



# 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 9					
<b>RATIONAL / NARRATIVE</b>	In Year 9 pupils begin to explore the more mature topics present in the MFL curriculum, such as the world of work and healthy eating. They begin with a term of revision on key grammatical structures to ensure a solid foundation and build upon this each week with more complex vocabulary and grammar. They will then work on being able to talk about making healthy choices, and in will learn to discuss jobs, both part time and future career choices.					
TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>KNOWLEDGE</b>	Revision of avoir and être. Saying how many weeks holiday you have. Saying what you have visited. Unusual holidays, places of interest and opinions of them. Past and present tense time phrases.	Describing what you did at the weekend and where you went. Saying where you live and describing what you can do there.	Revision and completion of progress tests. Saying what I eat, what I don't eat and what I never eat. Using the future tense to say what I will do more of in future. Discussing sport and fitness.	Health living. Discussing sport and fitness. Saying what I do now and will do more of in future.	Part time jobs and chores. Careers, future plans and interests. The future tense.	Revision of all 5 modules of work with a focus on grammar. Completion of progress tests.
<b>SKILLS</b>	Using avoir and être. Conjugating present tense irregular verbs. Using the past tense to say what you have visited and what you have done. Identifying, understanding and using the past tense to describe a trip and give an opinion of it.	Understanding regular and irregular verbs in the past tense. Listening and reading for negatives in the perfect tense. Using the perfect tense of aller. Using on peut + activities.	Using negatives. Using the near future tense. Conjugating the verb aller. Using phrases with the infinitive.	Making plans to get fit using the future tense. Using il faut with the infinitive. Using two tenses together	Using modal verbs vouloir, pouvoir and devoir. Revision of the present tense. Using the future tense to talk about jobs.	Using 3 tenses and phrases with the infinitive across all topics.
<b>ASSESSMENT</b>	<b>Marking Point 1</b> Grammar task completed in lessons and marked by class teacher.	<b>Marking Point 2</b> Writing on my holidays and my town using two tenses.	<b>Marking Point 1</b> Progress tests	<b>Marking Point 2</b> Grammar/Translation task completed in lessons and marked by class teacher.	<b>Marking Point 1</b> Writing on my future job using different time frames.	<b>Marking Point 2</b> Progress tests  Speaking assessment live marked in lesson.
<b>HOME LEARNING</b>	Vocabulary task on <a href="http://www.languagenut.com">www.languagenut.com</a> on my town and different holidays	Vocabulary task on <a href="http://www.languagenut.com">www.languagenut.com</a>	Progress Test revision on Teams. Vocabulary task on <a href="http://www.languagenut.com">www.languagenut.com</a>	Vocabulary task on <a href="http://www.languagenut.com">www.languagenut.com</a>	Vocabulary task on <a href="http://www.languagenut.com">www.languagenut.com</a>	Progress Test revision Vocabulary task on <a href="http://www.languagenut.com">www.languagenut.com</a>
<b>READING, WRITING, TALK, NUMERACY</b>	<b>Talk</b> Learning to ask and answer questions in the past tense. Pronouncing past tense verbs correctly. <b>Writing</b>	<b>Talk:</b> Taking part in a conversation with a doctor describing symptoms. <b>Writing:</b>	<b>Talk</b> Talking about what I eat. Pronouncing different foods correctly. <b>Writing</b>	<b>Talk</b> Talking about healthy living and sports. Pronouncing cognates correctly in French. <b>Writing</b>	<b>Talk:</b> Using a range of vocabulary and structures. Asking questions. Using two tenses in speech	<b>Talk:</b> To be able to write short answers giving opinions and using three tenses. <b>Writing</b> Writing in



<p><b>TIER 2</b> <b>VOCABULARY</b></p>	<p>Writing about the past using time phrases and the past tense to say what you have visited. <b>Reading</b> Reading about unusual holidays.</p>	<p>To be able to write extended text on our lifestyle and giving advice on how to keep fit. <b>Reading:</b> Reading authentic resources on sports starts including longer texts and posters and being able to pick out key information.</p>	<p>Writing about foods. Using the negative correctly. <b>Reading</b> Reading about healthy lifestyles</p>	<p>Writing about future plans to be healthier. Giving advice in French. <b>Reading</b> Reading about sports, fitness and healthy living.</p>	<p><b>Reading-</b> Identifying three tenses and noticing negatives. Applying new vocabulary in longer written passages. <b>Writing</b> Translating accurately into two tenses on the topic of jobs and future plans.</p>	<p><b>Reading:</b> Picking out key information from longer texts. Recognizing key vocab and using synonyms in a text.</p>
	<p><b>Compare</b> <b>Deduce</b> <b>Interpret</b> <b>Justify</b></p> <p><i>Comparez</i> <i>Déduisez</i> <i>Justifiez</i></p>	<p><b>Percent</b> <b>Period</b> <b>Specific</b></p> <p><i>Pourcent(age)</i> <i>Périod</i> <i>Spécifique</i></p>	<p><i>Annotate</i> <i>Apply</i> <i>Compare</i> <i>Complete</i> <i>Deduce</i> <i>Define</i> <i>Describe</i> <i>Find</i> <i>Give</i> <i>Identify</i> <i>Interpret</i> <i>Justify</i> <i>List</i> <i>Name</i> <i>Percent</i> <i>Period</i> <i>Process</i> <i>Respond</i> <i>Select</i> <i>Similar</i> <i>Specific</i> <i>State</i></p>	<p><i>Annotate</i> <i>Apply</i> <i>Compare</i> <i>Complete</i> <i>Deduce</i> <i>Define</i> <i>Describe</i> <i>Find</i> <i>Give</i> <i>Identify</i> <i>Interpret</i> <i>Justify</i> <i>List</i> <i>Name</i> <i>Percent</i> <i>Period</i> <i>Process</i> <i>Respond</i> <i>Select</i> <i>Similar</i> <i>Specific</i> <i>State</i></p>	<p><i>Annotate</i> <i>Apply</i> <i>Compare</i> <i>Complete</i> <i>Deduce</i> <i>Define</i> <i>Describe</i> <i>Find</i> <i>Give</i> <i>Identify</i> <i>Interpret</i> <i>Justify</i> <i>List</i> <i>Name</i> <i>Percent</i> <i>Period</i> <i>Process</i> <i>Respond</i> <i>Select</i> <i>Similar</i> <i>Specific</i> <i>State</i></p>	<p><i>Annotate</i> <i>Apply</i> <i>Compare</i> <i>Complete</i> <i>Deduce</i> <i>Define</i> <i>Describe</i> <i>Find</i> <i>Give</i> <i>Identify</i> <i>Interpret</i> <i>Justify</i> <i>List</i> <i>Name</i> <i>Percent</i> <i>Period</i> <i>Process</i> <i>Respond</i> <i>Select</i> <i>Similar</i> <i>Specific</i> <i>State</i></p>
<p><b>TIER 3</b> <b>VOCABULARY</b></p>	<p>Auxiliary verb Irregular regular Pronoun justified</p>	<p>Regular verb Irregular verb Structure Conjugation Infinitive structure negatives</p>	<p>Negative Near future tense Time-marker Infinitive</p>	<p>Future tense Time-marker Infinitive</p>	<p>Modal verb Negative Present tense Future tense Near future tense</p>	<p>Infinitive structure Justified opinion Adjectival agreement Perfect tense</p>
<p><b>PSPSMC, BRITISH VALUES AND DIVERSITY</b></p>	<p>Social/Cultural: Learning about different places to visit in France and the Francophone world. Moral: Learning to ask questions and justify opinions.</p>	<p>Social/Cultural: Learning about French sports stars. Moral: Learning to ask questions. British Values: Tolerance of other cultures.</p>	<p>Social/Cultural: Learning about different diets and cultures. Moral: Learning to ask questions and justify opinions.</p>	<p>Social/Cultural: Learning about healthy living and how to lead a balanced life. Moral: Learning to ask questions and justify opinions.</p>	<p>Social/Cultural: Learning about several different cultures' food traditions. Group work to develop social skills</p>	<p>Social/Cultural: Speaking in group work and social skills. Moral: Being able to be part of a team in group work. Being polite.</p>



	British Values: Tolerance of others opinion and respect of other cultures.		British Values: Tolerance of others opinion and respect of other cultures.	British Values: Tolerance of others opinion and respect of other cultures.	Moral: Learning to ask questions and justify opinions. British Values: Tolerance of others opinion and respect of other cultures.	British Values: Tolerance of other cultures.
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