



CURIOSITY

COMPASSION

COURAGE



## Curriculum overview

Subject	GCSE French	Year group	10
<p><b>Vision statement:</b></p>	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>		
<p><b>Curriculum intent:</b></p>	<p style="text-align: center;"><b><u>French Subject Intent</u></b></p> <p>French is a widely spoken European Language with a rich cultural and historical heritage. In French, we believe that practice is central to making rapid progress in language acquisition and its mastery for independent use. We believe that the aim of great language teaching is to bring together language that is learned over time for the purposes of meaningful communication. Within the context of our classrooms, we intend on making every minute of language practice count so we can help foster the development of confident French speakers who retain what they learn.</p> <p>In French, we believe that a curriculum underpinned by knowledge of phonics, vocabulary and grammar is required to understand and express meaning. We thus also believe that great language teaching represents a shift away from 'task', 'function' or isolated, self-contained 'skills'. Learners benefit from plentiful practice in 'input language' (listening and reading) through structured tasks that require learners to connect a sound-symbol correspondence, word or structure to its meaning or function. This kind of practice establishes knowledge receptively, before expecting learners to produce it in writing or speaking.</p> <p>Our pedagogy is research and evidence based and our curriculum ensures learners will benefit from ample practice in producing new language in writing and speaking activities that retain the link between form and meaning.</p> <p>We intend on the characteristics of good language learning to be:</p> <ul style="list-style-type: none"> <li>• Contingency – the speaker (or writer) has something to say as a result of understanding what has been said (or written)</li> </ul>		



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- Synthesis – language use brings together a wider range (lexical and/or grammatical) of language than in preceding structured practice, across modes (comprehension and production) and modalities (oral and written)
- Extension – the same language and structures are used in different contexts and for different communicative purposes
- Choice – the learner has a greater level of autonomy in deciding what to say and how to say it

At LFA QEMS, Students are encouraged to appreciate diversity in terms of culture and language, and to look beyond their immediate environments. Students are encouraged to broaden their world view, and to consider how languages can provide opportunities in later life, regardless of background.

- To foster an interest in foreign languages and foreign culture
- To encourage students to continue to learn a language after leaving the academy, or to consider it in later life
- For students to be able to communicate in a foreign language in order to broaden their cultural, academic and professional opportunities.

### Threshold Concepts (TCs):

#### Threshold Concepts in French:

A good student of French understands:

1. **Verb conjugation** – verbs take different forms in different contexts (verb paradigm; use of infinitive; modal verbs; three different time frames). [TC1]
2. Certain words in French possess **gender** (articles, single/plural determiners) [TC2]
3. There are different **grammatical** and **lexical patterns** and **structures** (word order; grammatical parsing etc.) [TC3]
4. How to make **connections** between **language** and **culture**. [TC4]
5. Languages possess differing **phonetic patterns** (spellings; pronunciation; phonological awareness) [TC5]
6. That vocabulary can be **decoded** (lexical retrieval) [TC6]

#### Skills in French:

A good student of French should be able to:

- Utilise linguistic skills that they use creatively to deepen understanding, which also enable them to communicate effectively and to take the initiative.
- Conjugate verbs in order to communicate accurately.
- Recognise phonetic patterns, possess phonological awareness and be able to pronounce words correctly.
- Decode vocabulary in order to acquire and understand meaning.
- Independently use support and reference materials in order to gain linguistic understanding.
- Communicate verbally and in writing accurately.
- Use language creatively and holistically for interest and variety.

### KS2 National Curriculum summary:

*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.*









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<b>Learner skills:</b>	Critical thinking  CRITICAL THINKING		Organisation  ORGANISATION		Collaboration  COLLABORATION		Adaptability  ADAPTABILITY		Oracy  ORACY		Self-quizzing  SELF QUIZZING	
<b>Assessment:</b>	<b>Term 1 Aug-Oct</b> Formative assessment: <i>Holidays</i> Component 1: Component 2: Component 3: Component 4: Component 5:	<b>Term 2 Nov-Dec</b> Summative Assessment: Paper 1: Listening Paper 3: Reading Paper 4: Writing	<b>Term 3 Jan-Feb</b> Formative assessment: Town Component 1: Component 2: Component 3: Component 4: Component 5:	<b>Term 4 Mar-Apr</b> Summative Assessment: Paper 1: Listening Paper 3: Reading Paper 4: Writing	<b>Term 5 Apr-May</b> Formative assessment: Global Issues Component 1: Component 2: Component 3: Component 4: Component 5:	<b>Term 6 Jun-Jul</b> PPE 1 Paper 1: Listening Mock Paper 3: Reading Mock Paper 4: Writing Mock						
<b>Sequencing:</b>	<p>Our lessons and units are sequenced to enable pupils to build on what they already know in order to develop powerful knowledge. Knowledge and vocabulary rich. Knowledge is and mapped in a format so that pupils make meaningful connections. Sequenced coherent Our curriculum enables schools to tailor Oak's content to their curriculum and context. Our curriculum is through rigorous application of best practice and the science of learning. Evidence informed. We prioritise creating a curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented. Diverse, creating a curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.</p>											
<b>Values</b>	<p><b>This scheme of work promotes the school values of Compassion, Curiosity and Courage by:</b></p> <p><b>Compassion:</b></p> <ul style="list-style-type: none"> <li>- Learning Francophone names</li> <li>- How to resolve conflict</li> <li>- Understanding different rules</li> <li>- Understanding and respecting different life plans and pathways</li> <li>- Respecting different likes/ dislikes/ opinions</li> <li>- Understanding the need to follow rules, and consequences for not doing so</li> </ul> <p><b>Curiosity:</b></p> <ul style="list-style-type: none"> <li>-Understanding cultural differences in different countries</li> <li>- Reviewing experiences in a balanced way</li> <li>- Reflecting on how people change throughout their lives</li> </ul>											



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	<ul style="list-style-type: none"><li>- Understanding cultural differences in different countries</li></ul> Considering how current skills may link to education opportunities in the future <b>Courage:</b> <ul style="list-style-type: none"><li>- Responding to negative situations appropriately</li><li>- Leading improvement and achievement and how to change aspects of life</li><li>- Achieving goals (lesson success criteria)</li><li>- Applying the grammar rules for different purpose in various contexts</li></ul>
<b>National Curriculum plus:</b>	<b>In addition to teaching the statutory elements of the national curriculum, we also include...</b> Across the units we will review experiences in a balanced way, responding to negative situations appropriately, how to apply for jobs, create a CV, practice research skills by researching a Francophone country and learning about differences in cultures, discuss and evaluate the choices we make and how they affect us and the wider community