

Subject: MFL

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How do Modern Foreign Languages develop:	
Respect	Students develop their knowledge and understanding of the different languages and cultures and identify similarities we have with other nationalities as well as respecting their differences.
Courage	Students will take risks when answering questions, completing speaking activities and attempting tasks which challenge them.
Community	By supporting and encouraging their classmates in a positive learning environment they work together to improve their understanding in a small class community
Wisdom	Students learn to accept that making mistakes is part of the learning journey - by accepting this and using misconceptions as learning opportunities, they start to gain confidence and resilience

Intention Statement:

To develop confident, capable linguists who have an interest in the language and a curiosity about the culture and identities of the countries where the language is spoken

Intention Overview:

Curriculum Knowledge

In Key Stage 3 Students follow a specifically designed curriculum which builds their ability to use the target language in a logical manner, allowing for mastery of high frequency verbs in different tenses, connectives and stylistic phrases as well as ensuring a secure grounding in basic grammatical structures and vocabulary. The two languages cover the same thematic topics in a different order

Year 7 covers an introduction to basic structures which underpin how the languages work; they encounter new sounds, rules and in Chinese, new writing systems, which are interleaved and revisited throughout the units and built upon to encourage confidence and proficiency. In year 7 French, students start by talking about themselves before then describing their experiences at school and looking at hobbies. Once students are secure using the present tense, they move to forming the future tense and are exposed to elements of the past, before being explicitly taught this concept in year 8 where they also revisit and extend their knowledge by focussing on their local area, exploring Paris and looking at a healthy lifestyle. Year 9 serves as a transition year, to introduce students to GCSE style skill development by extending content to explore freetime and leisure activities and family and relationships in more depth. This allows the 3 key tenses to be embedded throughout KS3 to prepare students for KS4. The knowledge and skills taught at KS3 provides students with an overview, before studying key events in more depth at KS4.

In Key Stage 4 Students continue to revisit, recycle and build on the structures and vocabulary learnt in Key Stage 3, students in both languages follow the AQA course which comprises 3 themes:

Theme 1: Identity and culture - content wise this has been used as a crossover unit in Year 9 in French: Me my family & friends, technology in everyday life, Free-time activities, Customs and festivals (which are interspersed throughout the course)

Theme 2: Local, national, international and global areas of interest: Home, town, neighbourhood and region, Social issues, global issues, travel and tourism

Theme 3: Current and future study and employment: My studies, life at school, Education post 16, jobs, career choices and ambitions

The three themes are taught over the course of years 9, 10 and 11 - with GCSE exam skills in listening, speaking, reading and writing developing over the course of the Key Stage.

Essential Skills to Develop

<p>Subject Specific Skills</p> <p><i>Pattern spotting</i></p> <p><i>Application of pattern spotting rules to translations</i></p> <p><i>Vocabulary development in home and target language</i></p> <p><i>Development of Oracy in the Target Language</i></p> <p><i>Creative Language Use</i></p> <p><i>Development of Listening skills - gist, detail, modelling</i></p> <p><i>Development of Reading skills - gist, detail, modelling</i></p> <p><i>Problem solving - tense formation, word order, decoding meaning</i></p> <p><i>Strategies to improve memory, revision and recall</i></p>	<p>Supportive Learning Skills and Attributes</p> <p><i>Confidence in tackling the unknown - both academically but also personally by putting self in unfamiliar situations in school and on trips</i></p> <p><i>Enhanced self-efficacy and perseverance</i></p> <p><i>Proof reading</i></p> <p><i>Inference and distilling information</i></p> <p><i>Developing resilience through low stakes quizzing and encouragement to encounter new words and concepts collaboratively - even if they struggle in their own language</i></p> <p><i>Empathy .</i></p> <p><i>Resilience</i></p>
<p>Cultural Capital (opportunities and experiences)</p>	
<ul style="list-style-type: none"> ● Throughout the Key Stage 3 course, students encounter opportunities to explore and compare their own cultural norms with that of the target language speaking countries; eg the school system in France / Francophone countries / China, eating habits, houses, introduction to towns, TV shows, music and films. This is deepened as students work through Key Stage 4. <i>Where the topics covered allow for greater exploration of key elements of Francophone / Chinese life. Eg looking at School systems and reforms in recent education and delivery - new style BAC, exam stress and pressure entrance to university</i> ● Target language authentic materials are used to exploit differences and similarities between the UK and France / China ● Students are exposed to key festivals and traditions in the French and Chinese calendar. They develop empathy with their target language speaking counterparts - and consider cultural differences and similarities across different trends and norms such as a 7:30 school start to compare their teenage lives with those in other countries. ● Authentic Language films are built in to the Key Stage 3 Scheme of Learning (eg <i>Le petit Nicolas</i>, <i>Les Choristes</i>) and sections of the scheme of learning allow for independent research around Paris and Beijing ● In KS4 <i>Thematically, the topic of 'World of Work' is handled and students discuss different elements of jobs which may not be part of their cultural experience or ambitions.</i> ● <i>In Chinese, as with French, students can also reflect on the different eating habits, family composition, and work ethic and gives students a greater insight into a society which is very different to our own.</i> ● <i>Literary texts form part of the GCSE reading examination, and every opportunity to expose students to target language texts, music, adverts, magazines, clips, film clips is taken</i> ● Up until 2019 students were able to participate in Erasmus exchanges through the STL running 2 fully funded projects which have enabled over 110 students to spend between a week and a month in a foreign country - Our most recent project ended in 2020 and due to Brexit we are no longer able to participate in this worthwhile programme. ● Our close links with Dacheng school led to reciprocal visits to Beijing for years 9 - 13 in addition to MEP funded 2 week study visits for years 8 - 9 to a CHinese city in the Summer term - This is temporarily on hold due to the ongoing global pandemic 	

Implementation:

- *The programmes of study are written in advance and regularly reviewed.* This ensures consistency between classes and full coverage of the exam specification, with time for revision in Yr 11
- *Resources are shared on Google Drive and collaboratively made where possible.*
- *Homework is set weekly*

Key Stage 3

- *Students work in one exercise book*
- *Revision is supported with knowledge organisers and recall is promoted through low stakes quizzing and knowledge tests at the end of each topic*
- *Students are upskilled with termly GCSE style exam questions converted into Key Stage appropriate assessments*
- *Core assessments are completed by all classes with interim assessments determined by individual teachers*

Key Stage 4

- *Students work in an exercise book and prepare for the spoken element of their examination in a specific speaking 'folder' - this has been curtailed with the past 2 interrupted years for the current year 11.*
- *Assessments are in the form of exam questions with students having every opportunity to prove themselves at the Overlap tiered questions before a decision is made for specific tiering (Foundation or Higher)*
- *Model answers and walking talking mocks are used to improve exam technique.*
- *Students received specific feedback sheets for Writing exam questions which include specific DIRT to complete*
- *Interventions support and challenge students, including targeted SPS for specific groups of students to boost grade and complete specific interventions.*

Measuring Impact: KS3

- *Numbers studying a language in KS3 have increased and the SOLs promote a secure foundation for progression in KS4*
- *Regular assessments - In French students are assessed on a piece of GCSE length writing and complete a knowledge test for every topic. Reading, Writing and Listening are formally assessed within each year, with speaking activities in the style of GCSE tasks being completed informally in lessons, preparing students for GCSE exam skills. In Chinese the MEP group complete national Hurdle tests in all 4 skill areas which mirror GCSE style questions*
- *The KS3 curriculum meets the National Curriculum programme of study requirements*
- *Support, intervention and challenge are monitored through lesson drop-ins, book scrutinies, pupil voice and data analysis*

Measuring Impact: KS4

- Regular assessments - students are assessed throughout a topic with a range of exam questions. To increase familiarity of listening and reading exam skills, these are used as starter tasks in lessons where appropriate
- Assessments are internally and externally moderated
- Regular moderation, AQA exam training, and members of the department conducting marking for AQA ensures the reliability of marking.
- Personalised and class feedback given, along with model answers, means assessments support future learning.
- Thematic PLCs allow students to record and monitor their strength and weaknesses in specific topic areas across the unit and focuses vocabulary and structures for personal revision
- The development and application of grammatical structures and vocabulary prepares students for A level / Pre U study
- Support, intervention and challenge are monitored through lesson drop-ins, book scrutinies, pupil voice and data analysis.

Key Stage 5

Intention Overview:

Curriculum Knowledge

At present in KS5, only Chinese is offered and students follow the Pre U qualification

All 4 language skills are developed in the Pre U course of study and whilst some answers are required in Mandarin putanghua, the use of simplified pinyin as well as English is also assessed.

The course allows students to learn more about Chinese culture and history and is a stepping stone for university courses in Chinese and Chinese studies.

The core topics covered are: Family, young people, education, the media, work and leisure and equality of opportunity - these are examined in Chinese across listening, speaking, reading and writing. (Papers 1,2,3)

The Chinese culture elements covered are: Emerging China: population, environment and Migration

The literary / film option chosen and examined in English is : The Blue Kite, Tian Zhuangzhuang which handles the Cultural revolution and Mao's China

Essential Skills to Develop

Subject Specific Skills

Pattern spotting

Application of pattern spotting rules to translation

Vocabulary development in home and target language

Development of Oracy in the Target Language

Creative Language Use

Development of Listening skills - gist, detail, modelling

Development of Reading skills - gist, detail, modelling

Analytical essay writing

Supportive Learning Skills and Attributes

Confidence in tackling the unknown - both academically but also personally by putting self in unfamiliar situations in school and on trips

Enhanced self-efficacy and perseverance

Problem solving - tense formation, word order, decoding meaning

Strategies to improve memory, revision and recall

Proof reading

Inference and distilling information

Developing resilience continues as speaking and writing development continues.

Empathy

Cultural Capital (opportunities and experiences)

In addition to building on the cultural capital gained through KS3 and GCSE study, the study of Key Stage 5 allows for

- Our native Chinese teacher ensures that students have access to authentic, imaginative resources to give them a window into China and allows them to consider the similarities and differences in social norms*
- Students have one to one study and speaking sessions with the Hanban Chinese language assistant, which gives them a further insight into Chinese language and Culture.*
- Students develop real empathy with their Chinese counterparts through learning about the cultural elements as well as being able to put themselves in the place of someone living through elements of chinese society and history in order to analyse situations - they develop the tools to analyse and develop responses*
- Previous opportunities have allowed students to visit UCL and look at careers and courses open to students who study Chinese*
- Close alumni links are exploited with past Chinese students making contact and describing their university and post university work which supports current student's aspirations*
- The study of film / literature at a higher level in a different language encourages students to analyse, debate and form their own judgements using the evidence and application of their contextual knowledge*

Implementation:

- The Programme of Study is written and reviewed regularly. This ensures full coverage of the exam specification.
- Students are taught the full course by our native Chinese teacher - which provides continuity
- In year 12, the course covers the majority of papers 1,2,3 and focuses on 5 of the 6 core topics.
- In year 13, the focus is mainly on the cultural paper in English and essay writing skills in Chinese
- Assessments are in the form of exam questions with end of unit Speaking Assessments in addition to past paper questions in other skill areas to build capacity and confidence.
- Model answers and Mark Schemes are at the heart of student feedback

Measuring Impact:

- Results continue to improve, with past series achieving 2 x Distinctions, 1 x Merit and 2021 TAGS was an ALPS 1.
- The development and application of vocabulary, grammar and awareness of culture prepares students well when they pursue Chinese at university level - annually this is an option taken by students
- Personalised and class feedback given, along with model answers, means assessments support future learning