

Intercultural Understanding

Foreign Languages (French) Overview

“Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world.”

National Curriculum Languages programme of study: key stage 2

INTENT

Learning a language arouses children’s interest and curiosity in their own identities and helps them to see the relationships between their lives and those of others. This overview summarises the practical application of intercultural understanding to language teaching and learning; how the language itself is embedded within a rich context of cultural knowledge that engages and motivates learners, from the earliest stages of language learning up to and beyond the end of Key Stage 2.

YEAR	IMPLEMENTATION	IMPACT
3	Children think about the linguistic diversity of their own school and talk about the languages they would like to learn. They find out where French is spoken around the world. They have access to authentic materials and are encouraged to make contact either in person or virtually with a partner school or native speaker, e.g. a parent, or a language assistant.	• Appreciate and celebrate the diversity of languages spoken within their school • Talk about the similarities and differences of social conventions between different cultures • Identify countries where French is spoken • Have exposure to authentic materials from France/Francophone countries • Recognise a children’s song, rhyme or poem well known to native speakers.
4	Children reflect upon celebrations in which they participate at home, at school and in the wider community, and discuss the similarities with celebrations in other cultures. They compare aspects of everyday life at home and abroad, e.g. sports and hobbies, with children from other countries. They identify common elements in traditional stories from other cultures.	• Talk about celebrations of which they have experience • Know about similar celebrations in other cultures • Compare aspects of everyday life at home and abroad • Identify similarities in traditional stories, building on relevant NC objectives.
5	Children discuss aspects of daily life which they have in common with children in different countries. They look at the similarities and differences between their own locality and that of another country. Children also learn about symbols, objects and products that represent countries.	• Identify similarities and differences in everyday life • List some similarities and differences between contrasting localities • Recognise how symbols, products, objects can represent the culture/cultures of a country • Recognise how aspects of the culture of different countries become incorporated into the daily life of others.
6	Children compare attitudes of different cultures. They discuss stereotypes and reflect on the importance of developing tolerance and understanding between people. They celebrate their understanding and knowledge with others.	• Demonstrate understanding of and respect for cultural diversity • Present information about an aspect of another country.

Intercultural Understanding

Learning Objectives

YEAR	Children are taught to:	Children should, for example:
3	Learn about the different languages spoken by children in the school Locate France and other countries where the French language is spoken Identify social conventions at home and in other cultures Make indirect or direct contact with France/countries where French is spoken	• Increase awareness of linguistic and cultural diversity. • Identify some of the countries where the language is spoken, drawing on the knowledge of class members where appropriate. • Know some facts about one country, e.g. climate, main towns, famous landmarks, produce. • Learn about polite forms of address. • Know how to greet native speakers. • Recognise some typical names. • Have contact with a native speaker, including peers where appropriate. • View a video or media resource about the country. • Send an e-mail, letter or postcard to a link school.
4	Learn about festivals and celebrations in different cultures Know about some aspects of everyday life and compare them to their own Compare traditional stories Learn about ways of travelling to France/Francophone countries	• Learn how children of different cultures celebrate special days. • Identify similarities and differences. • Learn simple phrases to celebrate festivals, drawing on the experience of pupils where possible. • Compare pastimes of children of different cultures and countries. • Exchange information with a partner school, e.g. sports, hobbies. • Compare characteristics of simple stories between cultures. • Look at the writing system of the language. • Revise the location of country/countries where the language is spoken. • Identify a route from own locality to specified destination, drawing on the direct experience of pupils where available.
5	Look at further aspects of their everyday lives from the perspective of someone from another country Recognise similarities and differences between places Compare symbols, objects or products which represent their own culture with those of another country	• Consider aspects of everyday life of children in their own and different countries. • Reflect on cultural issues using empathy and imagination to understand other people's experiences. • Identify geographical features of a contrasting locality. • Learn about buildings and places in different countries. • Learn about symbols representing their own country, culture and community. • Learn about symbols and products from another country and culture.
6	Compare attitudes towards aspects of everyday life Recognise and understand some of the differences between people Present information about an aspect of culture	• Recognise similarities and differences in attitudes amongst children in different cultures. • Learn about role models for children in different cultures. • Discuss similarities and differences between the cultures they have learned about. • Recognise and challenge stereotypes. • Perform songs, plays, dances. • Use ICT to present information, having a greater sense of audience.