



Curriculum Statement for Modern Foreign Languages Intent, Implementation and Impact

At Laurel Avenue Community Primary we define learning as a change to long term memory. Our aims are to ensure that our pupils experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of procedural and semantic knowledge, that will support them in later life.

To enable our children to celebrate and welcome differences in our world, it is vital they have an understanding of different languages and countries. By introducing and exposing our children to this they will have a deepened ability to show respect and play a valuable part in our global society. To achieve this end point we aim, through our Modern Foreign Languages curriculum, to inspire a love of language as part of their lifelong journey of learning.

Our curriculum includes ‘Threshold Concepts’ (the ideas that shape pupils’ thinking), taken from Chris Quigley’s ‘Essentials Curriculum’ in each subject to track pupils’ learning through the Milestones.

Each Threshold Concept is explored within different contexts so that it has tangibility and meaning. Breadth of contexts ensures that children gain relevant knowledge and can transfer this knowledge.

Our Aims – The Essential Characteristics of our Modern Foreign Languages Curriculum

We aim to ensure that all pupils gain:

- The confidence to speak with good intonation and pronunciation.*
- Fluency in reading.*
- Fluency and imagination in writing.*
- A strong awareness of the culture of the countries where the language is spoken.*
- A passion for languages and a commitment to the subject.*
- The ability to use language creatively and spontaneously.*
- An independence in their studies and the ability to draw upon a wide range of resources.*

Curriculum Intent

Our Curriculum is underpinned by our core values and the three drivers. We use both the EYFS framework and the National Curriculum to shape the content and expectations of our curriculum. The Chris Quigley Essentials curriculum is used to help us structure this in each year group and look at progress within each phase. We have structured this so that each year group has:

- a) A clear list of what must be covered.*
- b) The threshold concepts pupils should understand.*
- c) Criteria for progression within the threshold.*
- d) Criteria for the depth of understanding (Basic, Advancing and Deep)*

1. Curriculum drivers shape our curriculum breadth. They are derived from an exploration of the backgrounds of our pupils, our beliefs about high-quality education and our values. They are used to ensure we give our pupils appropriate and ambitious curriculum opportunities.

Our drivers are identified as:

Ambition and Possibilities

To have a life-long love of learning that inspires them to look to the future

To have high expectations of themselves and their future

To recognise opportunities beyond the local community

To increase knowledge of different career choices

To develop self-confidence and a 'have a go' attitude

Process

Planning to ensure opportunities to raise children's self-belief and develop a positive attitude towards risk and challenge

Focus on ambition, identifying different jobs and possibilities through topics, visits and visitors; role models for success

Regular opportunities to work as a team, especially Key Stage 2

Life Skills and Enterprise

To develop questioning and research skills, applying to a range of hands-on learning experiences

To work effectively as a team to organise themselves and create an end product

To work independently and be organised and ready for learning

To listen and communicate with others

To complete set tasks in a given period and not give up

To have excellent attendance

To think 'creatively' to solve problems

To be equipped for life beyond Primary School

Process

Opportunities for learning through each of the 5 learning skills - reflective, relationships, resilient, resourceful and risk taking will be provided

Through each topic, children will have opportunities, through a wider range of skills based lessons, to take ownership of their learning and direct it more

Wider opportunities for learning beyond the curriculum to equip children with relevant life skills; health and economic well-being, cooking, e-safety

Encouraged expectation that children attend school and are ready to learn with appropriate equipment and kit and take responsibility to be ready and prepared

Knowledge and Understanding of the World

To experience opportunities that broaden their horizons

To enhance their insight into the community and world by providing meaningful learning opportunities

To celebrate/appreciate diversity and culture at national and international level

To widen general knowledge

To give opportunities to pursue their own lines of enquiry

Process

Using the 'news flash' feature of Espresso and First News newspapers to keep in touch with current issues

Providing opportunities through visits, local exploration and the use of visitors to ask questions and explore the diversity of people, society, culture

Discussing local and global issues and the impact that they have

Asking questions and research historical events in the local and wider communities

2. Cultural capital gives our pupils the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values. For example European Day of Languages, language weeks, assemblies, celebration days, visitors into school, specialist university teaching sessions.

3. Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for pupils to study the best of what has been thought and said by many generations of academics and scholars.

4. Our curriculum distinguishes between subject topics and threshold concepts. Subject topics are the specific aspects of subjects that are studied.

5. Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, pupils return to the same concepts over and over, and gradually build understanding of them.

Our curriculum includes 'Threshold Concepts' (the ideas that shape pupils' thinking), taken from Chris Quigley's 'Essentials Curriculum' in each subject to track pupils' learning through the Milestones.

Each Threshold Concept is explored within different contexts so that it has tangibility and meaning. Breadth of contexts ensures that children gain relevant knowledge and can transfer this knowledge.

Read fluently

This concept involves recognising key vocabulary and phrases.

Write imaginatively

This concept involves using key vocabulary and phrases to write ideas.

Speak confidently

This concept involves using key vocabulary and phrases to verbally communicate ideas.

Understand the culture of the countries in which the language is spoken

This concept involves the background knowledge and cultural capital needed to infer meaning from interactions.

6. For each of the threshold concepts there are three milestones, each of which includes the procedural and semantic knowledge pupils need to understand the threshold concepts, provide a progression model.

7. Cognitive science tell us that working memory is limited and that cognitive load is too high if pupils are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for pupils to become creative thinkers, or have a greater depth of understanding, they must first master the basics, which takes time.

8. Within each milestone, pupils gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for pupils is to display sustained mastery at the advancing stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the deep stage. The time-scale for sustained mastery or greater depth is, therefore, two years of study.

The Diagram below shows a model of our curriculum structure:

Curriculum Map for Years 1 and 2			Curriculum Map for Years 3 and 4			Curriculum Map for Years 5 and 6		
Threshold Concepts								
Milestone 1			Milestone 2			Milestone 3		
B Year 1	A Year 1/2	D Year 2	B Year 3	A Year 3/4	D Year 4	B Year 5	A Year 5/6	D Year 6

9. As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue for direct instruction in the early stages of learning and discovery-based approaches later. We use direct instruction in the basic domain and problem-based discovery in the deep domain. This is called the reversal effect.

Implementation

10. Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- Learning is most effective with spaced repetition.
- Interleaving helps pupils to discriminate between topics and aids long-term retention.
- Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

11. In addition to the three principles, we also understand that learning is invisible in the short term and that sustained mastery takes time.

12. Our content is subject specific. We make intra-curricular links to strengthen schema.

13. *Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content.*

Impact

14. *Because learning is a change to long-term memory, it is impossible to see impact in the short term.*

15. *We do, however, use probabilistic assessment based on deliberate practice. This means that we look at the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long run.*

16. *We use lesson observations to see if the pedagogical style matches our depth expectations (see point 11).*

Monitoring

The Modern Foreign Languages Co-ordinator and class teachers are responsible for monitoring the standard of the children's work and the quality of teaching in Modern Foreign Languages. The Co-ordinator is responsible for supporting teaching staff in the teaching of Modern Foreign Languages, and for providing a strategic lead. The Co-ordinator completes an annual report where they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement. Throughout each academic year, the Co-ordinator will undertake the monitoring of Modern Foreign Languages across the school.

Signed:

Chair of Learning, Teaching and Achievement Committee

Date:

Signed:

Co-ordinator

Reviewed: June 2021

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