

ALL
SiG Group
Decolonising the Primary MFL Curriculum

Saturday 10th June 2023
L'institut français Londres



Aims for today's session

- Darnelle Constant-Shepherd – Introduction and language diversity and awareness activity
- Amy Lennon - Exploration of francophone countries and sharing of classroom example
- Ellie Chettle-Cully – Wider francophone world in language lessons and beyond
- Discussion & Questions & Answers



Official views on bilingualism

No child should be expected to cast off the language and culture of the home as he [sic] crosses the school threshold, nor to live and act as though school and home represent two separate and different cultures which have to be kept firmly apart.

The Bullock Report (1975): A Language for Life

Successful schools

- show they value all children's home languages;
- where possible, use home languages in teaching to support understanding;
- encourage and, where possible, build on children's literacy development in home languages as well as English.

Home languages in the literacy hour Jun. 2002

<http://www.standards.dfes.gov.uk/primary/features/literacy/659491/917781>

Languages and the world

19th July 2019

- There are over 7,000 spoken languages in the world, yet the internet is dominated by just 10 languages. But, how does this affect the rest of the world of non-dominant languages when using the internet.
(<https://www.languagematters.co.uk/languagematters-is-a-leading-recruitment-consultancy>)
- How many languages are spoken in the English Primary schools?



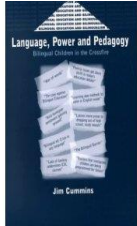
Changing views of bilingualism

"We propose to call a person bilingual when, in addition to his first language, he is similarly proficient in another language and has the ability to use either of them to equal effect in any circumstances"

Siguan and Mackay 1987 Education and Bilingualism

"In England the term is currently used to refer to pupils who live in two languages, who have access to, or need to use, two or more languages at home and at school. It does not mean that they have fluency in both languages or that they are competent and literate in both languages"

Deryn Hall 1995 Assessing the needs of bilingual pupils



Dialect

“Regional variations of grammar and vocabulary in spoken English. Speakers and writers may move between dialects as appropriate for a situation or audience. Dialects, like standard English, change over time”.

DfEE. NLS framework for teaching 1998

Languages in the community

- The UK has a major linguistic asset in its multicultural population - more than 1 in 8 primary school children speak a language other than English. Developing their language skills wisely and inclusively alongside English will benefit society as a whole as well as improving the life chances of individual children.

Positively Plurilingual: The contribution of community languages to UK education and society - CiLT (2006)

What do we know about languages?

Possible issues are:

- Low status languages such as Roma, Kurdish i.e. low status in home countries, and therefore possibly hidden by families here.

Political pressures e.g. Turkish and Kurdish families.

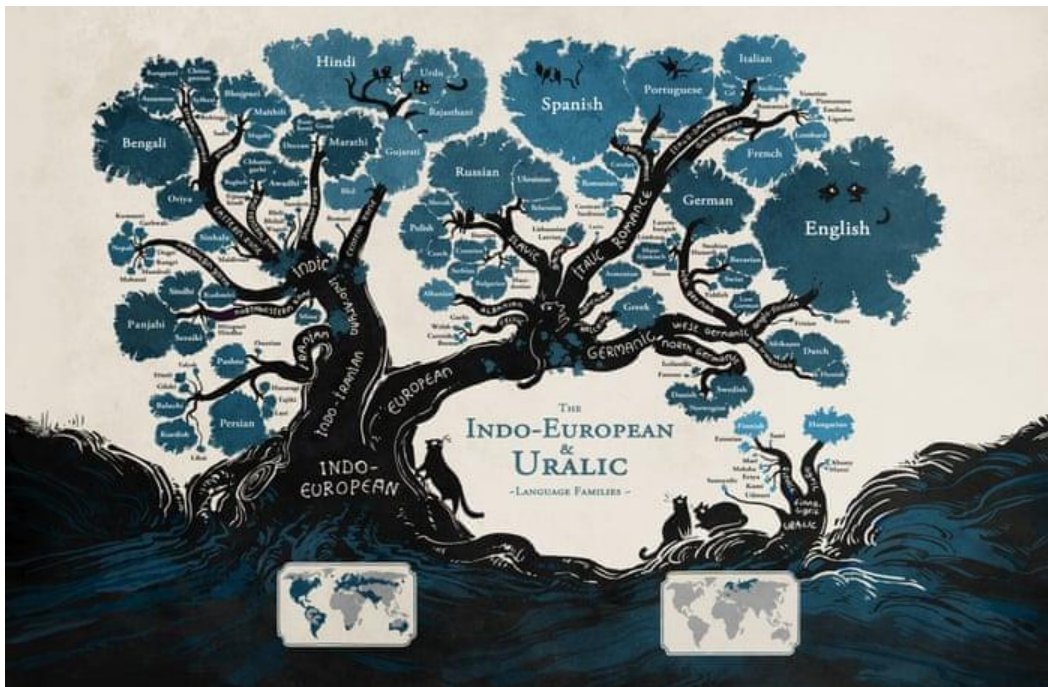
- Languages may not have a written form e.g. Sylheti (Sylhet, Bangladesh), Mirpuri (Kashmir, Pakistan), and therefore children have to learn another dialect to read/write the standard form
- Languages may not be used for education and therefore not mentioned in school settings by parents
- May signal significant divisions e.g. race, identity and class, between children e.g. different languages of Nigeria

NB (Nigeria has over 500 languages – the main ones are Hausa, Kanuri, Igbo, Yoruba, Edo, Ibibo. English is the official language of Nigeria yet more than 50% cannot speak it. Most Nigerians speak more than one language)

- To explore the linguistic nature of your schools and classrooms and the ways in which this can be shared by pupils, teachers and parents/carers.

Language awareness in your classroom





Linguists [have often used](#) trees and branches as metaphors to explain and map the connections between language groups. Photograph: Minna Sundberg

The languages in your classroom...
What languages do pupils in your classroom speak at home?
Who do they speak it to?
When did they learn it?
Have they been to the country where this language is spoken?
Where is that country? Can they pinpoint it on a world map?
Do members of their family speak other languages?
Can they bring a book in the home language to show their classmates/to put on display /

Turn to your neighbour and ask them about their own language history.



Despite being close geographically, the tree highlights the distinct linguistic origins of Finnish from other languages in Scandinavia. Finnish belongs to the Uralic language family and shares roots with some [indigenous tongues in Scandinavia such as Sami](#).
Photograph: Minna Sundberg

Ask them about the first time they realised that not everyone speaks the same language.

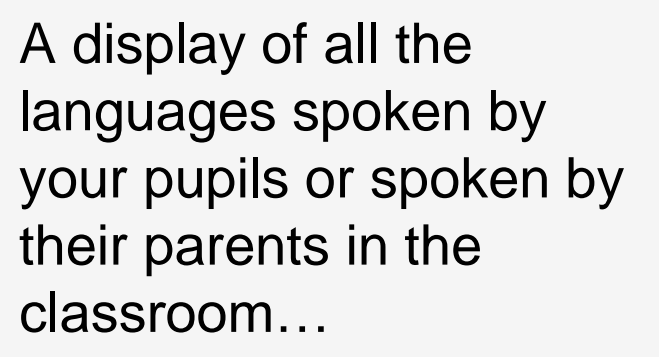


Have a go at recording children speaking Ukrainian or any home language that learners have and use it as a listening activity..

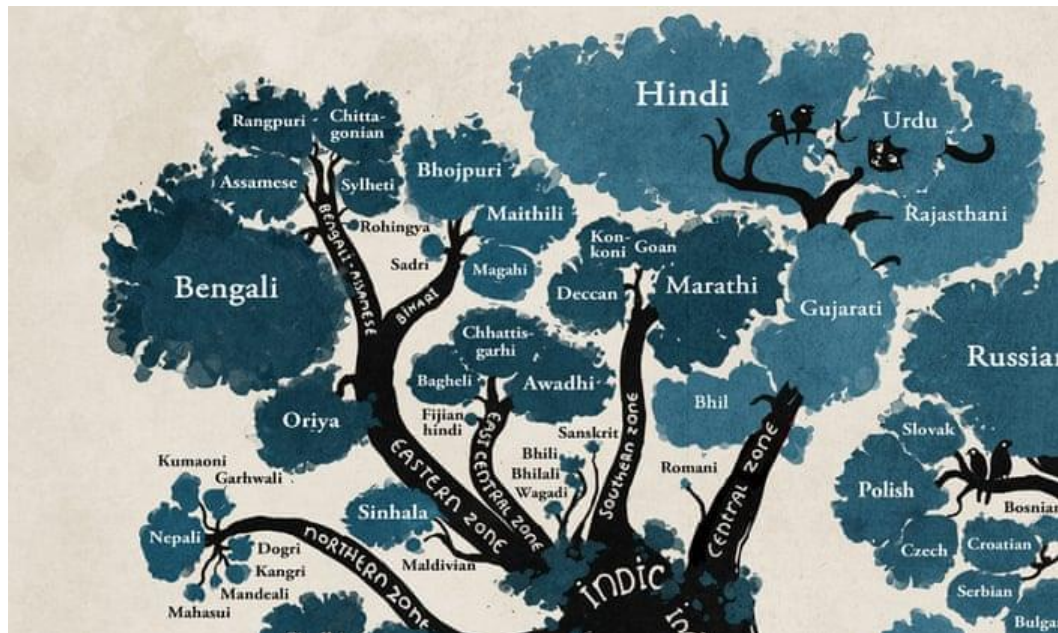
Listen class what do you hear?

What does it sound like?

Have you heard this before? Where did you hear it?



The size of the leaves on the trees is intended to indicate – roughly – how many people speak each language. It shows the relative size of English as well as its Germanic roots.
Photograph: Minna Sundberg



Reference:

<https://www.theguardian.com/education/gallery/2015/jan/23/a-language-family-tree-in-pictures#img-4>

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart,”

(Former South African President Nelson Mandela)

New ALL Primary Decolonising the MFL Primary Curriculum

<https://www.all-languages.org.uk/about/community/special-interest-groups/de-colonising-the-curriculum/>

First Meeting On-line Tuesday 13/06/2023 4.30 -5.30 p.m.

Link to join -

AMY Lennon Presentation

- Languages lead (22-23), Y5 class teacher and KS2 French teacher
- Went from 1 hour 10 minutes a week to only 35 minutes (!) this year in my setting so time is very tight!
- Had to halve the scheme of work – gave me an opportunity to review and realise how Eurocentric it was
- As the year has progressed I have tweaked little bits week by week

- Y6 Spanish enrichment experience:
- In the past: Tapas restaurant/Flamenco workshop – great but very Spanish/Eurocentric
- This year, organised a salsa dance workshop
- Prep lesson – explored the roots of Salsa by learning more about Cuba

?



Does anyone recognise this flag?
What country is it?
Where is it?
Has anyone been there?
Do you know any facts about it?

Association *for*
Language Learning

Cuba!

Capital city: Havana



- Currency: Cuban Peso (£1 = 30 Cuban Pesos)
- Official language: Spanish

Motto: *¡Patria o Muerte, Venceremos!*
("Homeland or Death, We Shall Overcome!")



- Time UK -5 hours
- Population: around 11 million
- Religion: 60% Christian
- Famous Cubans:

Cross curricular links

Gloria Estefan – singer



Carlos Acosta – ballet dancer



Then we watched some of their music and dancing and learnt the basic salsa steps!

Camila Cabello – singer



Year 4 LTP

YEAR 4 French (2022-23)	INTRODUCTION RECAP Phonics recap Greetings recap European Day of Languages + French breakfast Numbers 1-20 recap Numbers up to 60	CULTURE AND TIME Subjects and opinions Time Christmas Revision quiz	Parts of body Design and describe a monster Sports	Opinions on sport Music and opinions Easter	Instruments and opinions French 3 Little Pigs/Goldilocks workshop and preparation (week 4 15 th May) Francophonie culture	Francophonie cultures presentations Clothing? Revision and quiz
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Year 4 MTPs Easter

• Before:

<p>Week 10</p> <p><i>L.O. To learn about traditional Easter celebrations in France.</i></p>	<ul style="list-style-type: none"> <i>Listening, reading and speaking activities based around French easter traditions.</i> 	<p><i>Student feedback in class discussions</i></p> <p><i>Circulating during reading comprehension and written tasks</i></p>	<p><i>Can they recall 10 facts about a traditional French Easter.</i></p>
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• After:

<p>Week 11/12</p> <p><i>L.O. To learn about traditional Easter celebrations in France and Francophonie countries</i></p>	<ul style="list-style-type: none"> <i>Listening, reading and speaking activities based around francophonie easter traditions (Martinique)</i> 	<p><i>Student feedback in class discussions</i></p> <p><i>Circulating during reading comprehension and written tasks</i></p>	<p><i>Can they recall 10 facts about a francophonie Easter (Martinique)</i></p>
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Easter around the world...

- Easter in England = ?
- Easter in France = ?
- Easter in Martinique = ?



Can you match the correct noun to the country?

Currency = Euro

Language = French (also Martinican
French Creole

Capital City: Fort de France



Where might this country be?
How do you know?
What is it called?



Easter in Martinique!

Martinique is a Caribbean Island (continent of North America) which is part of France.

Motto: **La collective au service du pays – Everyone at the service of the country**



West Indies – Caribbean Vicinity



Population:
364,508

UK = over 68 million

Size= 436 sq miles

UK= 93,628 sq miles

Cross curricular links!

Easter in Martinique

- Lent and Easter are all about *le matoutou*, or 'land crab'
- Every year on 15th Feb – the hunt for *le matoutou* begins!
- During lent there are lots of crab themed festivities such as:

Crab curry making competition

La Patte d'Or, where Martinicans gather to watch crab racing!

- On Good Friday, people normally attend mass, or visit a local *Calvaire*, in a hike which traces the stations of the cross.
- The rest of the weekend is often spent on the beach, enjoying delicious dishes such as meat barbecues or *accra* (cod fritters).
- On Easter Monday a crab curry is eaten.

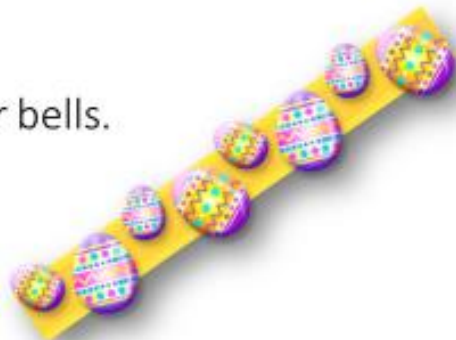


La légende des cloches de Pâques

Easter in
France



We're going to hear the story of the French Easter bells.



Quiz de Pâques



Cross Curricular - R.E and MFL

Easter assembly KS1 and 2



Easter in Ukraine

Pysanka
(Dyed Eggs)

Christmas

Poland



- The end of advent is marked by a special meal; without meat.
- The meal cannot be started until the first star can be seen in the sky
- There are 12 dishes, to symbolise good luck for 12 months and Jesus' 12 Disciples.
- An empty place is left at the table for an unexpected guest or to symbolise someone special who cannot be with them.

More examples

- Language club – Arabic week – children ownership – do one themselves - own culture or something different – Romania, Sri Lanka
- Francophonie Breakfast
- Sports/music lesson
- Other lesson / Halloween



Ellie Chettle-Cully's Presentation

My context:

- Languages and International Lead.
- Specialist French teacher for KS2 and Year 6 teacher.
- Children have between 40 and 50 minutes of French a week.
- Each class has 40 minutes of ring-fenced 'International Time' each half term for children to work on links with schools abroad.

Giving children appropriate language

LES TYPES DE CHEVEUX

RAIDES



ONDULÉS



BOUCLÉS



CRÉPUS



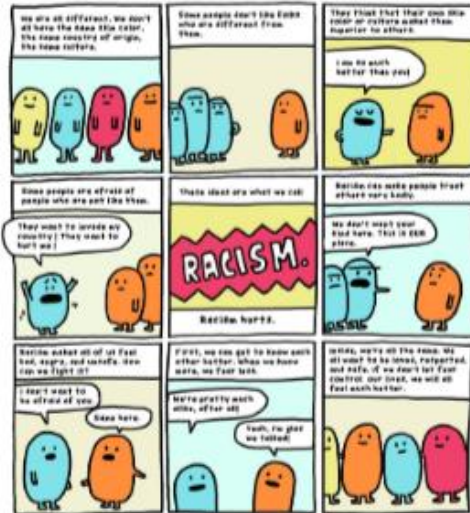
Inspired by Maud Waret 'Decolonising the Curriculum'.

TES CHEVEUX
SONT
BEAUX!



RACISM

EXPLAINED TO KIDS



There are many other ways to fight racism. Talk to your friends, teachers and parents about it. We're all in this together!

© Ellis Horwood

LA DIVERSITÉ ME PERMET:



Gravel Gravel

L'armistice



L'Armistice

The First World War took place between 1914 and 1918. Britain and France are two who fought against Germany and the other German forces and Britain had soldiers in other parts of the world, they called in to join. Some of the soldiers who came and fought for France, they were from Canada, Australia, India, New Zealand, South Africa, and others. Some soldiers came from the other side of the world, like from the United States. Women from different parts of the world came to work for the war effort and help them. You can see pictures of soldiers who fought and some who died in the First World War. On the 11th November we remember everyone who died in this conflict and those that have taken place in it.



Le coquelicot (the poppy)
symbol of remembrance in the
United Kingdom.



Le bleuet (the cornflower)
symbol of remembrance in
France.



Long-term planning for Key Stage Two

Long Term Plan French (Key Stage Two)

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year 3 Units.	J'apprends le français	Quel âge as-tu ?	'Ours brun'	'La chenille qui fait des trous'.	As-tu un animal ?	'Vive l'heure du goûter'.
Year 4 Units.	C'est mon anniversaire	'La surprise de Handa'	Mes temps libres	Henri Matisse	Je m'habille	Je mange les glaces.
Year 5 Units.	Chez moi.	'Va-t'en grand monstre vert'.	En ville.	Quel temps fait-il ?	On s'envole pour la Francophonie !	On fait des courses.
Year 6 Units.	Je suis moi.	Les prédateurs.	J'aime le sport	Je découvre le Sénégal	J'aime la musique	Transition Project (TBC)

On s'envole pour la Francophonie:

La Francophonie, c'est aussi :



Assemblée parlementaire de la Francophonie (APF Paris)



Agence universitaire de la Francophonie (AUF),
Mondial : secteur et siège
Paris : restaurant et services centraux



Paris : TV5MONDE
Québec : TV5 Québec Canada



Association internationale des maires
francophones (AIFM, Paris)



Université Sorbonne (Paris)

54
États et
gouvernements
membres

7
États et
gouvernements
associés

27
États et
gouvernements
observateurs

NEW YORK

Représentation permanente de l'UN
pour les Nations Unies (ONU)

QUEBEC

Institut de la Francophonie
pour le développement durable (IFDD)

GENÈVE

Représentation permanente de l'UN
pour les Nations Unies (ONU)

BRUXELLES

Représentation permanente
de l'UN pour
l'Afrique (UNAF)

PARIS

Siège de l'Organisation
internationale
de la Francophonie (OIF)

BUKHAREST

Représentation pour l'Europe
centrale et orientale (RECEO)

DAKAR

Institut de la Francophonie
pour l'Afrique
et la formation (IFA)

PORT-AU-PRINCE

Bureau régional pour
les pays de la Caraïbe
et de l'Amérique latine (BIFCAL)

ADDIS-ABABA

Représentation permanente
de l'UN pour
l'Afrique (UNAF)

LOME

Bureau régional pour
l'Afrique de l'ouest
de l'océan (BIFAO)

LIBREVILLE

Bureau régional pour
l'Afrique centrale (BIFAC)

HANOI

Bureau régional pour l'Asie
et le Pacifique (BIFAP)

ANTANANARIVO

Bureau régional pour l'Afrique
des Indes (BIFAI)

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Being aware of the images we show

This



VS

This





Dakar Fashion Week





Il porte un grand boubou noir
avec un petit chapeau rose.
Il porte un petit foulard bleu
clair.



Elle porte une petite robe noire avec
une ceinture jaune et orange. Elle porte
un chapeau orange et jaune avec des
lunettes de soleil. Elle porte une
paire de chaussures.

Elle porte une robe rose
avec une ceinture noire



Dakar Fashion Week

Senegalese Music



Working with partners



CONNECTING
CLASSROOMS

Working with partners



**British Council
Partner Schools**



The International School Accreditation



Big THINGS
often have
» SMALL «
beginnings



Q & A Panel

Discussion, questions & answers and
sharing practice or ideas

Links and references

Ellie Chettle-Cully's blog:

<https://myprimarylanguagesclassroom.com/blog/>

Twitter : @ECCMFL

Amy Lennon's :

<https://reflect.ucl.ac.uk/pgce-primary-specialism-1920-teacher-enquiries/2020/12/14/raising-childrens-intercultural-understanding-of-france-to-increase-motivation-for-language-learning-using-drama-by-amy-lennon/>

<https://www.creativeml.ox.ac.uk/blog/exploring-multilingualism/vive-la-france-bringing-french-revolution-life-through-drama/index.html>

Suzi Bewell's :

<https://pollyglotlanguages.wordpress.com/>