

‘Language is the road map of a culture. It tells you where its people come from and where they are going.’ *Rita Mae Brown*



King Arthur's School

Subject: Modern Foreign Languages

CURRICULUM INTENT

In the MFL Department, the main aim is to develop resilient and independent learners with open minds , in order to appreciate differences: cultural, spiritual or religious. We intend to support all learners to become rounded individuals: ready to learn, responsive, curious, and finally respectful of all, in the school community and well beyond.

We aim to nurture a life-long appetite to seek and appreciate the cultural capital available in their learning journey at King Arthur's.

We aim for a positive, inclusive, and challenging learning environment which champions diversity and respect for other individuals and cultures. The intent of the MFL department is:

- to create confident linguists who can communicate effectively in the real world but also have an excellent foundation in grammar, phonics and vocabulary.
- to create well-rounded students who are creative, inquisitive, confident and independent learners.
- we aim to help students see themselves as engaged global citizens of the world.
- to provide a holistic education through a broad and balanced curriculum.
- to continue to develop our research-based curriculum and roll this out at KS4.
- to provide a range of cross-curricular links within the curriculum as well as extra curricular opportunities for students.

CURRICULUM IMPLEMENTATION

The learning journey is designed, sequenced, scaffolded in a way that ensures that all learners make progress and have a sense of achievement.

Pupils will develop their learning with speaking, listening, reading and writing activities built into lessons as well as regular opportunities to broaden their understanding of other cultures.

Our curriculum is designed to:

- create enthusiastic linguists.
- develop sound grammatical understanding.
- develop a wide vocabulary.
- develop phonological awareness.
- develop spontaneity and fluency.
- produce confident linguists who are keen to communicate.
- build cultural capital.
- prepare students for the next stage of study.

At all key stages we use sentence builders and knowledge organisers, along with aspects of the pedagogy of Gianfranco Conti, to deliver our curriculum in an engaging and research-based way which produces high outcomes for all students. Our lessons use the MARSEARS pedagogical sequence as a starting point.

In KS3 we do not follow a set curriculum or textbook series. We have designed our own, culture-rich, research-based curriculum which is built around 10 keys of language. The 10 keys form the structure of the grammar content and students are exposed to these from year 7. They consolidate this knowledge and build upon it when revisiting each of the 10 keys in years 8 and again in year 9.

Our nurture groups study the same topics as our mainstream classes but are taught with a stronger focus on vocabulary and retention of key structures. The intent of this scheme of work is to develop their understanding of languages, word classes and broaden horizons.

The KS4 learning journey aims to equip all students to reach their full potential and beyond at GCSE level. It allows students to be creative with their linguistics skills and further their understanding and appreciation of the French speaking world. Students are expected to be active, reflective, and independent learners: home learning is key to consolidating a range of vocabulary through various software, such as Quizlet and Memrise, which will in turn allow them to develop their written and spoken answers.

IMPACT

The main impact is that students will have a clear appreciation of another language and culture. They will acknowledge and accept linguistic differences and will be able to use them for a better understanding of their mother tongue and other foreign languages.

- Learners who are confident to use their linguistic skills in the classroom environment and beyond.
- Learners have acquired essential skills for education, employment, and leisure in this country and throughout the world.
- Learners who have gained a love of the subject and are keen to continue their study of languages.
- Learners who have an understanding of the way languages work and the underlying principles of how to acquire language by the end of Key Stage Three even if they do not continue their study of languages.
- Learners who are keen to take part in extra curricular visits and experiences.
- Learners who can explain the learning journey and understand its rationale.
- Learners who achieve at least national expectations in the subject.