



Brompton and Sawdon Community Primary School

## Curriculum Intent Statement for French

**We intend for all children to develop positive attitudes towards other languages and cultures. This interest should be encouraged by being given regular stimulating and enjoyable lessons which build confidence and promote the skills of listening, speaking, reading and writing. It is our intention to ensure that by the end of our children's primary education, they have acquired an understanding of both spoken and written French, confidence to speak in French with others and know how important other languages can be in their future.**

We recognise that all of our school Pillars support the acquisition of languages. We intend that our Languages (French) curriculum and lessons give opportunities to:

- Collaborate / contribute / support others / learn from a range of people (**our Family Pillar**)
- listen and be heard / explore a range of traditions / learn about cultural differences and contexts (**our Respect Pillar**)
- Learn about similar of opposing views to hunting and conservation / Explore differences and similarities in habitats and diets (**our Nature Pillar**)
- Learn about different people, places and outlooks / different events, views and beliefs (**our Rainbow Pillar**)
- Show resilience / be independent / ask questions and investigate / present, challenge and be challenged (**our Ready to Fly Pillar**)

### Implementation

**French is taught to children in Year 2 upwards by Madame Cordingley, a native French Languages teacher.** Children are encouraged to develop their speaking and listening skills in every lesson through conversational work, songs and rhymes and stories. Topics and simple plays are used to interest and engage the children, while grammar and sentence structure are taught specifically. As knowledge and confidence grows, children record their work through pictures and written work. Opportunities are taken to supplement these lessons by using French at other times during the school day, for example when greeting children or taking the register. Traditional tales and other well-known stories are utilised within the French curriculum in order to predict vocabulary and build confidence in recognising the translation of new vocabulary.

### Impact

Children enjoy learning French and are interested and excited by the diversity of language and cultures. This supports the understanding of our British values including individual liberty, mutual respect and tolerance. They sing a number of songs and rhymes which they have learned by heart. They are increasingly able to clearly speak a number of phrases as they progress through the school and can read and write some simple French. They increasingly notice and understand basic grammar including feminine, masculine and plural forms and key features including accents and word order. They are beginning to learn the key verbs which will help them further progress their learning. They can discuss some similarities and differences between French and English and talk about aspects of French traditions and culture.

We also recognise our responsibility to develop our children as global citizens with the skills and knowledge to contribute positively to their communities. Throughout our Geography curriculum we also entwine opportunities to develop the following areas of knowledge:

|   |   |   |   |   |
|---|---|---|---|---|
| <b>Diversity</b>                                |  |   | <ul style="list-style-type: none"> <li>•Recognise that France has the same diverse groups as the uk</li> </ul>  | <ul style="list-style-type: none"> <li>•Discuss similarities and differences between French and English culture</li> </ul>  |
| <b>Global awareness</b><br>(throughout subject) |  |   | <ul style="list-style-type: none"> <li>•Recognise that Paris is the Capital of France</li> <li>•Locate France on a map of Europe and a world map</li> </ul> | <ul style="list-style-type: none"> <li>• Know some landmarks in Paris (eg. Eiffel Tower, Louvre Museum, Notre Dame Cathedral.</li> </ul>  |
| <b>Rural Aspirations</b>                        |  |   | <ul style="list-style-type: none"> <li>• Recognise some careers/situations where knowing a different language would be an advantage</li> </ul>              | <ul style="list-style-type: none"> <li>• Know that it is easy to get to France via ferry or the Channel tunnel.</li> <li>• Discuss how living in the South of the UK might change how you view a trip to France.</li> </ul> |
| <b>Inspired by Nature</b>                       |  | <p>We take every opportunity to be inspired by nature, whatever the subject. The might be reflected through resources used, media explored, or linking learning to local and global issues regarding the environment. Opportunities are grasped to celebrate and explore nature in all its guises, from ecosystems to microhabitats, from the smallest organisms to giants of natural world - at all times looking for ways to learn from it.</p> |   |   |

We have the highest expectations for our pupils with SEND. Rather than simplifying tasks, we intend that they receive the support, adaptations and resources needed to allow them to achieve learning objectives in line with their peers.

This might include:

- adult support, different groupings, adapted tasks to reflect different learning styles,
- Pre-teaching of specific vocabulary or concepts
- Over-teaching to reinforce
- Adult support in a small groups or 1:1
- 1:1 support where and when necessary.
- Word mats / visual cues that explain some of the key concepts or vocabulary
- Knowledge organisers to refer back to if they are unsure of a particular concept
- Further / additional or adapted resources around the classroom
- Adapted worksheets / books
- Carefully considered Peer buddies / pairings / groupings
- Adapted timings

**If they can't learn the way we teach, we teach the way they learn.**