



**Curriculum Intent, Implementation & Impact**

**Vision:** We believe that learning a language develops core Character traits needed to become a well- rounded, functioning adult, such as Curiosity, Open-Mindedness, Confidence and Resilience and also offers an opening to other cultures.

<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
<p>The French curriculum in throughout KS3 aims to inspire students to become linguists who can express their ideas and thoughts in another language, and understand and respond to its speakers.</p> <p>Through a knowledge rich curriculum, pupils acquire a cultural awareness and an understanding of the core vocabulary and grammar needed to develop the four main skills of reading, writing, speaking and listening in the target language and prepare the student as for KS4. French teaching although not all students will carry on studying the subject will provide students with the foundation for learning further languages, giving them the skills to</p>	<p>Students in Year 7 will learn how to introduce themselves and their family, discuss free time activities and learn about school life in both England and France. They will also consolidate and build upon their previous knowledge from KS2. They will gain a range of vocabulary about various topics as well as develop all 4 skills associated with learning a language. This will help students to develop Oracy skills. Competitive elements will be implemented in most lessons to encourage boys engagement as well as Thinking Hard activities to encourage deep learning.</p> <p>All lessons will start with a short retrieval activity (Po3) to ensure students are recalling language from previous learning.</p> <p>Lessons will be planned to ensure the highest grades are achieved. Tasks will be delivered using the medal system to ensure it is accessible to all abilities. Where appropriate, Thinking hard devices will be used to promote challenge.</p>	<p>To ensure that all students achieve good progress and relevant attainment in specified knowledge, students are formatively assessed regularly at KS3 through trackers and teaching is adapted accordingly.</p> <p>Assessment data is used to judge the success of the curriculum and progress towards good or excellent, with teaching time allocated for intervention in T6 for the students who have chosen French at GCSE as an attempt to close gaps before KS4.</p> <p>Knowledge of vocabulary is assessed through fortnightly spelling tests on SENECA</p>

succeed in the workplace and become more rounded global citizens.

The invaluable communication skills and creativity developed through learning a foreign language will foster students' curiosity, and deepen their understanding and appreciation of other cultures both in their own country, and when they travel to other countries around the world.

Photo description tasks from Y7 and English to French Translations will also be introduced to prepare students for exam-style questions that will come up in their GCSE speaking and writing exams. This content will provide an introduction to the GCSE curriculum.

Cultural capital will be present in every unit and topic studied (see below). Students in Y8 and 9 will be using the three to four different tenses seen throughout KS3 year. They will continue photo description practice, as well as other valuable exam skills. They will also gain a range of vocabulary about various new topics as well as develop all 4 skills associated with learning a language. They will spend time revising and consolidating Y7 content as well as seen throughout the year to lead to end of year assessment, with a particular focus on translation skills, as this is something they will have to do in their GCSE.

There is regular feedback given on the progress made in the four main skills: reading, listening, writing and speaking in lessons and in books. The impact of the curriculum on students becoming linguists who can communicate effectively in the target language is assessed through student's participation during tasks in lessons and their engagement with homework . Extra-curricular activities such as trips ( 1 per year group )also provide students with the opportunity to put into practice what they have learnt in the classroom, and to experience first-hand the benefits of learning another language.

