



French

Newent Community School and Sixth Form Centre

Whole school Curriculum INTENT

Our curriculum aims are underpinned by our values:

Our goal is for Newent Community School and Sixth Form Centre to be a thriving and supportive community underpinned by mutual respect. We strive for excellence by providing a challenging, stimulating, creative and diverse learning environment that enables us all to become the best we can be.

MFL French - INTENT AND IMPLEMENTATION

In MFL - French

We:

- **Provide a broad and balanced education for all students that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment by**
- **Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations by:**
 - Engaging students with a range of topics that are relevant to them (hobbies, family, use of technology etc.).
 - Designing of lessons which cover all skills – listening, reading, writing and speaking as well as inferring, problem solving, deduction etc.
 - Engaging students with the cultural aspects of the subject and making it relevant to them using authentic materials.
 - Organising and leading foreign trips at KS3 and 4 to enhance cultural capital.
 - Making students develop answers with high frequency words, opinions that will improve students' literacy.
 - Making numerous connections with the English language from a grammar point of view which benefit and will improve students' level of English.

- **Support students' spiritual, moral, social and cultural development by:**
 - Reflecting on identity: Discuss personal beliefs, dreams, and values in the target language (e.g. "What makes you happy?" or "What is important in your life?")
 - Exploring traditions and beliefs: e.g *La Fête de Noël* (France), or Ramadan in francophone countries.
 - Appreciating beauty and creativity: Analyse poetry, music, or artwork from the target culture—encouraging awe and wonder.
 - Looking moral issues in the target language: animal rights, climate change, equality.
 - Studying historical events or people involving ethical decisions (the French Revolution and its impact, colonialism in French-speaking Africa, les sufragettes, Stromae and the Rwanda genocide etc.).
 - Studying global Francophone culture: Not just France but Senegal, Quebec etc.
 - Analysing cultural products: Explore film, music, idioms, and traditions with context and curiosity.
- **Support students' physical development and responsibility for their own health, and enable them to be active by:**
 - Teaching the language through movement by using physical actions to teach verbs, commands, or routines (e.g. *sautez, tournez, marchez*).
 - Using activities like Simon Says (Jacques a dit) in the target language: Engages younger learners and reinforces vocabulary physically.
 - Incorporating health and lifestyles with topics to include healthy eating habits: describe meals, nutrition, traditional diets (*la pyramide alimentaire*). Vices and additions.
 - Exercise and sports: Vocabulary for activities, reasons for staying active.
 - The body and illness: Learn how to describe symptoms, visit a doctor (*J'ai mal à la tête*).
- **Promote a positive attitude towards learning by:**
 - Creating a supportive and encouraging learning environment
 - Celebrating effort and progress, not just accuracy.
 - Promoting a growth mindset: emphasize that language learning is a journey, not about perfection.
 - Using praise, rewards, and recognition— with house points, praise postcards.
 - Fostering peer support through paired speaking, group challenges, and shared success.
- **Ensure equal access to learning for all students, with high expectations for every pupil and appropriate levels of challenge and support by:**
 - Setting high expectations for all students. Maintaining a belief that all students can achieve in MFL. Use ambitious vocabulary, grammar, and texts with scaffolding. Sharing and modelling excellence: let students see what success looks like. Using tiered tasks or challenge levels, so everyone works toward mastery.

- Differentiating effectively: Offer the right level of support and stretch through scaffolding and extensions
- Knowing learners and building relationships: Track student progress to identify gaps early. Know and use students' individual needs, EHCPs, and access arrangements. Set personal goals and celebrate progress (not just end points)
- Fostering independence and ownership: Encourage students to self-assess and reflect on learning ("What can I now say/write?"). Build habits of using vocabulary lists and grammar guides.
- **Have a high academic/vocational/technical ambition for all students by:**
 The topic of jobs is taught both at KS3 and KS4. We look in the Target Language at a wide variety of jobs and skills required by employers, the positive and negative aspects of jobs.
 Highlighting the real-world power of language learning; for the academic route: GCSE → A-Level → University → careers in translation, law, international relations, etc.
 For the vocational and technical routes: Travel & tourism/ International business/ Hospitality/ Armed forces & emergency services/ Healthcare with multilingual communities
- **Equip students with the knowledge and cultural capital they need to succeed in life by:**
 Having different strategies to expand global awareness and cultural capital:
 - Teaching about diverse cultures, not just the main country (e.g. French from France, Senegal, Quebec).
 - Exploring festivals, food, fashion, family life, education systems, and social issues in target-language countries.
 - Using authentic resources (films, songs, menus, magazines, YouTubers) to immerse students in real cultural contexts
 - Using culture comparison tasks (e.g. "What surprises you about...?")
 - Teaching social norms, etiquette, and values (e.g. greeting customs, meal times, formality: tu/vous form)
- **Provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals by:**
 - Introducing students to politics, history, current events, pop culture, and social issues of the countries where the language is spoken.
 - Using news articles, YouTube clips, songs, films, and literature from the target culture to deepen understanding.
 - Celebrating diversity within languages by showing how French is spoken in West Africa or Canada, etc., to challenge monolithic views of culture.
 - Literary & historical figures: Introduce major writers, philosophers, and historical events that have shaped the target culture.
 - Cross-curricular links: Connect MFL with history, geography, and even science.

- Foreign trips and exchanges: trips organised at KS3 and 4 to immerse students in the culture

- **Provide a broad curriculum ensuring all students are able to access the English Baccalaureate by:**
 Providing a curriculum framework that ensures accessibility, progression, and breadth, while supporting all learners to successfully study a language at GCSE level as part of the EBacc.

- Developing communicative competence in the target language (listening, speaking, reading, writing)
- Building a deep understanding of the cultures and societies where the language is spoken
- Ensuring progression and readiness for GCSE (EBacc) through structured knowledge, practice, and retrieval
- Promoting inclusivity, engagement, and resilience in all learners

- **Develop students' independent learning skills and resilience, to equip them for further/higher education and employment by:**
 - Fostering an independent learning habit
 - Building resilience through challenge: Promote a growth mindset—frame mistakes as learning tools. Use low-stakes practice and frequent mini-assessments to reduce fear of failure. Celebrate effort, progress and persistence just as much as correct answers. Incorporate challenging tasks with support: extended writing, translating authentic texts, unseen listening.
 - Making learning languages relevant to the future: Simulate interviews or workplace conversations. Research and present on jobs that require languages. Collaborate on a project (e.g. designing a tourist brochure or travel blog)

KS3 KS4

The topics, grammar and skills taught at KS3 reflect the GCSE content. Students at KS3 will have covered all of the topics apart from one and those topics will be revisited at KS4 and deepened. We also operate a cyclical approach where 'universals' such as opinions, frequencies, high frequency words are frequently revisited in different topics throughout KS3 and 4.

KS5

AS topics reflect the GCSE topics but with a different approach: French society as opposed to students' life. Grammar is covered again but deepened and more thorough. A2 topics are far more grown up and relevant to French society. Students are definitely able to discuss any topics in French with ease and give facts/ figures on French society or French speaking countries. They are (near) fluent.

ASSESSMENT

In French

We assess students by rotating between the 4 skills which are speaking, writing, reading and listening.

Listening and reading are assessed together as they are receptive skills. Writing is done on a rotation on its own due to the productive aspect of it as well as demand. The speaking assessment is also conducted on its own and assessed by the classroom teacher on a one to one student basis.

HOME LEARNING

We support home learning by doing vocabulary quizzes, exam questions (listening, reading, translation)

Students can have access to the following learning tools at home:

- Online vocab tools: Quizlet, Memrise, Blooket
- Listening & speaking: BBC Bitesize, LyricsTraining, Duolingo, Podcasts
- Grammar help: LanguagesOnline, Français Facile
- Cultural resources: YouTube, film clips, News in Slow French

HOW PARENTS CARERS CAN ASSIST AT HOME

You can assist at home by

Using technology:

- **Quizlet** – Create digital flashcards and play games.
- **Duolingo** – Daily language practice in a gamified format.
- **LanguageGuide.org** – Visual vocabulary with audio.
- **BBC Bitesize (MFL section)** – Short, interactive grammar and vocab lessons.

Getting involved with the vocabulary and revision:

- **Test vocabulary** using flashcards or online tools (Quizlet, Memrise).
- **Make mini-quizzes or spelling tests** together.
- **Use apps** like Duolingo or BBC Bitesize to practise vocabulary and grammar in short, fun sessions.
- If unsure about pronunciation, many tools (like Google Translate or WordReference) offer audio.

Embracing the culture at home:

- **Watch films or cartoons** in the target language (with subtitles if needed).
- **Listen to music or radio** in the language (e.g., French rap, Spanish pop, German classical).
- **Cook traditional recipes together** from countries where the language is spoken—it's a fun, immersive experience!