

Our curriculum is carefully sequenced to ensure cumulative knowledge and progression. Each unit builds on the last, with clear concepts that students must grasp to progress. We define end points to illustrate what mastery looks like by year-end.

Location of resources:	JOHN MFL Staff – FRENCH – KS4 - NEW GCSE 2024
Curriculum intent and rationale:	At John Port Spencer Academy, our French curriculum is carefully designed to be ambitious, inclusive and knowledge rich. We aim to develop confident, articulate, and culturally aware students of French. We aim to: • Develop students' confidence and competence in using the language across a variety of contexts. • Build their ability to communicate effectively in speaking, listening, reading, and writing, while also fostering an appreciation and understanding of the diverse cultures of French-speaking countries. • Encourage learners to become independent, culturally aware, and motivated language users who can apply their skills in real-life situations, further education, or future careers. • Seek to inspire a love for languages and support students in becoming global citizens. Curriculum Organisation: Students are taught in mixed ability classes with target grades 3-9. Students receive x3 lessons of French a week.
National Curriculum Links:	While the national curriculum primarily sets out the framework for Key Stages 1 to 3, the GCSE builds on those foundations, focusing on developing skills in listening, speaking, reading, and writing. Specifically, the national curriculum emphasizes the importance of: • Developing an understanding of the language's structure and vocabulary. • Communicating effectively in the target language. • Gaining insights into the culture and society of French-speaking countries. • Encouraging intercultural understanding. The GCSE AQA French course supports these aims by deepening students' language skills and cultural knowledge, preparing them for further study or real-world use of the language. It essentially extends and consolidates the skills introduced earlier in the national curriculum, ensuring students are well-equipped to use French confidently and competently.

What content needs to be covered? Key Knowledge and skills / misconceptions to address (with vocab in bold and spelling underlined)					
By the end of the year students will know how:					
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Theme 2 – Popular Culture Unit 6 – Celebrity culture • Talking about routes to fame • Talking about abilities and achievements • Talking about becoming famous • Talking about how and why people become famous • Talking about the pros and cons of being famous • Talking about French speaking celebrities Students will learn key language, knowledge and skills about: Key language: See Unit 6 Vocabulary List in French Shared Area for specific items.	Complete Unit 6 – Celebrity culture Theme 3 – Communication and the world around us Unit 7 – Travel and tourism, including places of interest • Talking about holidays • Talking about places where we used to live • Talking about tourist visits • Talking about holiday stories • Talking about a gap year abroad • Describing a city Students will learn key language, knowledge and skills about:	Complete Unit 7 – Travel and tourism, including places of interest Theme 3 – Communication and the world around us Unit 8 – Media and technology • Talking about all kinds of media • Talking about the evolution and uses of the internet • Talking about phones and apps • Talking about technology use in the past, present and future • Talking about the influences of the digital world • Discussing the risks and staying safe online Students will learn key language, knowledge and skills about:	Complete Unit 8 – Media and technology Theme 3 - Communication and the world around us Unit 9 – The environment and where people live • Talking about eco-friendly habits • Talking about recent activities at home • Talking about positive impact on the planet • Talking about the local environment • Describing your town • Comparing real and ideal homes Students will learn key language, knowledge and skills about:	Complete Unit 9 – The environment and where people live GCSE Speaking Exam Revision: Suggested order to revise before the exams: Vocabulary Review Focus on the core vocabulary from all themes, especially those you find challenging. Use flashcards or apps to reinforce memory. Themes and Topics Review each of the main themes: Identity and Culture, Local Area, Travel and Tourism, Future Plans, Education and Work, and Social Issues. Make sure	

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Grammar concepts: - De to show possession - Infinitives used as nouns - The imperative – tu and vous forms - Demonstrative adjectives – ce, cet, cette, ces - Savoir + infinitive - Emphatic pronouns: lui, elle, nous, vous, eux, elles - The conditional of avoir, être, faire and aller - The perfect tense of reflexive verbs Concepts revisited: - Irregular past participles - Possessive adjectives - The present tense of avoir, être, faire and aller - Il y a and depuis Phonics: - i, y and -ien - è, ê, ai - c'est, ces, sais - j, g, ch, gn Misconceptions: - Misunderstanding that 'de' shows possession – relying on the English structure. - Translating literally from English and not using infinitives as nouns. - Adding subject pronouns to the imperative forms and forgetting to drop the 's' in the tu form of -er verbs. - Mixing up the gender and number of demonstrative adjectives. - Conjugating the second verb after a modal verb. - Mixing up 'savoir' and 'connaître'. - Forgetting when and how to use emphatic pronouns and using subject pronouns instead. - Incorrectly conjugating the conditional of common irregular verbs: avoir, être, aller and faire. - Incorrectly forming the past tense of reflexive verbs – forgetting to use être as the auxiliary.	Key language: See Unit 7 Vocabulary List in French Shared Area for specific items. Grammar concepts: - The imperfect tense of être, avoir and faire - Two tenses together: perfect and imperfect - Two tenses together: future and near future - Pour + infinitive - Sans + infinitive - The passive voice Concepts revisited: - Adjectives ending in -able - Weather expressions - Adjective agreement - Prepositions for countries and modes of transport - The perfect tense - Dans and en - Y and en Phonics: - è, ê, ai and a - open o Misconceptions: - Overgeneralising ending of the imperfect tense. - Confusing the imperfect tense with the perfect tense. - Treating pour and sans like standard prepositions and conjugating verbs after them, rather than leaving in the infinitive. - Struggling with the agreement when using the passive voice. - Forgetting that weather expressions require the use of impersonal structures. - Using sur when talking about using public transport. - Misusing or forgetting to use y and en. Misplacing y and en in sentences. - Mispronunciation affects spelling choices in writing.	Key language: See Unit 8 Vocabulary List in French Shared Area for specific items. Grammar concepts: - Using three time frames together - Adjectives beginning with -in or -im Concepts revisited: - Regular verbs in the present tense - Infinitive verbs - Present and past tenses together - Opinion verbs + infinitive - Modal verbs + infinitive - Avant de + infinitive - Être, avoir, faire and aller in the present tense Phonics: - au, eau, closed o and ô - en/an/em/am - on/om - ain/in/aim/im/ un Misconceptions: - Confusing tense forms when using multiple tenses together. - Forgetting to use infinitives after opinion and modal verbs. - Confusing infinitives with conjugated forms. - Using the incorrect or omitting the auxiliary verb. - Not making agreements with être verbs or missing out past participle endings entirely. - Translating "before" directly from English, rather than using "avant de" + infinitive. - Miconjugating irregular forms of verbs. - English pronunciation of sounds and confusing similar looking sound patterns.	Key language: See Unit 9 Vocabulary List in French Shared Area for specific items. Grammar concepts: - Verbs + à + infinitive - Verbs + de + infinitive - Si - Quand - Indirect object pronouns (plural forms) Concepts revisited: - Using a and à - Je voudrais - Infinitives used as nouns - De after a negative or expression of quantity - Perfect tense with avoir and être - Modal verbs in the present tense - Partitive articles – du, de la, de l', des - Negatives - Conditional of regular -er verbs Phonics: - a and à - h - ill and ille Misconceptions: - Omitting the preposition à/de in verb formations. - Using the incorrect tense with 'si' clauses. - Using quand interchangeably with si or forgetting that si doesn't take the future after it. - Replacing indirect object pronouns with direct object pronouns. - Forgetting to use de after negatives.	you understand key vocabulary and grammar points for each. Grammar Practice Revise essential grammar points such as verb tenses (present, past, future, conditional), adjectives, adverbs, and sentence structures. Practice applying these in writing and speaking. Listening Skills Practice past exam listening papers and exercises to improve comprehension. Focus on understanding main ideas and specific details. Reading Skills Read past exam texts, articles, and comprehension exercises. Practice answering questions accurately and quickly. Writing Practice Write essays, emails, or short responses on common topics. Focus on accuracy, vocabulary, and grammar. Exam Technique Review the format of each paper, time management strategies, and how to approach different question types. Review Mistakes Go over your practice exams and exercises to understand errors and avoid repeating them. Key language: See Vocabulary Lists in French Shared Area for specific items for purpose of revision.	
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• Confusing the sounds i and y. • Confusing c’est / ces / sais in listening and dictation tasks. • Miprononcuing soft and hard g, ch, gn.				
Previous learning that is particularly relevant:				
At KS3 French, several areas of previous learning are particularly relevant and essential for success at GCSE. These include: 1. Basic Grammar and Sentence Structure: Understanding how to form simple sentences using present tense verbs, basic adjectives, and common conjunctions. This foundation helps students progress to more complex grammar at GCSE. 2. Vocabulary for Everyday Topics: Familiarity with vocabulary related to family, hobbies, school, food, and daily routines enables students to communicate effectively and understand more advanced vocabulary introduced at GCSE. 3. Pronunciation and Listening Skills: Developing good pronunciation and listening comprehension skills at KS3 prepares students for the more demanding listening tasks in GCSE exams. 4. Cultural Awareness: Knowledge of French-speaking countries' cultures, traditions, and festivals helps students appreciate the context of language use and supports cultural understanding at GCSE. 5. Basic Tenses and Time Expressions: Use of present tense, some past tense, and time expressions at KS3 provides a foundation for mastering more complex tenses like future and imperfect at GCSE. 6. Functional Language Skills: Ability to ask and answer simple questions, make descriptions, and express preferences, which are building blocks for more sophisticated language use. These areas of prior learning are particularly relevant because they underpin the more advanced language skills and grammatical structures students will encounter and develop during GCSE French. Building on these foundations ensures a smoother transition and greater confidence in their language learning journey.	At KS3 French, several areas of previous learning are particularly relevant and essential for success at GCSE. These include: 1. Basic Grammar and Sentence Structure: Understanding how to form simple sentences using present tense verbs, basic adjectives, and common conjunctions. This foundation helps students progress to more complex grammar at GCSE. 2. Vocabulary for Everyday Topics: Familiarity with vocabulary related to family, hobbies, school, food, and daily routines enables students to communicate effectively and understand more advanced vocabulary introduced at GCSE. 3. Pronunciation and Listening Skills: Developing good pronunciation and listening comprehension skills at KS3 prepares students for the more demanding listening tasks in GCSE exams. 4. Cultural Awareness: Knowledge of French-speaking countries' cultures, traditions, and festivals helps students appreciate the context of language use and supports cultural understanding at GCSE. 5. Basic Tenses and Time Expressions: Use of present tense, some past tense, and time expressions at KS3 provides a foundation for mastering more complex tenses like future and imperfect at GCSE. 6. Functional Language Skills: Ability to ask and answer simple questions, make descriptions, and express preferences, which are building blocks for more sophisticated language use. These areas of prior learning are particularly relevant because they underpin the more advanced language skills and grammatical structures students will encounter and develop during GCSE French. Building on these foundations ensures a smoother transition and greater confidence in their language learning journey.	At KS3 French, several areas of previous learning are particularly relevant and essential for success at GCSE. These include: 1. Basic Grammar and Sentence Structure: Understanding how to form simple sentences using present tense verbs, basic adjectives, and common conjunctions. This foundation helps students progress to more complex grammar at GCSE. 2. Vocabulary for Everyday Topics: Familiarity with vocabulary related to family, hobbies, school, food, and daily routines enables students to communicate effectively and understand more advanced vocabulary introduced at GCSE. 3. Pronunciation and Listening Skills: Developing good pronunciation and listening comprehension skills at KS3 prepares students for the more demanding listening tasks in GCSE exams. 4. Cultural Awareness: Knowledge of French-speaking countries' cultures, traditions, and festivals helps students appreciate the context of language use and supports cultural understanding at GCSE. 5. Basic Tenses and Time Expressions: Use of present tense, some past tense, and time expressions at KS3 provides a foundation for mastering more complex tenses like future and imperfect at GCSE. 6. Functional Language Skills: Ability to ask and answer simple questions, make descriptions, and express preferences, which are building blocks for more sophisticated language use. These areas of prior learning are particularly relevant because they underpin the more advanced language skills and grammatical structures students will encounter and develop during GCSE French. Building on these foundations ensures a smoother transition and greater confidence in their language learning journey.		
Future Learning - How content prepares students for future units, Key Stage 4, or Key Stage 5?				
GCSE French content is carefully designed to build a strong foundation that prepares students for future units at KS5 and beyond. Here's how the learning at GCSE supports further progress: • 1. Advanced Grammar and Tenses: GCSE introduces more complex structures like the future tense, imperfect, perfect, and conditional. Mastering these at GCSE sets students up to handle even more sophisticated grammar at KS5, enabling them to express ideas more precisely and fluently.	GCSE French content is carefully designed to build a strong foundation that prepares students for future units at KS5 and beyond. Here's how the learning at GCSE supports further progress: • 1. Advanced Grammar and Tenses: GCSE introduces more complex structures like the future tense, imperfect, perfect, and conditional. Mastering these at GCSE sets students up to handle even more sophisticated grammar at KS5, enabling them to express ideas more precisely and fluently.	GCSE French content is carefully designed to build a strong foundation that prepares students for future units at KS5 and beyond. Here's how the learning at GCSE supports further progress: • 1. Advanced Grammar and Tenses: GCSE introduces more complex structures like the future tense, imperfect, perfect, and conditional. Mastering these at GCSE sets students up to handle even more sophisticated grammar at KS5, enabling them to express ideas more precisely and fluently.		



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- **2. Expanded Vocabulary:** GCSE broadens vocabulary across topics such as environment, technology, social issues, and global concerns. This wider vocabulary is essential for engaging with more complex texts and discussions at KS5.
- **3. Reading and Listening Skills:** GCSE develops skills in understanding authentic materials, including articles, podcasts, and videos. These skills are crucial for KS5, where students encounter more challenging and diverse sources.
- **4. Writing and Speaking Skills:** GCSE tasks involve producing detailed written responses and engaging in extended conversations. These skills are foundational for KS5 coursework, debates, and presentations.
- **5. Cultural Knowledge:** GCSE introduces students to cultural aspects of French-speaking countries, fostering intercultural understanding. This cultural awareness enriches KS5 studies, especially when exploring literature, film, and social issues.
- **6. Preparation for Academic and Professional Use:** The skills gained at GCSE, such as critical thinking, argument development, and nuanced language use, prepare students for higher education and careers where French is relevant.

Overall, the content at GCSE French acts as a bridge, equipping students with the necessary skills, knowledge, and confidence to excel in KS5 French and future language-related pursuits.

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Outcomes:

By the end of the year pupils will be able to solve/create/produce/write:

Our curriculum is structured for students to learn more to remember more ensuring that the AQA assessment objectives are completed:

1. Listening (25%)

- Understand spoken French from a variety of authentic sources, such as conversations, announcements, and recordings.
- Answer questions that test pupils ability to grasp main ideas, details, opinions, and attitudes.
- The questions may include multiple-choice, short answer, or matching exercises.

2. Reading (25%)

- Read and understand different types of written French, including articles, emails, advertisements, and texts.
- Respond to questions that assess comprehension of main points, specific details, opinions, and attitudes.
- Tasks may involve multiple-choice, short answers, or matching exercises.

3. Speaking (25%)

- Pupils engage in a spoken conversation with their teacher
- Demonstrate your ability to express opinions, describe experiences, and develop ideas.
- Pupils will prepare and deliver responses to prompts, answer questions, and participate in discussions.
- Use appropriate vocabulary, grammar, and pronunciation.

4. Writing (25%)

- Write in French for different purposes and audiences, such as messages, descriptions, or opinions.



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- Organize ideas clearly and accurately, using a range of vocabulary and grammatical structures.
- Include opinions, descriptions, and arguments as required.
- Writing should be coherent and appropriately structured.

Assessment Strategy How we know our students are knowing and remembering more –

Data from hunting not fishing, formative and summative assessment/s is used to adapt teaching and provide targeted challenge and intervention, supporting SEND and disadvantaged pupils.

Formative: Recall knowledge tests – key AQA vocab tests weekly Questioning – methods of participation Homework – knowledge based Development tasks – whole class/individual Low stakes assessment Independent written work – self and peer assessment	Summative (& cumulative) Written work is marked regularly in line with school policy HT1 - Kerboodle assessment on family HT2 - Kerboodle assessment on school and future plans HT3 - Kerboodle assessment on healthy living and lifestyles HT4 - Kerboodle assessment on free-time activities HT5 - Kerboodle assessment on customs and festivals HT6 – Mock exams in all four skills Regular peer and self-assessment	Opportunities to revisit past learning: The nature of learning an MFL means interleaving takes place often and refers to KS3 knowledge often. Pupils will have a summative assessment in June/July for all 4 skills that they do at GCSE Opportunities for homework (including apps): CGP Vocabulary Booklet CGP GCSE Workbook CGP Complete GCSE revision and practice workbook Kerboodle BBC Bitesize Duolingo Quizlet Gizmo
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How is the curriculum adapted to meet the needs of SEND and disadvantaged pupils, while maintaining high expectations?

In the French department we support SEND (Special Educational Needs and Disabilities) and disadvantaged pupils by implementing inclusive teaching strategies that aim to meet high expectations for all students

- **Differentiated Instruction:** Teachers tailor activities and resources to accommodate different learning styles and needs, ensuring that all pupils can access the content effectively.
- **Use of Supportive Resources:** Providing visual aids, bilingual dictionaries, or simplified texts helps pupils with language difficulties or learning needs to engage with the material confidently.
- **Flexible Assessment Methods:** Offering alternative ways to demonstrate understanding, such as oral presentations or visual projects, supports pupils who may find traditional written assessments challenging.
- **Targeted Support and Interventions:** Additional support sessions or tailored feedback help disadvantaged pupils catch up and stay motivated, while maintaining high expectations.
- **Creating an Inclusive Environment:** Promoting a classroom culture that values diversity and encourages all pupils to participate actively helps build confidence and aspiration.

The goal is to ensure that all students, regardless of their starting point, are challenged to achieve their best while receiving the necessary support

Wider Curriculum and Enrichment – cultural capital and real world application -

Enriching experiences: 1. Cultural Exploration: Pupils get to learn about French-speaking countries' traditions, festivals, music, and cuisine, which broadens cultural awareness and appreciation. 2. Travel Opportunities: If some have the chance to visit French-speaking countries, it allows them to practice language skills in real-life situations and immerse themselves in different cultures. 3. Communication Skills: Developing the ability to speak, listen, read, and write in French boosts confidence and prepares pupils for future travel, work, or study abroad experiences.	Literacy, Oracy and disciplinary language: Literacy: This involves the ability to read and write in French. Pupils will work on understanding written texts, such as articles, emails, or stories, and improving their vocabulary and grammar to write accurately and effectively. Activities like reading comprehension exercises, writing essays, and practicing spelling and grammar help strengthen literacy skills. Oracy: This focuses on pupils speaking and listening skills. They will participate in conversations, role-plays, and presentations to develop their ability to understand spoken French and respond confidently. Listening exercises, such as understanding dialogues or	Cross-Curricular opportunities / Opportunities to develop 'character': History and Geography: Exploring the cultures, histories, and geographical features of French-speaking countries enhances understanding of global issues, cultural diversity, and historical events. For example, studying the history of France or North Africa can complement lessons in history or geography. Music and Art: Engaging with French music, art, and literature allows students to appreciate cultural expressions and develop creative skills. They might analyse French artists or musicians, or create projects inspired by French culture. Business Studies: Learning French can support understanding of international trade, marketing, and business communication, especially if students explore careers involving French-speaking markets. Technology and Media: Using digital tools to research French-speaking countries or create multimedia presentations helps develop ICT skills while practicing language skills.
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4. **Personal Development:** Learning a new language encourages independence, resilience, and adaptability as pupils tackle new vocabulary and grammar.
5. **Career Advantages:** Being bilingual can open doors to careers in international business, tourism, translation, and more, giving pupils a competitive edge in the job market.
6. **Social Connections:** Pupils might meet new friends or pen pals from French-speaking countries, fostering global friendships and understanding.

audio clips, and speaking tasks, like discussing topics or giving short talks, are key parts of pupils learning.

Disciplinary Language: This refers to the specific language used within the subject of French itself—grammar, vocabulary, and structures unique to the language. Pupils will learn how to use tenses correctly, expand their vocabulary related to themes like family, school, or holidays, and understand how to apply grammatical rules. This disciplinary language is embedded through targeted lessons, vocabulary building, and grammar exercises, helping pupils communicate accurately and appropriately in different contexts.

By integrating literacy, oracy, and disciplinary language throughout the GCSE French course a well-rounded set of skills that supports overall language proficiency, is developed.

Literature and Language Arts: Comparing French literature with works from other cultures fosters critical thinking and cultural awareness, enriching language and literacy skills.
Cultural Studies: Projects or events celebrating French festivals, traditions, or cuisine promote cultural understanding and social awareness.
Overall, learning French at GCSE provides valuable opportunities to make connections across different subjects, encouraging a more integrated and engaging learning experience.

Our curriculum supports personal development by:
Discussion around empathy and emotional intelligence, cultural awareness and tolerance, moral and ethical reflection, communication, identity, social issues and preparation for the future

Careers / Employability skills:
How does the curriculum link to the following employability skills:

Listening – Class and group discussions promote respectful listening, negotiation, and cooperation

Speaking – pupils develop the confidence to speak in pairs and in groups

Problem solving – Learning French helps pupils understand and making sense of new information, apply grammar rules creatively, think on their feet in speaking tasks, translate and interpret, overcome communication barriers, manage tasks under exam conditions.

Aiming high – Challenging texts and listening exercises build academic resilience. Setting personal goals, refining essay writing, and pushing for higher structures of grammar teaches pupils to strive for high standards.

Critical thinking – encouraging students to question, analyse, and make informed decisions about language, meaning, and culture.

Staying positive – improving brain health, opening the mind and improving confidence.

Leadership – Leading a group activity, discussion, or peer feedback session helps develop initiative, confidence, and responsibility—key traits of effective leadership.

Teamwork – Collaborative tasks like group analysis or peer editing build cooperation, compromise, and shared responsibility.

Creativity – expressing opinions in new ways, boosting cognitive flexibility, being creative in class, appreciating art, music and literature.

Employment Sectors discussed include: travel and tourism, business and media, arts and entertainment, education, healthcare and social care, law and government and translating and interpreting.

Our curriculum supports the school value of:

Joy	<i>Foster enthusiasm and engagement through Speaking and Listening Activities via Role plays, conversations, and listening exercises get students actively involved, not just passively reading or writing. Language learning often includes fun tools like Kahoot, Bingo, or vocabulary competitions that spark excitement. There is Cultural Relevance as lessons include music, films, food, traditions, and festivals from French-speaking countries—making learning feel meaningful and alive. Students see how French can be used in real-world scenarios (like ordering food, making friends abroad, or working in tourism), which increases motivation, and by figuring out how to form sentences or understand tricky phrases keeps students mentally stimulated.</i>
Progress	<i>We monitor and support progress through assessments both summative and cumulative, peer and self-assessment and reflecting on past mistakes and learning ways on how to improve speaking and writing.</i>
Success	<i>We celebrate success such as giving verbal praise, positive phone calls homes, reward points and showcasing exceptional essays.</i>
Act with care, kindness, respect, and integrity	<i>We build meaningful connections with our students by creating a supportive, inclusive classroom environment where every voice is heard, and every student feels respected, valued, and safe to express their views.</i>

Curriculum impact is evaluated through pupil study, work scrutiny, and progress data. Findings inform regular curriculum review to ensure continuous improvement.



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When was this curriculum last reviewed? Include date	What changes were made and why?	How is ongoing improvement ensured?
Ju025	Ofsted coming in 2026	QA monitoring
	Changes to GCSE MFL made in 2024 ready for exams in 2026	Faculty meetings, moderation, examination reports, recall of exam scripts
		CPD