



History: Intent, Implementation and Impact Statement.

The Burbage Way: *striving to be the best version of ourselves.*

Respect

Integrity

Inclusivity

Kindness

Excellence

Enjoyment

This document outlines: the intent and rationale behind the French curriculum, how to deliver it and how to measure pupil progress.

Intent

School Curriculum Intent:

For our learners our curriculum provides:

- a value-based curriculum, building from a foundation of Christian values developed at the Infant School (C of E), and enhanced at the Junior School (Community), to prepare our learners to be inclusive, respectful of themselves and others, and enable them to contribute fully within our modern, multi-cultural, British society;
- responsible citizens, successful learners and confident individuals;
- opportunities to enrich the life of our learners and provide vibrant experiences to make learning real, to open their minds to wider worlds beyond their own, and to enable them to empathise with each other, and others in different circumstances, from different backgrounds, places and times;
- a linked, language-rich curriculum to develop deep understanding and cultural capital;
- development of characteristics to enable them to contribute fully within their school and wider community, now and into the future;
- skills to develop positive relationships, and high expectations of behaviour; enabling everyone to be the best possible versions of themselves;
- a range of knowledge and skills to be equipped for the next stage of education.

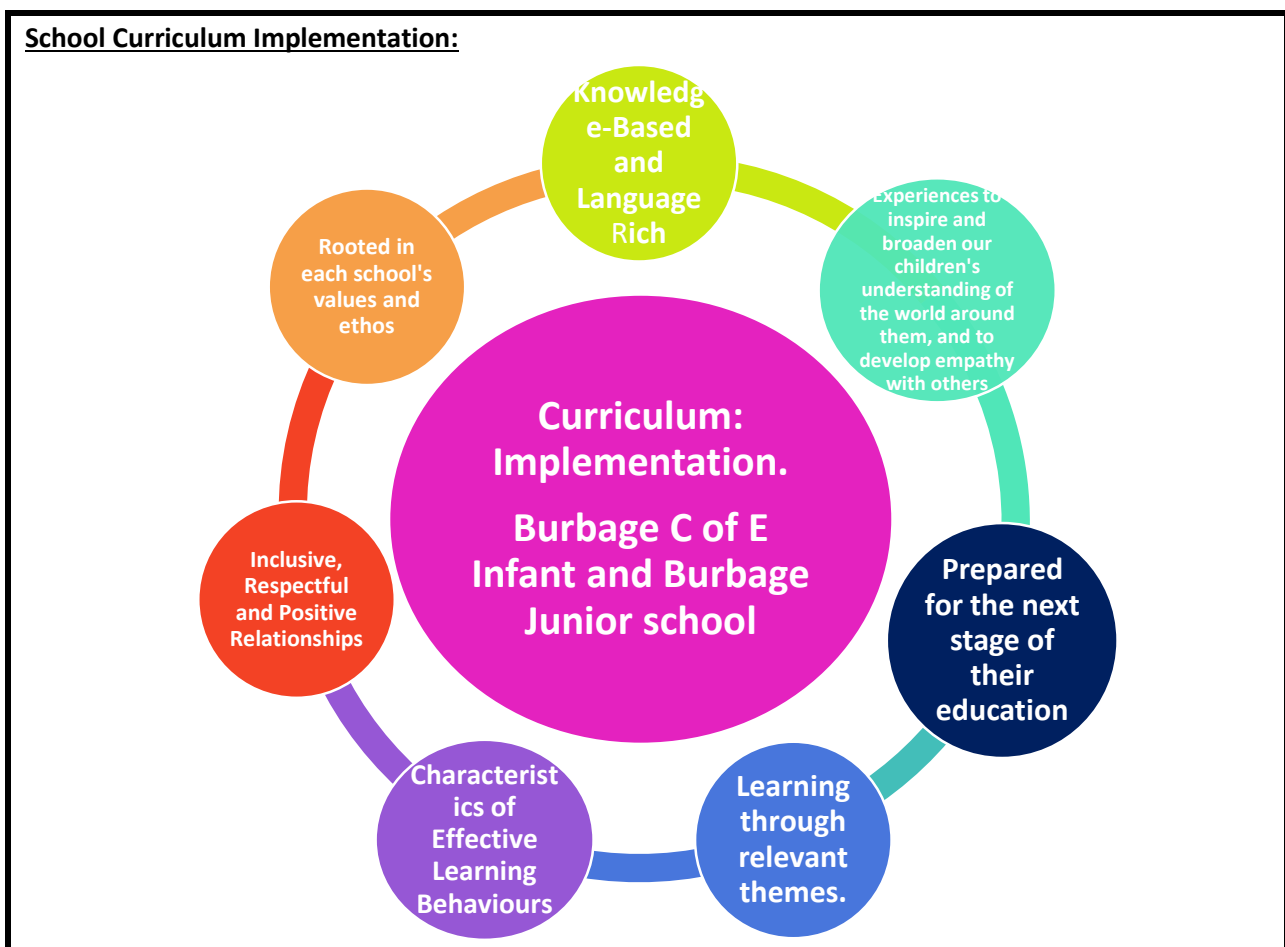
French Intent

It is our intent at Burbage Junior School to provide our children with a high-quality education in Modern Foreign Languages (MFL), which develops their love of learning about other languages and cultures. Our current MFL taught is French using the Rigolo scheme of work, however, we strive take every

opportunity to expose children to other languages. Our pupils will learn the essential skills of listening, speaking, reading, and writing. We aim to raise our pupils 'cultural capital', deepening connections and broadening their minds beyond the English language and culture. We intend to ensure that by the end of our children's primary education, they have acquired an understanding of both spoken and written French, the confidence to speak in French with others, and know how important other languages can be in their future. Our goal is to lay the foundations for language learning in an enjoyable and stimulating way.

Rigolo's French scheme of work enables pupils to meet the end of Key stage attainment targets in the National Curriculum and the aims also align with those set out in the National curriculum.

Implementation



French Implementation

Our MFL curriculum is designed to develop not only our children's language skills but also their love of learning a language. It progressively develops language skills, through a spiral curriculum where substantive and disciplinary knowledge are regularly revisited to embed knowledge and understanding of vocabulary, grammar, and culture.

Rigolo includes a range of interactive exercises that help children to move into reading and writing. Regular animated stories use graphics and audio alongside the text to develop the engaging storyline. Exploring the written form of the language at word, sentence, and text level contributes to the

acquisition of Knowledge about the Language (KAL) and Language Learning Strategies (LLS), both of which underpin the teaching activities set out in the Key Stage 2 Framework.

The lessons are designed to motivate children from the first moment and are mainly practical in focus.

Each lesson starts with a quick fire explicit phonics teaching using ‘Sonic Phonics’. The phonics have been chosen with guidance from KS3 MFL teachers as to which are the most useful. Then, the Rigolo lessons are delivered primarily through the use of the interactive whiteboard and involve a range of delivery styles from real-life videos to animated cartoons to ‘minigames’ to songs. They have clear, achievable objectives. SEND children have access to the curriculum through a variation of tasks, grouping, or support from Rigolo’s ‘virtual teacher’ or a teaching assistant in the class.

Rigolo 1 (Years 3 and 4) and Rigolo 2 (Years 5 and 6) are divided into 12 units respectively: six units per year, or two per term. Each unit is then divided into four or five lessons. The course combines whiteboard activities with class activities using flashcards and other materials, so there is a varied approach across different learning styles.

To further enhance cultural capital, each year group will complete a culture project over 4 weeks. This will focus on francophone countries so pupils understand that a language is not just spoken in the originating country, but due to social changes and history, expands across the world.

Year 3 – Introduction to France. French culture, food, and monuments.

Year 4 – New Orleans – History, food, and Mardi Gras.


Year 5 – Morocco – Culture, art, and food.

Year 6 – An independent research project on French-speaking Canada

Each year, several Year 5 children are invited to attend a European Day of Languages event at a local Grammar School. During the day, they are introduced to different languages including Mandarin, German, and Spanish.

To assist in the transition to High School, in the Summer Term, Year 6 visit our local High school where they are exposed to new surroundings and a taster of KS3 French lessons.

Impact

<p>School Curriculum Impact:</p>  <p>Prepared for the next stage of their education</p> <p><u>History Impact</u></p>	Pupils who take responsibility for their own actions and make a positive contribution to society.
	Knowledge of British and global society beyond their own through the curriculum.
	Able to use technology effectively and safely.
	Excellent behaviour and attendance.
	Healthy lifestyle choices- safe, healthy and fulfilling lives.
	All children to make good progress from their starting point.
	Pupils who enjoy learning and can independently explore and enquire.

At Burbage Junior School, we use a range of formative and summative assessment approaches to ensure assessment captures the range of knowledge that pupils need.

At the start of every unit, children are equipped with a knowledge organiser which displays key vocabulary and knowledge that we want children to know and remember. Teachers will draw on this across the unit to reinforce essential knowledge and to utilise it as a tool to assess each child's retention of these key facts.

After 'Sonic Phonics', teachers start with a 'recap'. This may be related to a previous lesson or a previous unit of learning. This allows teachers to gain insight into what children have remembered and allows for any misconceptions or gaps to be addressed. Lessons are maximised with effective questioning to both assess and advance children's learning across each unit of French, prompting children to make connections between units and the grammatical structures covered. Using a spiral curriculum ensures children's French skills and knowledge are revisited, built upon, and progressed.

The Rigolo scheme allows for assessment at the end of every second unit. Pupils are assessed over their primary years in writing, speaking, reading, and listening. Assessment sessions are used to ensure children know more and remember more.

Formative assessment is also regularly incorporated by:

- Sharing the objectives of each unit and lesson with pupils before teaching, so that they are aware of the nature and purpose of the work they will be doing.
- Using the Presentations to allow pupils to compare their pronunciation with the model audio and video.
- Similarly, pupils can compare their pronunciation in the Songs and Animated stories.
- Using the lesson Worksheets to measure pupils' progress, discussing the answers to each activity in class so that pupils are aware of where they have made mistakes and how they could improve. This acts as useful preparation for the Assessment sessions.

We also measure the impact through pupil discussions, pupils being able to apply knowledge of language to wider areas of the curriculum and applying their cultural understanding in society.