



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 11

RATIONAL / NARRATIVE

In Year 11, pupils cover the most mature areas of the GCSE French curriculum from Theme 2 and 3 before completing their final mock examinations. As pupils will now know which tier they will be taking in their final examination, the content is tailored to suit the requirements of the exam board. With all content covered by December, pupils then begin revision and preparation for the speaking exam.

TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
KNOWLEDGE	Daily life, food and meals. Shopping for a special meal. Family celebrations, festivals and traditions. Clothes and vocabulary for shopping.	Future careers, part time jobs and how you earn money. Work experience and job applications. Other future plans including gap Years and marriage.	What concerns me and what makes me tick. Global issues and local action. The weather and natural disasters. Ethical shopping and charity work. Global sporting events.	Revision of all three GCSE themes with a focus on preparing pupils for their speaking exam after Easter holidays.	Revision of all three themes with a focus on Negative structures Time frames and indicators High frequency language Exam technique
SKILLS	<ul style="list-style-type: none"> • Devoir and pouvoir • Quel/le/s and ce/t/tte • Questions with qu'est-ce que and est-ce que • Past present and future tense together • Asking questions with tu/vous 	<ul style="list-style-type: none"> • Opinions and reasons • Verbs followed by the infinitive • The present, perfect and conditional • The present and the present continuous • The future tense • The perfect vs the imperfect tense • The subjunctive 	<ul style="list-style-type: none"> • On doit and on peut • The passive voice • The future tense • Emphatic pronouns • Three tenses together • Using modal verbs in the conditional 	<ul style="list-style-type: none"> • Spontaneity • Question words • Role plays • Photo cards 	<ul style="list-style-type: none"> • Past, present and future tense • Comparatives and superlatives • Questions • Negatives • Tricks and tips in Reading & Listening exam
ASSESSMENT	Speaking Questions on food, routine and customs.	Mock Reading, Listening and Writing examinations	Mock Speaking and Writing examination.	GCSEs	GCSEs
HOME LEARNING	READING & LISTENING Task on www.languagenut.com Independent vocabulary revision Preparation of Speaking Questions on routines, traditions and celebrations.	READING & LISTENING Task on www.languagenut.com Independent vocabulary revision Preparation of Speaking Questions on jobs and future plans	READING & LISTENING Task on www.languagenut.com Independent vocabulary revision. Preparation of Speaking Questions on global issues.	READING & LISTENING Task on www.languagenut.com Independent vocabulary revision Preparation of Speaking Questions	READING & LISTENING Task on www.languagenut.com Independent vocabulary revision



READING, WRITING, TALK, NUMERACY

Talk:
Talking about the routines and traditions. Asking questions in a shop and taking part in a dialogue about clothes and food.

Writing:
Writing a detailed account using three tenses about festivals and traditions.

Reading:
Recognizing three tenses in written accounts and picking out the most important information.

Talk:
Talking about future plans. Asking and answering questions about jobs and career goals. Talking about plans for marriage/children.

Writing:
Writing a detailed account of a past work experience including task completed in lessons and marked by class teachers and descriptions of how it was and what we learnt.

Reading:
Recognizing three tenses in a text and picking out the most important information.

Talk:
Talking about global issues. Being able to answer questions on the environment and what we do to be green.

Writing:
Writing about what we should and shouldn't do to help on a local level. Writing about what worries us.

Reading:
Reading complex authentic resources about global crises and picking out key information.

Talk:
Preparing for photo card and role play task completed in lessons and marked by class teachers in speaking examination. Concentrating on spontaneous speech and improvisation.

Writing:
Writing in three tenses.

Reading:
Recognizing three tenses in a text and picking out the most important information.

Talk:
Completion of speaking exam.

Writing:
Writing in three tenses.

Reading:
Recognizing three tenses in a text and picking out the most important information.

TIER 2 VOCABULARY

Routine Tradition
Routine tradition

Plans Goals Duty Responsibility
Plan Ambition Devoirs/obligations responsabilité

Issue Environment Crisis Green
Problème/question Environnement Crise Vert/écologique

Role play Tense
Jeu de rol Temps verbal

Most important Frequency
Plus important Fréquence

TIER 3 VOCABULARY

- Polite form
- Infinitive structure
- Modal verb

- Gerund
- Continuous
- Imperfect tense
- Perfect tense
- Near future
- Future tense

- Passive
- Emphasis
- Modal verb
- Conditional

- Spontaneity
- Accuracy
- Variety
- Quality

- Key structures
- Negative
- Timeframe
- Conditional
- Perfect tense
- Imperfect tense
- Near future tense

PSPSMC, BRITISH VALUES AND DIVERSITY

Social/Cultural:
Understanding different typical diets. Festivals and special days around the world. Learning about eating out in different countries. Choosing a restaurant and looking at a menu

Social/Cultural:
Thinking about future career plans and aspirations.
Moral: The value of working to society. Other future plans including gap Years and marriage.

Social/Cultural:
Types of homes and how we are green at home. Healthy living, diet and bad habits. Global sporting events.
Moral: Global issues and local action.



	<p>Moral: Talking about different spiritual celebrations.</p> <p>British Values: Understanding of different cultural celebrations.</p>		<p>Understanding natural disasters.</p>			
--	--	--	---	--	--	--