



# Curriculum Statement

French Department

Ranelagh School

*For the Spirit that God has given us does not make us timid; instead, his Spirit fills us with power, love and self-control*

**2 Timothy 1:7**

At the heart of our distinctive culture is our commitment to being a dynamic learning community, rooted in Christianity, where people matter. In this, we seek wisdom and pursue excellence.

### **Core values**

The French curriculum at Ranelagh School provides all students, regardless of race, gender, ability, religious beliefs or social background, with the necessary skills and knowledge to become confident, resilient and self-assured learners, whilst embedding the shared vision and core values of the Ranelagh School Learner Profile:

- **Confidence**- Students who are self-assured are more likely to take risks, using the target language to express their opinions and to communicate for a variety of practical purposes. They see mistakes as learning opportunities and embrace the challenges of communicating in a foreign language.
- **Resilience** - Students are able to keep learning even when they find work difficult. They show flexibility and stamina when encountering new and unfamiliar vocabulary, and use a range of strategies to work out the meaning of new words. When they face challenges, they persevere.
- **Curiosity** - Students show an interest for the foreign language and culture, and are keen to enquire and ask questions to learn more. They are inquisitive and work hard on further developing their language skills and their knowledge of French culture, customs and traditions. This gives them a better understanding of our global society, as well as of their own interests and abilities.
- **Creativity** - Students use inventive, resourceful and original ways to learn and to communicate in French. When encountering new or unfamiliar language, they can find creative ways to sustain communication and they produce linguistic and communicative outcomes that demonstrate their ingenuity and imagination.
- **Empathy** - Students can listen, understand and learn from others. They work well as part of a team and they show warmth, humour and positivity when collaborating with others. They recognise their peers' struggles when speaking in French, and are

supportive and encouraging. They show awareness and understanding of cultural differences, and are respectful and keen to learn more about such differences, recognising that these enrich them as individuals.

- **Independence** - Students are self-motivated, they understand how they learn and can manage themselves. When learning French, they are able to employ independently a variety of strategies to cope with unfamiliar language, such as using context, cognates or dictionaries to work out the meaning of new vocabulary. They have self-belief and can adapt and develop the language they have learned to communicate successfully both in and beyond the classroom.

## **Intent of the French Curriculum**

The French curriculum fosters students' love of the French language and allows pupils to develop a passion for language learning. It promotes students' curiosity about different cultures, deepening their understanding of life in French-speaking countries.

The curriculum provides all pupils with the necessary knowledge and skills to communicate confidently in French, both in speech and in writing, for a variety of purposes and in a range of increasingly complex situations, whilst following the National Curriculum.

By developing students' cultural capital, our curriculum also fosters students' empathy and curiosity, promoting new ways of thinking and developing skills that will prepare them for the next stage of their lives.

In addition, the French curriculum supports pupils to develop their Literacy and Oracy skills. By providing opportunities for students to recognise and establish links between the foreign language and their mother tongue, the curriculum aims to enrich students' vocabulary and grammatical understanding in both English and French.

Our curriculum reflects our ambition for all pupils to develop a love of language learning, embedding the knowledge and skills they learn in the language classroom in their long-term memory, and preparing them for life beyond the classroom.

At each Key Stage our curriculum aims to:

### **Key Stage 3**

- Develop language skills (listening, speaking, reading and writing in French) that will enable students to communicate both in the foreign language and in English

- Develop students' cultural understanding of the wider world with a particular focus on French-speaking countries
- Allow students to become confident communicators, both in speech and writing
- Enjoy their learning and develop a passion for foreign languages and cultures

#### **Key Stage 4**

- Master linguistic skills (listening, speaking, reading and writing) that will enable them to engage confidently with the outside world, both in the foreign language and in English
- Deepen students' cultural understanding of the French-speaking world
- Foster students' passion for the foreign language and appreciate the richness it brings

#### **Key Stage 5**

- Communicate fluently and confidently in French, both in speech and writing, in a variety of complex contexts and situations, and employing a range of linguistic registers.
- Engage in current affairs, being able to discuss these confidently and competently

## **Implementation of the French Curriculum**

At Ranelagh, pupils study either French or Spanish, starting in Year 7. They are taught in mixed ability groups at all Key Stages.

In French, pupils have five contact hours a fortnight in Year 7, and 4 hours in Year 8 and 9.

At KS4, students can carry on studying French as part of their GCSE options, with 5 lessons per fortnight. Students can continue learning French at A Level, where contact time increases to 9 hours a fortnight, supplemented by one hour of independent study.

At KS3, the curriculum has been purposefully structured around the key language, grammar and skills that best suit the needs of our students at the different stages of their learning.

At GCSE and A Level, the Curriculum is based on the demands of the Edexcel and AQA specifications respectively, whilst ensuring that students develop all the knowledge and skills that are needed to use the language for real-life purposes.

The French Curriculum at Ranelagh sequences language and grammar in a logical and coherent manner. Topic areas and grammatical points are presented in a progressive order of complexity, and recall and retrieval strategies are embedded in the curriculum to build on pupils' prior knowledge.

The curriculum structure focuses on developing students' mastery of the language, by introducing topics and grammar at a pace that allows in-depth coverage of the language. Language items are interleaved across a variety of linguistic contexts, in order to provide regular exposure and practice throughout the course.

Grammar is taught explicitly at all Key Stages, and grammatical concepts are progressively and gradually introduced throughout the course to allow for extensive practice and consolidation.

A strong emphasis is placed on vocabulary retention and recall. Activities that allow for active recall of the language, such as translations, are regularly embedded in the curriculum. Vocabulary books are used alongside class notebooks, and students regularly update and competently use them as part of their vocabulary retrieval practice.

The teaching of phonics plays a key role in the French curriculum; activities that focus on pronunciation, and the association between written word and sound, are regularly included as part of the language instruction.

Regular cultural references are embedded in the curriculum, to deepen students' understanding of French customs, traditions and way of life, and to develop students' cultural capital and their appreciation of cultural differences.

In order to become confident learners and communicate in the foreign language for a variety of purposes, our students learn to:

- express and develop ideas clearly and with increasing accuracy, both orally and in writing
- listen to a variety of forms of spoken language to obtain information and respond appropriately
- read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material
- speak coherently and confidently with increasing accuracy, being able to initiate and develop conversations and coping with unfamiliar language
- write texts using an increasingly wide range of grammar and vocabulary, writing creatively to express their own ideas and opinions, and translate passages accurately into the foreign language.
- identify and use tenses or other structures which convey different time frames as appropriate to the language being studied

- use and manipulate a variety of key grammatical structures and patterns, including different tenses and other structures that convey different time frames.
- develop and use a wide-ranging and deepening vocabulary that goes beyond students' immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- translate increasingly complex texts into the target language, focussing on grammatical accuracy and vocabulary recall
- develop a solid grasp of phonics, pronunciation and intonation, which is regularly reinforced through listening and speaking tasks, as well as dictations and reading out loud.
- understand and appreciate cultural differences, by learning about French customs, traditions and ways of life

At each Key Stage our programmes of study include:

- **Key Stage 3** – language related to everyday life; conjugation of verbs in the three tenses (past indicative, present indicative, near future).

In Year 8, students also take part in a penpal programme with our partner school in France. National Curriculum for FRENCH:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239083/SECONDARY\\_national\\_curriculum\\_-\\_Languages.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239083/SECONDARY_national_curriculum_-_Languages.pdf)

- **Key Stage 4:** language related to every day life, future ambitions, cultural affairs and global dimension; conjugation of verbs in multiple tenses and moods (common indicative tenses, present subjunctive, present conditional); linguistic register; use of synonyms.

Pearson Edexcel GCSE specifications:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/French/2016/specification-and-sample-assessments/Specification-Pearson-Edexcel-Level-1-Level-2-GCSE-9-1-French.pdf>

At KS4 students also take part in a Foreign Exchange programme with our partner school in Marseille, which runs in Year 10.

- **Key Stage 5** – language related to current affairs; literature; films; conjugate and master tenses and moods (indicative, subjunctive and conditional); to use appropriate registers confidently; make stylistic choices, as outlined in the AQA A Level specification:

<https://filestore.aqa.org.uk/resources/french/specifications/AQA-7652-SP-2016.PDF>

At KS5 students also take part in a Work Experience programme in France, which runs in Year 12.

Each of the four skills (Listening, Speaking, Reading and Writing) is formally assessed at least once a year, although a strong focus is placed on avoiding such assessments being unnecessarily burdensome for both students and staff. In order to do so, skills of a similar nature (e.g. receptive skills such as Reading and Listening) tend to be assessed together in order to facilitate students' revision. Additionally, a variety of marking and feedback strategies are implemented to ensure the assessment process is not unnecessarily onerous for staff.

As part of our aim to develop students' language skills and to allow them to become confident communicators, a range of extra-curricular activities are offered to students across all key-stages. These include the KS3 Language Club, the GCSE Revision Club, the A Level Speaking Club, as well as the termly culture-based events organised by KS3 students and open to all students across the school.

Opportunities for personal and professional development are also available to staff, such as externally run courses, workshops and webinars, to further develop their knowledge and teaching craft.

## Overview of the French curriculum at Ranelagh School

<b>KS3 French</b>				
		<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
	<i>Myself and my life</i>			
<b>Year 7</b>	Vocabulary	<ul style="list-style-type: none"> <li>Phonics and associations between the spoken and written word</li> <li>Introductions and basic personal information (birthday, age, physical descriptions)</li> <li>In school: school subjects</li> </ul>	<ul style="list-style-type: none"> <li>My school day (describing a British and French school, my school uniform, the school day)</li> <li>After school activities (sports, hobbies, sports in French-speaking countries)</li> </ul>	<ul style="list-style-type: none"> <li>My family (family members, pets, family life, family meals, celebrations and trips out)</li> </ul>
	Grammar	<ul style="list-style-type: none"> <li>Articles</li> <li>Gender and number agreements</li> <li>Common verbs (être and avoir)</li> </ul>	<ul style="list-style-type: none"> <li>Present tense in regular verbs and basic irregulars</li> <li>Opinions structures</li> <li>Use of adjectives: position and agreements</li> </ul>	<ul style="list-style-type: none"> <li>Partitive article</li> <li>Negative structures</li> <li>Present tense consolidation</li> </ul>
	<i>Discovering the world around me</i>			
<b>Year 8</b>	Vocab	<ul style="list-style-type: none"> <li>My past holiday</li> <li>Festivals</li> </ul>	<ul style="list-style-type: none"> <li>Moving around</li> <li>My next week end (free time activities and teenage life)</li> </ul>	<ul style="list-style-type: none"> <li>My town &amp; region</li> <li>Free time in my town</li> <li>Staying in/going out</li> </ul>
	Grammar	<ul style="list-style-type: none"> <li>Consolidation of the present tense</li> <li>The perfect tense</li> <li>Use of infinitives with another verb</li> </ul>	<ul style="list-style-type: none"> <li>Near future tense</li> <li>Using three tenses</li> <li>Modal verbs</li> </ul>	<ul style="list-style-type: none"> <li>Using three tenses together from memory (writing focus)</li> <li>The comparative</li> <li>General grammar consolidation</li> </ul>
	<i>My interests and my plans in the wider world</i>			
<b>Year 9</b>	Vocab	<ul style="list-style-type: none"> <li>Life in school &amp; out of school</li> <li>Music</li> <li>Leisure time</li> </ul>	<ul style="list-style-type: none"> <li>Jobs and future plans</li> <li>When I was younger</li> </ul>	<ul style="list-style-type: none"> <li>Global and environmental issues</li> <li>World cuisine</li> </ul>
	Grammar	<ul style="list-style-type: none"> <li>Present tense</li> <li>Near future tense consolidation</li> <li>Simple future</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation of the simple future tense</li> <li>The imperfect tense</li> </ul>	<ul style="list-style-type: none"> <li>Conditional tense.</li> <li>Review of the tenses: perfect, imperfect, present, future</li> </ul>
<b>KS4 French</b>				

		Autumn Term	Spring Term	Summer Term
Year 10	Vocabulary	<ul style="list-style-type: none"> <li>• Theme 1: Family &amp; Relationships</li> <li>• Theme 1: Hobbies and interests</li> </ul>	<ul style="list-style-type: none"> <li>• Theme 1: Food and festivals</li> </ul>	<ul style="list-style-type: none"> <li>• Theme 2: My town and local area</li> <li>• Theme 2: Holiday, travel and tourist transactions</li> </ul>
	Grammar	<ul style="list-style-type: none"> <li>• Consolidation of the near future/perfect/imperfect</li> <li>• Comparative</li> </ul>	<ul style="list-style-type: none"> <li>• Modal verbs</li> <li>• Using multiple tenses together</li> </ul>	<ul style="list-style-type: none"> <li>• The conditional tense</li> <li>• Reflexive verbs</li> <li>• The pluperfect</li> </ul>
Year 11	Vocab	<ul style="list-style-type: none"> <li>• Theme 3: School</li> <li>• Theme 4: Jobs, future ambitions and the world of Work</li> </ul>	<ul style="list-style-type: none"> <li>• Theme 5 Environmental and global issues</li> <li>• Speaking Focus</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of earlier topics - Examinations</li> </ul>
	Grammar	<ul style="list-style-type: none"> <li>• Simple future tense</li> <li>• Impersonal structures</li> <li>• The imperative</li> <li>• Introduction to the subjunctive and high level structures</li> </ul>	<ul style="list-style-type: none"> <li>• Modal verbs</li> <li>• The passive voice</li> <li>• Consolidation of higher level structures</li> </ul>	<ul style="list-style-type: none"> <li>• Revision and consolidation of all tenses learnt</li> </ul>
<b>KS5 French</b>				
		Autumn Term	Spring Term	Summer Term
Year 12	Course content	<p><b>THEME 1: Current trends in French speaking society:</b></p> <ul style="list-style-type: none"> <li>• Family trends and traditional and modern values</li> <li>• Cybersociety</li> </ul> <p><b>THEME 2: Artistic culture in the French-speaking world</b></p> <ul style="list-style-type: none"> <li>• Cultural heritage</li> <li>• Contemporary Francophone music</li> </ul>	<p><b>THEME 1: Aspects of French speaking society (continued):</b></p> <ul style="list-style-type: none"> <li>• The voluntary sector</li> </ul> <p><b>THEME 2: Artistic culture in the French-speaking world</b></p> <ul style="list-style-type: none"> <li>• Francophone cinema</li> </ul> <p><b>• Film Study (continued): La Haine</b></p>	<ul style="list-style-type: none"> <li>• <b>Film Study (continued): La Haine</b></li> <li>• Essay writing technique</li> </ul>
Year 13	Course content	<p>Literature study – No et Moi de Delphine De Vigne</p> <p><b>THEME 3: Current issues in French-speaking society</b></p> <ul style="list-style-type: none"> <li>• Positive aspects of a diverse society</li> <li>• Minority communities and the marginalised</li> </ul> <p>Individual Research on Francophone issue/topic</p>	<p><b>THEME 3 (cont.): Current issues in French-speaking society</b></p> <ul style="list-style-type: none"> <li>• The justice system</li> </ul> <p><b>THEME 4: Aspects of political life in the French-speaking world</b></p> <ul style="list-style-type: none"> <li>• Young people and politics</li> <li>• Social and political movements</li> <li>• Politics and immigration</li> </ul>	<p><b>Exam revision, topic and language consolidation, speaking preparation</b></p>

## Impact of the French Curriculum

Pupils frequently express their enjoyment of French, often mentioning the quality of the teaching, the support they receive and the opportunities that are offered to them as part of the curriculum. Motivation and participation in class is very good, and students experience a real sense of achievement and success in their French lessons. This is evident through lesson observations and student voice.

Results in French public examinations in all years up to 2019 were excellent, and above the national average in both GCSE and A Level. In addition, a significant proportion of the students who study the A Level French course choose to continue studying Foreign Languages at University, either as a full degree or as a module.

More importantly, the French Curriculum at Ranelagh allows pupils to develop the resilience and confidence to become self-assured citizens of the world. By taking part in the enrichment programmes offered as part of the curriculum, such as the penpal programme, the foreign language exchange and work experience abroad, our students also develop their empathy and cultural understanding, embracing cultural differences and learning to live in our global society.