

Curriculum Intent, Implementation and Impact 2019-20

Subject: AQA GCSE French

Year group: Year 9

Periods per fortnight: 5

INTENT:

Our vision in The Buckingham School MFL Department is that all students develop the skills and confidence to belong in a multicultural, mutually respectful world. We aim to inspire our students to have a love of languages by nurturing a linguistic curiosity to explore and respect other cultures and people.

We aim to ensure that **all** students:

- 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.
- Can access, be motivated and engaged in their own language learning.

The curriculum is designed to ensure that all four skills of Listening, Speaking, Reading and Writing are covered in every module and opportunities to revisit key skills, in different ways, are built in to students' learning journeys.

Grammar is the foundation for building language skills. Learning grammar enables students to speak and write more accurately, confidently and fluently. Consequently, grammar skills are taught explicitly through every module of work, and regularly revisited; emphasis is on equipping students with the linguistic skills to unpick and decode unfamiliar language.

Students need to be resilient language 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 out in front of the class. Opportunities for reflection are built in at regular intervals, and the curriculum is designed to build students' independence.

We believe that speaking the language throughout lessons is key to success. We aim to challenge our students by using a high ratio of target language. We endeavour to expose students to authentic language use in real and practical situations which emphasise the value of language as a communication tool. Using the target language ensures that students are hearing authentic language each time they are in the MFL classroom and by immersing them in the target language we aim to help them use it more independently which will lead to increased confidence and wider vocabulary.

IMPLEMENTATION:

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn Term	Studio Foundation/Higher Module 1 – Qui suis-je? (GCSE theme: Identity and culture) <i>Point de départ 1</i> Revising family and describing people	A range of the following as appropriate linked to content: Vocabulary Learning	Support with learning key vocabulary Encourage to explore language apps like

	<p><i>Point de départ 2</i> Revising places in town, activities and times</p> <p><i>Unité 1</i> Talking about friends and what makes a good friend</p> <p><i>Unité 2</i> Talking about family relationships</p> <p><i>Unité 3</i> Making arrangements to go out</p> <p><i>Unité 4</i> Describing a day out</p> <p><i>Unité 5</i> Discussing role models</p> <p>End of Module Assessments Listening/Reading/Speaking/ Writing practice</p> <p>Past Paper exam practice R+L</p> <p>Writing Exam – GCSE Format</p>	<p>Creative Tasks</p> <p>Grammar Tasks</p> <p>Speaking Exam preparation</p> <p>Reading authentic and cultural texts</p> <p>Translation Tasks</p> <p>Extended Writing Tasks</p> <p>Authentic Videos</p> <p>Online activities ACTIVELEARN</p> <p>Authentic News Articles – 1jour1actu.com</p> <p>Extended projects</p> <p>Primary school trip locally to teach primary pupils French</p> <p>French Trip opportunity - Paris or Normandy</p>	<p>duolingo</p> <p>Encourage to do speaking practice to build confidence</p> <p>Provide GCSE Revision Guides and Grammar Workbooks</p> <p>Ensure students have dictionaries, verb books and access to internet</p> <p>Ensure HW deadlines are met</p>
Spring Term	<p>Studio Foundation/Higher Module 2 – <i>Le temps de loisirs</i> (GCSE theme: Identity and culture)</p> <p><i>Point de départ 1</i> Revising leisure activities</p> <p><i>Point de départ 2</i> Revising films and going to the cinema</p> <p><i>Unité 1</i> Talking about sport</p> <p><i>Unité 2</i> Talking about using technology</p> <p><i>Unité 3</i> Discussing reading habits and music</p> <p><i>Unité 4</i> Talking about television programmes</p> <p><i>Unité 5</i> Talking about a night out with friends</p> <p>End of Module Assessments Listening/Reading/Speaking/ Writing practice</p> <p>Reading and Listening Exam practice</p> <p>Speaking Mock Exam GCSE format</p>	<p>A range of the following as appropriate linked to content:</p> <p>Vocabulary Learning</p> <p>Creative Tasks</p> <p>Grammar Tasks</p> <p>Speaking Exam preparation</p> <p>Reading authentic and cultural texts</p> <p>Translation Tasks</p> <p>Extended Writing Tasks</p> <p>Authentic Videos</p> <p>Online activities ACTIVELEARN</p> <p>Authentic News Articles – 1jour1actu.com</p> <p>Extended projects</p> <p>Primary school trip locally to teach primary pupils French</p> <p>French Trip opportunity - Paris or Normandy</p>	<p>Support with learning key vocabulary</p> <p>Encourage to explore language apps like duolingo</p> <p>Encourage to do speaking practice to build confidence</p> <p>Provide GCSE Revision Guides and Grammar Workbooks</p> <p>Ensure students have dictionaries, verb books and access to internet</p> <p>Ensure HW deadlines are met</p>

<p>Summer Term</p>	<p>Studio Foundation/Higher Module 3 – Jour ordinaires, jours de fête (GCSE theme: Identity and culture) <i>Point de départ 1</i> Talking about food and meals <i>Point de départ 2</i> Discussing clothes and what to wear <i>Unité 1</i> Describing your daily life <i>Unité 2</i> Shopping for clothes <i>Unité 3</i> Describing festivals and traditions <i>Unité 4</i> Talking about shopping for a special meal <i>Unité 5</i> Describing family celebrations</p> <p>End of Year Assessments Listening/ Reading/Writing</p>	<p>A range of the following as appropriate linked to content:</p> <p>Vocabulary Learning</p> <p>Creative Tasks</p> <p>Grammar Tasks</p> <p>Speaking Exam preparation</p> <p>Reading authentic and cultural texts</p> <p>Translation Tasks</p> <p>Extended Writing Tasks</p> <p>Authentic Videos</p> <p>Online activities ACTIVELEARN</p> <p>Authentic News Articles – 1jour1actu.com</p> <p>Extended projects</p> <p>Primary school trip locally to teach primary pupils French</p> <p>French Trip opportunity - Paris or Normandy</p>	<p>Support with learning key vocabulary</p> <p>Encourage to explore language apps like duolingo</p> <p>Encourage to do speaking practice to build confidence</p> <p>Provide GCSE Revision Guides and Grammar Workbooks</p> <p>Ensure students have dictionaries, verb books and access to internet</p> <p>Ensure HW deadlines are met</p>
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IMPACT:

Key Assessment Points.

Students will be assessed to prove that they have understood and can apply what has been taught each full term. Students will be tested using cumulative GCSE exam style assessments in all 4 skill areas of Listening, Reading, Speaking and Writing over each KS4 year.

GCSE Mock Speaking exams held at key points throughout KS4 are essential in building student's confidence and success in this challenging skill.

Each student will be graded in each of the skill areas as at GCSE where each skill is 25% of the overall grade awarded.

This approach enables students to confidently be GCSE Exam ready when they reach the end of KS4. In addition, students will be ready to continue their language learning into KS5.