



FRAMEWORK FOR LEARNING



CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

SUBJECT

FRENCH

INTENT

"One language sets you in a corridor for life. Two languages open every door along the way." - **Frank Smith**

The French Curriculum intends to ignite a love of languages and spark an interest and tolerance of other cultures. Through a focus on communication, the MFL department aim to foster a passion for exploring a foreign language and a different culture. Our French curriculum will provide insight into French speaking countries and their cultures and thus widen pupils' intellectual horizons. In each Year, pupils cover topics from all three themes of the French GCSE. This approach ensures pupils are confident in each Theme and are given ample time to revisit, thus reinforcing and deepening knowledge before commencing GCSE courses.

By concentrating on communication and grammatical application, pupils will become to understand their own language better. In addition to the obvious benefits for the key skills of communication and literacy, MFL learners will work both collaboratively with their peers and further develop their independent skills, especially their resilience. Languages are unique in the curriculum in their magnitude; therefore, it is fundamental that pupils feel positively about their abilities, rather than concentrating on the vast extent of what they do not yet know or understand. With this in mind, our Curriculum plans to equip pupils with the tools to communicate and provides carefully spaced opportunities for pupils to revisit the more difficult aspects of language learning.

The curriculum is designed to allow interleaving of skills and structures throughout the Year and key stage to allow for retrieval practice. Interleaving is more effective than blocking modules together as pupils learn best through associative learning – by hooking the old onto the new. As well as regular recall in lessons, each half term the curriculum has been organised to include a retrieval week. This week's lessons are planned to drill important concepts and vocabulary before moving on.

Our Curriculum in MFL, particularly in KS4, requires pupils to explore the notions of citizenship and personal and social responsibility, equipping them with the skills needed to excel in an increasingly small world. Furthermore, through developing respect, tolerance and interest in other cultures foreign language learning allows students to empathise, communicate and work successfully with others around the world



YEAR GROUP

YEAR 10

RATIONAL / NARRATIVE

Over the course of Year 10 pupils will cover topics from all three themes of the GCSE AQA Specification. They will start the course by deepening their understanding and extending their skillset on the more familiar topics of holidays, school and leisure. They will then use these skills to access the more challenging parts of the MFL specification to prepare them for GCSE success.

TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KNOWLEDGE	Friends and family relationships. Free time activities. Reflexive verbs for relationships. Revising places in town, activities and times. Making arrangements to go out. Discussing role models.	Free time activities, sport, technology, reading habits, TV shows Describing a night out with friends. Music preferences.	School subjects and times. Descriptions of a school in UK and France. School rules and a description of a school exchange. Achievements and extra-curricular activities. Healthy living and bad habits.	Places to live and things to do there. Attractions in a town, tourist information and vocabulary for directions and transport. Descriptions of a region and the weather.	Holiday destinations and activities. Vocabulary for booking and reviewing hotels. Transport and travel. Vocabulary for ordering in a restaurant. Descriptions of a disastrous holiday.	Preparation for and completion of speaking examinations.
SKILLS	<ul style="list-style-type: none"> Adjectives with correct agreement Opinions on personal qualities Reflexive verbs The present tense of regular and irregular -er verbs. The perfect tense. The near future tense Present and perfect tense together. 	<ul style="list-style-type: none"> Depuis + present tense Irregular verbs in the present tense Negatives Comparatives Perfect tense 	<ul style="list-style-type: none"> The pronouns il/s and elle/s Il faut and il est interdit de The imperfect tense Three time frames together The imperative 	<ul style="list-style-type: none"> The superlative Questions to find information Directions around town Si clauses Negatives Interesting descriptions The pronoun y 3 tenses together 	<ul style="list-style-type: none"> Nous/notre/nos The comparative Present and perfect tense Expressions with avoir Three time frames together The pluperfect Avant de +inf The conditional En + present participle 	<ul style="list-style-type: none"> Role plays Photo cards General conversation questions
ASSESSMENT	2 x 90 word writing question	2 x 90 word writing question	Reading, Listening and writing examination.	2 x 90 word writing question	2 x 90 word writing question	Reading, Listening and writing examination. Speaking examination
HOME LEARNING	READING & LISTENING Task on www.languagenut.com Independent vocabulary revision	READING & LISTENING Task on www.languagenut.com Independent vocabulary revision.	READING & LISTENING Task on www.languagenut.com Independent vocabulary revision	READING & LISTENING Task on www.languagenut.com Independent vocabulary revision	READING & LISTENING Task on www.languagenut.com Independent vocabulary revision	Preparation for speaking examination by learning general conversation questions.



READING, WRITING, TALK, NUMERACY

TIER 2 VOCABULARY

TIER 3 VOCABULARY

Preparation of Speaking Questions	Preparation of Speaking Questions	Preparation of Speaking Questions	Preparation of Speaking Questions	Preparation of Speaking Questions	Preparation of Speaking Questions
<p>Talk: Talking about the qualities of a friend. Talking about who is in my family. Making future plans. Describing weekend activities in the perfect tense. Discussing role models and reasons for admiring them.</p> <p>Writing: Writing a detailed account of a role model giving reasons. Using present and perfect tenses together. Describing future plans. Describing family and friend relationships.</p> <p>Reading: Recognizing reflexive verbs, present and perfect tenses and picking out the most important information.</p>	<p>Talk: Talking about sport. Talking about opinions on advantages and disadvantages of the internet. Talking about music preferences. Comparing TV shows. Describing an evening out with friends.</p> <p>Writing: Writing about sports. Writing about how I use technology. Translating a text about music preferences. Writing about opinions on TV shows. Writing about what you did last weekend.</p> <p>Reading: Reading about how long someone has done sport for. Reading about the advantages and dangers of technology. Reading about music preferences and recognizing negatives. Reading about favourite TV shows.</p>	<p>Talk: Giving opinions on my school, my studies and the facilities. Expressing opinions on school rules. Giving the time in French.</p> <p>Writing: Writing in detail about my school compared to a typical French school. Writing about successes at school.</p> <p>Reading: Reading authentic resources about healthy living and vices. Reading about a typical French school and identifying differences. Identifying three-time frames.</p>	<p>Talk: Talking about my town and where I live. Asking for and giving directions. Taking part in a dialogue in a tourist office.</p> <p>Writing: Describing my town in detail giving both positive and negative opinions on it and extending answers with si clauses.</p> <p>Reading: Reading authentic resources about a town in a tourist office. Picking out key information from complex text. Skimming longer texts for facts.</p>	<p>Talk: Taking part in a conversation in a restaurant. Booking a hotel and speaking to hotel staff.</p> <p>Writing: Describing what we normally do on holiday and giving a detailed account of what we did last Year. Writing imaginatively about a disastrous holiday.</p> <p>Reading: Reading a French menu and picking out familiar vocabulary. Reading restaurant and hotel reviews on a French website. Reading accounts of disastrous holidays.</p>	<p>Talk: Taking part in a speaking examination and being assessed on communication, accuracy, pronunciation, fluency and spontaneity.</p> <p>Writing: Using the 12 minute preparation period to write notes that aid communication in the speaking examination.</p> <p>Reading: Reading questions in French and preparing answers to them.</p>
<p>Annotate Choose Context Identify</p> <p><i>Annotez</i> <i>Choisissez</i> <i>Indetifiez</i> <i>Expliquez</i></p>	<p>Structure Support Vary Summarise</p> <p><i>Structure</i> <i>Soutenir</i> <i>Varier</i> <i>résumer</i></p>	<p>Give Detail Preference</p> <p><i>Donnez</i> <i>Detaillés</i> <i>Préférence</i></p>	<p>Select Skim Fact</p> <p><i>Choisissez</i> <i>Parcoursiez</i> <i>Faits</i></p>	<p>Account Detailed Imaginative</p> <p><i>Compte rendu</i> <i>Détaillé</i> <i>Imaginatif(ve)</i></p>	<p>Pronunciation Fluency Tone Question</p>
<ul style="list-style-type: none"> • Reflexive verb • Preposition • Conjugate 	<ul style="list-style-type: none"> • Negative • Comparative • General conversation 	<ul style="list-style-type: none"> • Time-frame • Imperfect tense • Imperative 	<ul style="list-style-type: none"> • Superlative • Clause • Complexity 	<ul style="list-style-type: none"> • Pluperfect • Conditional • Hypothetical 	<ul style="list-style-type: none"> • Communication • Accuracy • Quality of language



PSPSMC, BRITISH VALUES AND DIVERSITY

<ul style="list-style-type: none"> • Auxiliary • Pronoun 	<ul style="list-style-type: none"> • Preference 		<ul style="list-style-type: none"> • Extended 		<ul style="list-style-type: none"> • Variety • Range • Interrogative
<p>Social / Cultural: Talking about different types of families and relationships. Moral: Talking about friendship and who I get on with and why. Talking about someone who inspires us and why. British Values: Tolerance of different families and relationships.</p>	<p>Social / Cultural: Learning about french music styles and different sports popular in french culture. Moral: Focussing on recreation and what we do to relax.</p>	<p>Social / Cultural: Understanding the French school system. Talking about school rules and giving opinions on fairness. Understanding healthy and unhealthy habits Moral: talking about my past school achievements and successes. British Values: Tolerance of other cultures</p>	<p>Social / Cultural: Features of different regions and the pros and cons of life in a city. Learning how to take part in a conversation in a tourist office.</p>	<p>Social / Cultural: Understanding and tolerance of other cultures and how they travel. Learning how to book a hotel. Reading restaurant reviews and making a choice. Moral: Talking about what I do to relax.</p>	