



MFL Curriculum Intent

The aim of MFL at ICA is to provide students with an insight into other cultures and to embrace the differences that exist between the UK and French speaking countries worldwide. We believe learning a foreign language is a liberation from insularity and that in providing a high quality MFL curriculum helps foster our pupils' curiosity and deepen their understanding of the world around them.

We strive to teach new content in a creative and stimulating way to widen pupils' knowledge through culture, history and literature of the new language. We hope that upon ending their language learning experience at ICA, students will have a love of languages and will want to continue to develop their language skills, seeing these as important aspects of lifelong learning.

Principles

Our MFL curriculum is underpinned by the following principles:

Entitlement:

Everyone has the right to learn the basics of another language and to explore the culture of the country or countries where it is spoken. Language learning at ICA enables students to express their ideas and thoughts in other languages, and to understand and respond to its speakers. Our curriculum also provides students with opportunities to develop their oracy skills and build their self-confidence by enabling them to communicate for practical purposes, build new ways of thinking and read authentic texts in the target language.

Coherence:

Our carefully sequenced curriculum ensures time is embedded to revisit, consolidate, and extend the language learnt. In Years 8 and 9 there are also opportunities for interleaving prior language. All units taught build on previous knowledge; the focus is always progression in the three pillars of language learning: phonics, vocabulary, and grammar.

Mastery:

The MFL curriculum at ICA has been designed with students in mind and it provides them with a secure foundation of the French language at the end of the school journey. Teachers at ICA ensure linguistic knowledge and its application in context are secure before moving on to the next step & we implement Rosenshine's principle of 'Teach, Check, Practice' into all our lessons to build the skills needed for communication and to develop competency in all areas of language learning.

Adaptability:

The core linguistic competencies and essential vocabulary are the same in all contexts, however we ensure our department adapts lessons and tailors specific content to meet the needs of our students. For example, where students lack confidence in writing, our teachers take steps to scaffold writing activities to support students in developing their independent writing skills.

Representation:

Our curriculum presents French as a global language, spoken worldwide in a variety of continents. From Y7 students are aware that French is not only spoken in mainland France but also in many African countries and in other parts of the world and we provide opportunities to explore this within our curriculum. For example, in year 9 students learn about the Ivory Coast and Senegal which takes their imagination further afield than mainland France. We learn about their culture and the different ways of life so that students are respectful of other cultures aside from their own.



Education with Character

The MFL curriculum provides pupils with an opportunity to learn about others' cultures and beliefs and compare them with their own. In Irlam and Cadishead Academy, we enhance this with our Spanish club after school where students are exposed to the Spanish language and the culture in mainland Spain as well as South America. We also have strong links with The University of Manchester and provide trips for years 8, 9 and 10. What's more, we partake in National Language competitions such as the NLC GCHQ yearly translation competition as well as providing students with opportunities for overseas visits.