



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
7	<p>Opening our eyes to the world</p> <ul style="list-style-type: none">............	<p>It's Me</p> <ul style="list-style-type: none">............	<p>...</p> <ul style="list-style-type: none">............	<p>...</p> <ul style="list-style-type: none">............	<p>My studies</p> <ul style="list-style-type: none">............	<p>The school day</p> <ul style="list-style-type: none">............
8	<p>Hobbies</p> <ul style="list-style-type: none">............	<p>Using Technology</p> <ul style="list-style-type: none">............	<p>Where I live</p> <ul style="list-style-type: none">............	<p>...</p> <ul style="list-style-type: none">............	<p>Holidays</p> <ul style="list-style-type: none">............	<p>In the Past</p> <ul style="list-style-type: none">............
9	<p>My Body, My Health</p> <ul style="list-style-type: none">............	<p>Healthy Lifestyles</p> <ul style="list-style-type: none">............	<p>TV & Cinema</p> <ul style="list-style-type: none">............	<p>...</p> <ul style="list-style-type: none">............	<p>...</p> <ul style="list-style-type: none">............	<p>...</p> <ul style="list-style-type: none">............
10	<p>AQA Theme 1. Identity and Culture</p> <ul style="list-style-type: none">............	<p>...</p> <ul style="list-style-type: none">............	<p>...</p> <ul style="list-style-type: none">............	<p>...</p> <ul style="list-style-type: none">............	<p>...</p> <ul style="list-style-type: none">............	<p>...</p> <ul style="list-style-type: none">............
11	<p>...</p> <ul style="list-style-type: none">............	<p>...</p> <ul style="list-style-type: none">............	<p>...</p> <ul style="list-style-type: none">............	<p>Academy focused revision and exam preparation</p>	<p>...</p> <ul style="list-style-type: none">......	

Curriculum Intent

- Our aim is for learners to leave Beacon Hill Academy with the knowledge and skills required to thrive in our challenging world as **open-minded, inquisitive learners who are curious about the wider world.**
- Our curriculum focuses on **key concepts and 'big ideas'** to teach the most important disciplinary and substantive knowledge, with regular opportunities to **retrieve, practice and acquire the skills to flourish.**
- Our curriculum is **carefully sequenced**, combining the 3 pillars of grammar, vocabulary, and phonics to allow learners to identify their **prior learning** and our progressive approach enables learners to maximise and **build knowledge and skills** with regular opportunities to **demonstrate understanding.**
- Learners are introduced in KS3 to a **breadth of language** and a variety of themes relevant to their experiences, e.g. use of technology in today's world, to engage and enthuse them. A **deeper exploration** in KS4 enables learners to view from other perspectives and articulate more detailed opinions.
- Our curriculum is **enriched with cultural opportunities** and **authentic materials** which **capture interest** and **build cultural empathy**, promoting diversity and tolerance.
- We aim to offer the **study of a language to all learners**, regardless of disadvantages.
- Our curriculum includes the opportunity for some learners to select **an additional foreign** language to be studied at KS3, alongside French.
- The opportunity to choose from **several languages** is available to **all learners at GCSE**, including enabling some learners to undertake a GCSE in their mother tongue e.g. Polish and Italian. This is supported by 121 tutors who work with the learners.
- Our curriculum includes introducing learners from Year 7 through to Year 11 to the **wide variety of benefits** in learning a language and the **many career pathways** in which it is a desirable skill.
- We offer experiences beyond the classroom environment, to expand their understanding and **promote a passion for language learning.** Learners are given the opportunity to participate in external language competitions and higher ability learners are encouraged to broaden their skills through access to a wider range of authentic materials.
- Our extra-curricular 'Linguacub' offers the opportunity to **learn additional languages**, explore foreign language films and create **links with target language schools** such as through our penfriend exchange.
- We enrich our curriculum by **celebrating European Day of Languages**, annually hosting events and competitions to **promote multiculturalism.**
- Our curriculum at Beacon Hill Academy is an **ambitious and challenging** one that encourages students to **explore beyond** their immediate locality and personal situation.

Curriculum Implementation

- All lessons in KS3 begin with a recall and retrieval '**Do Now Activity**' that is responsive to prior learning, or a **connect** task which aims to **plug gaps in learning** following a demonstrate activity.
- Frequent and systematic use of recall activities such as Fishbowl help learners to remember focus knowledge in the long term which is needed for them to communicate more effectively in spontaneous, unscripted situations.
- In KS4 lessons DNA's are rotational and include a **weekly vocabulary recall quiz**, a retrieval quiz or an exam linked question.
- Weekly / fortnightly vocabulary learning is **monitored via departmental trackers** and in KS4 we use memrise.com to support learning.
- **Home Learning is rotational** and includes vocab learning and online activities using Languagegym.com. In KS4 learners complete an additional grammar or comprehension-based activity.
- In KS3, MFL staff use the **principles of EPI** (Gianfranco Conti) to adopt a phased approach, whereby learners are **flooded with exposure to key language**, supported by sentence builders. This supports SEND learners and can provide scaffolds appropriate to the needs of the learners. The sentence builders are **systematically withdrawn**, increasing pressure on cognitive load, as learners **become more confident** with the language and move from receptive understanding to productive proficiency.
- Each KS3 unit is built around learners using phonic knowledge to aid pronunciation, vocabulary comprehension to aid learner understanding and systematic learning of grammar to aid effective production of language.
- In KS4, GCSE themes and topics are **interleaved to aid recall and retrieval** and promote language use within wide-ranging contexts.
- MFL staff use **explicit and implicit vocabulary instruction**, such as using the **Frayer model** for learners to develop their understanding of key terminology. The etymology of French words and making links with English supports learners' understanding.
- Reciprocal Reading Strategies in KS4 support **access to longer, more complex texts** and improve confidence when faced with more challenging content.
- Teachers of MFL at Beacon Hill Academy **collaboratively plan** schemes of learning, which ensures a **consistent learning ethos** across lessons, a responsive curriculum, and a sharing of best practice. Lessons are then differentiated and individually tailored to account for the needs of each class.
- Throughout lessons, **teachers use cold-calling strategies** to assess the learning and to **stretch learners** understanding. Through intellectual preparatory work, teachers may **pre-plan the questions** to probe understanding and use of language.
- The use of explicit instruction and modelling, following I / we / you do provide learners with **access to the thinking behind a process**, supports those with SEND and gives an **insight into higher level thinking** for the more able.
- Assessments provide teachers with evidence of what has been learnt and are followed with detailed analysis and targeted reteach activities to plug any gaps in knowledge.
- Through **stretch and challenge strategies**, learners are directed to undertake an activity which provides a **desirable difficulty** and enables a greater depth of understanding.
 - In KS4, learners are encouraged to broaden their knowledge and increase their passion for languages by exploring the use of language in real world situations through various mediums including film, music, the media, news reporting and online resources.
- Through regular tracking and monitoring following assessment, teachers can **identify learners who may need intervention.** This may be via small group withdrawal, 121 access, wrap around intervention session or Period 6 upgrade, depending on need.
- Learners are encouraged to enrich their study by partaking in **extra-curricular experiences** such as Glastonbury Goes Global, Linguacub or Conversation Café.

- **GCSE Results** – We have a 5 yr trend of increased results and have achieved positive progress for the past 3 years.

2019 -1.61, 2020 -0.46, 2021 +0.20, 2022 +0.7, 2023 +0.64

2023 = +0.64 (an increase on initial data following several successful remark requests.)

7+ = 41.7%, 5+ = 83.3%, 4+ = 91.7% (all above national figures)

Uptake at GCSE is improving with a rise of 73% in French for 2023/4 and projected to increase further for Sept '24.

The importance of learning a Language is built into the curriculum from Year 7 alongside careers information to support informed option choices.

2. **Curriculum Development** – The curriculum in KS3 has been completely redesigned to ensure the content is suitably broad, offers our learners relevant and engaging lessons and is appropriately rigorous to enable learners to transition to KS4 / KS5 successfully. The principles of the EPI methodology have been adapted and implemented at KS3 and, moving forward, this will be replicated in KS4.

The EPI approach has led to improved learner outcomes and increased learner engagement in lessons. Pronunciation has improved because of increased focus on phonics. Recall and retrieval activities have been strategically placed within the scheme of learning to maximise retention of vocabulary, supported by a home learning cycle of vocab testing. Grammar has been progressively mapped and is taught both implicitly and explicitly which has enabled a deeper understanding at KS4.

3. **Programme of Assessment** - Both formative and summative assessments have been redeveloped to ensure validity and rigour. The use of whole class PLC'S following key assessments has led to more meaningful feedback and focussed reteach within lessons to addressing common misconceptions and ensure progression of language.

4. **Additional MFL Provision** – Spanish as an optional additional language has been introduced across KS3 with a curriculum designed to engage and enable progression of language. The number of learners opting to study a second language in KS3 has risen in 2024 and is currently at Year 7 = 45, Year 8 = 34, Year 9 = 24.

5. **QA** - A quality assurance programme which has included DAT trust level learning walk, work scrutiny and pupil voice, peer reviews from external improvement partners and internal QA have all identified the curriculum as an area of strength. Consistency across the department has been recognised with opportunities to demonstrate understanding of focus knowledge embedded. Frayer models and reciprocal reading approaches have been utilised across MFL to support our drive to improve literacy standards.

6. **Enrichment** - Extra-curricular clubs include a KS4 conversation café and a Spanish culture club. Learners have participated in Business Language Champions competitions and a Penfriend exchange with DAT plans for an international trip moving forward.

7. **Primary School Support** – A programme of support has led to 5 feeder schools, Blowers Green, Cotwall End, Queen Victoria, Tipton Green and Foxyards benefitting from specialist language teaching from BHA , supporting the transition from KS2 to KS3.

8. **The MFL Dept.** - The team has been an established, collaborative department of specialist language teachers since 2020.