



**KING EDWARD VI
BALAAM WOOD
ACADEMY**

Educational excellence for our City

King Edward VI

Balaam Wood Academy

Curriculum Statement 2020/2021: French



Core Values

Our curriculum is underpinned by our core values of being:

Bold...committed to academic excellence in Languages with pupils who are self-reflective and able to set their own targets for improvement within the subject.

Ambitious...language pupils who are inquisitive and aspirational, constantly striving to improve their own knowledge vocabulary, grammar and improving their language skills (writing, speaking, reading and listening).

Collaborative...language pupils who work together to both support and challenge, enabling and driving the learning of everyone within the group.

Kind...respecting each other's opinions and having a go at speaking in the target language with confidence, being able to provide feedback in a way that helps improve the learning of others.

CURRICULUM INTENT

The Language curriculum at Balaam Wood is designed to facilitate a love of enquiry in our pupils which will enable them to develop functional skills in modern foreign languages and become life-long learners. The curriculum covers a wide range of topics

Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfilment...the ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and throughout the world.

The functional skills that my pupils bring to the classroom, particularly in ICT, now make it possible for them to work on more relevant topics in languages lessons and to have much greater opportunities for independent learning.

Effective teaching will enhance the development of skills. Pupils need planned opportunities to “have a go”.

Through peer and self-assessment and teacher feedback, pupils then need to reflect on the progress they are making and to identify particular aspects of their skills development that need further reinforcement.

Language learning context and activities provide a rich opportunity for pupils to draw from and apply a range of functional skills. The increased emphasis on creativity and intercultural understanding means that languages teachers will be providing more open-ended, problem-solving tasks that require pupils to take greater ownership of their learning.

Within their language lessons pupils at Balaam Wood are encouraged to reflect on their own work as well as that of other pupils, setting targets for their own development. Also our objective is to enable students of all abilities to develop their Spanish and French skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

- At GCSE's level, students are expected to understand and provide information and opinions about the 3 themes :
- Theme 1: Identity and culture with related subtopics

Topic 1: me , my family and friends

Topic 2: technology in everyday life

Topic 3: free-time activities

Topic 4: Customs and festivals in French and Spanish-speaking countries

- Theme 2: local, national, international and global areas of interests.

Topic 1: home, town, neighbourhood and region

Topic 2: Social issues

Topic 3: Global issues

Topic 4: travel and tourism

- Theme 3: Current and future study and employment

Topic 1: my studies

Topic 2: life at school/ college

Topic 3: Education post -16

Topic 4: jobs, career choices and ambitions

Pupils are encouraged to be ambitious and aspirational both within and outside of the language classroom, with clear links made between the skills gained in the classroom and those needed for life outside of Balaam. This is achieved by the design of the Key Stage Three curriculum which provides the foundations for the skills required by pupils who choose to take the subject further at Key Stage Four, whilst ensuring that by the end of Year 9, pupils have developed skills which will prepare them for further education as well as the world of work.

We are committed to providing an academic and social curriculum with both breadth and depth that allows all of our pupils to be able to achieve the following:

Secure development and achievement...

- Provide opportunities for pupils' personal development, becoming inquisitive and self-reflective.
- Allows pupils to be bold and achieve their personal best and beyond, becoming aspirational and desirous of self-improvement, giving them the tools with which to make this improvement.

Prepare pupils for "life beyond Balaam"...

- Enables pupils to use cultural capital gained through their language lessons to understand the differences of cultures and languages in the world.
- Prepares pupils for further education whether academic or vocational and for the world of work.

Promote active community involvement, kindness and collaboration...

- Ensures pupils are fully prepared for life in their own community and today's society, enabling them to have a deeper understanding of the formation of the community around them and a greater tolerance of the different groups which make up the community.
- Developing confident individuals who are able to live safe, healthy and fulfilling lives, with the ability to confidently challenge those around them in a respectful way which is tolerant of the differences between themselves and others.
- Offers a wide range of quality extra-curricular opportunities for personal development.

Curriculum Implementation

Through transition

When pupils arrive at Balaam wood they will initially have an induction week about the importance of languages in their curriculum. This allows teachers to explore and understand pupil's preconceptions, trying to bring more positivity towards the subjects as well as finding out how much knowledge they have acquired in their primary school in the case if languages were offered as it is not consistent across all schools in Birmingham.

Year 7 students will learn a range of vocabulary in French

- Develop the skills of basic listening, speaking, reading and writing in a range of situations and contexts
- Will apply linguistic knowledge and skills to understand and communicate effectively
- Ask and answer questions
- Use reference materials such as dictionaries appropriately and effectively
- Redraft their writing to improve accuracy and quality
- Use the target language in connection with topics

The first module that year 7 will be introduced to will be how to greet people, saying the alphabet in French, saying when their birthday is, counting up to 31 and talking about school subjects and describing their classroom. This module has been designed to introduce and build up new vocabulary slowly and getting students to practise their skills step by step (speaking, listening, reading and writing). A baseline assessment is sat by all year 7 pupils in French at the end of this module. The timing of this baseline assessment ensures that students skills are being assessed and this will give an idea to the teacher where all students are at... what can be done to improve or to challenge the high ability further.

Year 8 and year 9 will build on reading, writing, speaking and listening skills in the target language which they have developed since year 7.

Through enrichment:

We at Balaam Wood believe that the study of languages is a passport to another world. That is why being able to speak a foreign language is a vital skill for the future. This is an area which is currently under development but the activities designed to encourage a love of languages within our pupils include:

-forming close links to other schools within the Trust and taking pupils to these schools to help pupils develop their skills of collaborative working and communication.

-developing pupils' aspirations through visits to colleges and universities to explore the opportunities available to them when they leave Balaam wood.

-An extra-curricular club library is planned to focus on reading magazines in target language (Marie Glasgow Magazines)

-After school club/ lunchtime revision sessions

Well-being Wednesdays:

The big question: how can I enjoy a long and healthy life?

- use the target language and creating posters about healthy lifestyle
- skim and scan written texts for the main points and details
- Redraft their writing to improve accuracy and quality
- watching a youtube video about healthy lifestyle and creating mind maps in English and target language

Through Teaching, learning and assessment

Each language lesson across Key Stage Three and Four at Balaam Wood is based around a Big Question which pupils should be able to answer by the end of the lesson. This is shared with pupils at the beginning of the lesson and referred back to throughout the lesson. The plenary of the lesson will link back to the Big Question to allow teachers to fully evaluate the impact of their teaching and discover any areas which need to be retaught in a subsequent lesson. When the big question is shared with pupils, it is also explained to them what they will be learning in the lesson and why. This is to ensure that pupils understand the value of the lesson which they are about to undertake.

At Key stage 3, teaching should focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It should enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It should provide suitable preparation for further study.

Pupils should be taught to:

- Grammar and vocabulary - identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied - use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate - develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues - use accurate grammar, spelling and punctuation.
- Linguistic competence -listen to a variety of forms of spoken language to obtain information and respond appropriately - transcribe words and short sentences that they hear with increasing accuracy - initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address - express and develop ideas clearly and with increasing accuracy, both orally and in writing - speak coherently and confidently, with increasingly accurate pronunciation and intonation - 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 - read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture

-write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language

At Key Stage Four, pupils will complete 3 themes under the AQA exam board. GCSE Spanish has a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9). Students must take all four question papers at the same tier. All skills : speaking, writing, listening and reading are 25% of GCSE each.

What is assessed in Listening: understanding and responding to different types of spoken language.

In Speaking, communicating and interacting effectively in speech for a variety of purposes.

In Reading, understanding and responding to different types of written language.

In Writing, communicating effectively in writing for a variety of purposes.

Lessons at Kings Edward VI Balaam Wood Academy follow our Balaam Wood Quality Mark 7 model ensuring the following key features are embedded in lessons:

- DNA (Do it now) at the beginning of lessons to support learning. These are focused on either the introduction of a new topic and engagement of students, or information recall to aid in retention of information by students.
- Clear instruction and sequencing concepts; modelling the learning

- Asking questions and checking for understanding with planned opportunities for active learning and discussion.
- Reviewing of previous learning and guiding pupil practice.
- A planned reading opportunity and focus on subject vocabulary.
- Regular testing and progress checks to assess and check for understanding and set targets for improvement
- Re-teaching where misconceptions or errors have been identified.
- These features enable pupils to effectively retain knowledge and apply it with increasing confidence.

Curriculum Impact

The curriculum is successfully implemented to ensure pupils' progression in knowledge- pupils successfully "learn the curriculum".

The impact of the school's curriculum is measured through several means:

- Outcomes for pupils at GCSE in Year 11
- Progress and attainment data for current year groups
- Destination data; how many people go on to study at post-16 and degree level
- Attendance data
- Behaviour logs and attitudes to learning data
- Engagement in enrichment activities
- Pupil and teacher voice
- Progress towards the Gatsby benchmarks
- Faculty reviews
- Book reviews
- External reviews and feedback

