>I can attempt two tenses with some accuracy, attempting some irregular verbs or negative forms. I know how to apply grammatical rules to produce texts</li> </ul>



## END OF COURSE EXPECTATIONS

Edexcel MFL aims and learning objectives	
<p>Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in French (1FR0)</p> <p><a href="#">Edexcel Specification first teaching 2016</a></p>	<p>The aims and objectives of this qualification are to enable students to:</p> <ul style="list-style-type: none"><li>• develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy</li><li>• express and develop thoughts and ideas spontaneously and fluently</li><li>• listen to and understand clearly articulated, standard speech at near normal speed</li><li>• 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</li><li>• 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</li><li>• develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken</li><li>• 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</li><li>• 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.</li></ul>
AQA MFL aims and learning objectives	
<p><a href="#">AQA Specification first teaching 2024</a></p>	<p>A specification designed for you and your students</p> <p>We'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.</p> <p>We have focused on ensuring that our assessments are clear, accessible and discriminate effectively, and that our content is engaging and relevant.</p> <p>Languages beyond the classroom</p> <p>We want to provide a specification that you can enjoy teaching while delivering the assessments and results you and your students deserve.</p> <p>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.</p> <p>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.</p>

## DEPARTMENT FEEDBACK POLICY

### Formative Feedback

The department will provide continuous formative feedback to students every lesson and track progress each lesson using a holistic 1-4 age related expectation grade.

The department will set topic / unit summative assessments at the end of the topic / unit at set points throughout the year. These will be marked in green pen and improvements fed back to students. These marks will go towards the holistic 1-4 age related expectations formative assessment grade.

A formative assessment data drop will be completed once per half term.

### Assessment Feedback Frequency

KS3 will sit a Summative end of year assessment where the percentage achieved in the assessment will be reported to parents/carers as well as a holistic 1-4 formative assessment grade.

In KS4 Year 10 will sit two summative assessments during the year and the percentage mark of the first Assessment Point (AP1) will be reported and shared with parents/carers as well as a working at 1-9 grade. The second will be an end of year assessment mock style exam. Predictive 1-9 grades will then be calculated at the end of the year.

Year 11 will sit one examination rehearsal half way through the year in preparation for their actual exams again providing a more accurate working at grade and prediction for end of year results.

### Planning for Feedback

- Feedback must be planned for using the **FEEDFORWARD ASSESSMENT** planning sheets
- This needs to be completed on a specific independent learning activity undertaken in the students' books which should happen every 6-10 lessons.
- Books should be checked at the same time for presentation with an acknowledgement to the student that you have seen their work.
- Feedback should be provided in the following lesson using DIRT (Dedicated Improvement and Reflection Time) activities.
- Red pen by the students should be used to highlight any work done during DIRT activities.

### Feedback Expectations

- **Verbal feedback** - Either one to one or as a class. Misconceptions can be addressed easily.
- **Live Feedback** - The teacher gives feedback as they circulate the room. This feedback is then acted on immediately.
- **Questioning** - The teacher uses a range of questioning techniques (cold call, no opt out, say it again better etc) or mini whiteboards to check understanding.
- **Modelling** - The teacher demonstrates what success looks like and scaffolds how to get there. This can be done verbally or in a written format.
- **Visualiser** - This can be used to do a "we write" model answer, to showcase good work or to address misconceptions.
- **Whole class feedback** - After reading all the books and making notes, the teacher gives feedback on strengths, areas for improvement and misconceptions. Time is given to act on improvements.
- **Written feedback** - Teachers use individual written feedback on a specific piece of work and give students time to act on it (DIRT). The time cost here should be carefully considered.

### Presentation in Books

- Books should be able to be used as **revision aids** by the students.
- Look for **common misconceptions** in all books; assessing the **quality** of the books; ensuring that **high expectations** for **presentation** are upheld and **SPAG** is addressed.
- Selective independent work will be checked using the **FEEDFORWARD ASSESSMENT** Planning sheet

# NATIONAL CURRICULUM LINKS

[MFL National Curriculum](#)

[KS3 Curriculum](#)

## **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 asking questions, 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.
- **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.

## 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

### **Computer Science National Curriculum Links**

#### **[Computing National Curriculum](#)**

All pupils must have the opportunity to study aspects of information technology and computer science at sufficient depth to allow them to progress to higher levels of study or to a professional career.

In MFL students are taught to:

- Research the internet for information on various topics such as cultural events and celebrities from French speaking countries.
- develop their capability, creativity and knowledge using computers, digital media and information technology.
- understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns. This is primarily covered in the technology topic as they study the pros and cons of social medias, technologies of today and tomorrow.

### **Religious Education National Curriculum Links**

#### **[Agreed Syllabus for Religious Education](#)**

#### **[Religious Education in English Schools: Non-Statutory Guidance](#)**

Within the MFL curriculum we focus on developing an understanding of 'worldwide' views through discussion around religious, cultural and ethical influences.

In MFL lessons students are taught about religion in French speaking countries. This helps to develop our students' understanding and own views of worldwide religious views to ensure that they have a balanced interpretation of different religions.

All pupils receive RE in Southchurch High School, as part of a broad and balanced curriculum at school which promotes their spiritual, moral, social and cultural development. Religion is covered at multiple points in the MFL curriculum particularly in the topic of celebration and food.

# PERSONAL DEVELOPMENT CURRICULUM

## 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.**

**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 in front 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.

**Equality & Diversity:** The MFL curriculum through language learning offers 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 compare 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.

**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 Edinburgh 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 the differences 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

## SMSC CURRICULUM LINKS

### **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

### **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.