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| **Subject: MFL: Curriculum Key Knowledge(K) & Skills(S)** | | | | |
| Ensuring deep learning  Units are taught using chunks of language and high frequency sentence patterns which are drilled with rigour before pupils practise their own spoken and written work. The department has introduced learning homeworks using knowledge organiser style texts and low stakes quizzing to encourage self –efficacy. Pupils are encouraged to learn chunks of language to be committed to long term memory. A growth mindset approach is encouraged to enable self- confidence within pupils. Skills and knowledge are revisited and language is recycled throughout the units. Recall activities have been introduced at the beginning of lessons to recycle language from previous units and years. Possible misconceptions are planned into lessons and | | | | |
| Cultural capital  The knowledge which all pupils need in order to make progress in the subject are planned into each unit. Students are encouraged to embrace ‘difference’ at all stages of their linguistic development and accept ideas which may be ‘alien’ to them, as culturally significant. Important cultural differences are covered; for example, the difference in the education system in France compared to England, life in different Pays Francophones and festivals in French speaking countries.   Students are encouraged to embrace French culture and to see the importance of learning languages in our modern-day world. The department offers a trip to France for Y7 pupils and Y8 are offered the chance to take part in a water sports visit to France. | | | | |
| Developing careers  Opportunities for developing careers are outlined e.g. those careers in which a foreign language is useful/necessary. Certain topics lend themselves naturally to career discussion such as Y8 Unit 5 “ My plans” which focusses on the topic of employment and further education plans. Pupils are made aware of the choice of languages made available to them in their KS4 studies at Shelley College. | | | | |
| Inclusion  Pupils are encouraged to work as independently as possible. Pupils are also encouraged to think about the processes used and show this in work e.g. how to extend sentences with conjunctions and how to move from the first to third person. All pupils are expected to produce high quality, accurate work, whatever their ability. Staff and students are encouraged to discuss ideas (promoting auracy/oracy and in turn literacy), model process or explanations to each other to encourage metacognition and reflective learning. Group and pair work enable pupils to work co-operatively and to share ideas. Work may be scaffolded to support some pupils, but all pupils are expected to achieve similar outcomes. | | | | |
| **Focus** |  | **Year 6** | **Year 7** | **Year 8** |
| Listening | **S** | In class: to understand key instructions with the help of mime and re-wording  Recorded voice: to pick out gist understanding using key words  Transcription: individual words and short sentences of known vocabulary | In class: to understand simple instructions with some re-wording; to follow basic conversational language  Recorded voices: to show gist understanding of short passages and some details (present and future tense 1st and 3rd person)  Transcription: sentences in the 1st and 3rd person present and future with a variety of verbs . Justified opinions joined with simple conjunctions | In class: to cope with target language being used for most communication, including some use of different tenses  Recorded voices: to show gist understanding and some details of longer passages with different tenses ( present/past/future)  Transcription: sentences using the immediate future, modal verbs and the passé composé |
| Reading | **S** | Text: to show understanding of simple sentences of known vocabulary; to use knowledge of phonics to sound out a word  Dictionary skills: to be able to find the meaning of French words into English, both in paper and online; to be able to look up nouns and adjectives for English to French | Text: to show gist understanding of a longer text in the present tense (all persons) and be able to pick out some detail.  Dictionary skills: to be able to use a bilingual dictionary from French to English and English to French for all word types and be able to work out the gender of a noun from the rubric given | Text: to show understanding of text written in different tenses.  Dictionary skills: to be able to use a dictionary to find verbs; to understand that it is the infinitive which is given and to have an idea of how simple verb tables work |
| Speaking | **S** | Target language: to begin to use key words for items they need  To be able to use pre-learnt language to answer questions | Target language: to begin use simple sentences with the teacher as a means of conveying needs within the classroom  To use the present and future tenses to talk about themselves and their family in more detail | Target language: to use target language as a matter of course for standard conversation and begin to attempt to find a way to say something they haven’t expressly learnt if the situation arises  To use more than one tense in role play and in conversation based on picture questions |
| Writing | **S** | To write simple sentences in the first person using learnt language | To write short paragraphs in the present and future tense.  Translation: to translate simple sentences with regular verbs in the present tense; | To write short paragraphs in three tenses  Translation: to translate sentences using the 2nd verb infinitive rule (modal verbs and immediate future) and simple sentences using the passé composé |

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|  | **Year 6** | **Year 7** | **Year 8** |
| **Conjunctions** | et, mais, aussi, parce que, ou | cependant, en plus, même si, en revanche, | heureusement, malheureusement, sauf, ensuite, puis, donc, |
| **Phrases+ infinitives** | j’aime, j’adore, je n’aime pas, je déteste, je préfère + noun | je voudrais, je vais, j’aime bien, j’aime énormément, je n’aime pas de tout, on peut | je veux, je dois/on doit, je peux, j’ai l’intention de, il faut, être en train de, avant de, j’ai l’intention de |
| **Infinitives to conjugate ((je/il/nous)** | aimer, adorer, detester, avoir,  ( 1st person only) | être, avoir, faire, aller, manger, visiter, regarder, habiter, jouer, écouter, boire, prendre, finir | vouloir, devoir, pouvoir, se lever, se laver, se réveiller, se coucher, rester, mettre, porter, arriver, |
| **Infinitives to use** |  | acheter, voyager, s’entendre, lire, | se retrouver, |
| **Express and support opinions** | c’est | je pense que  je trouve que  à mon avis  personellement | je le/la/les trouve  je dirais que |
| **Describe events, places, people** | c’est  il y a | il/elle est  il/elle a  ce sera | c’était  il y avait  il/elle était |
| **Time markers** | days and months  en automne  en hiver  en été  au printemps | demain/demain soir  le weekend/le mois/la semaine prochain(e)  de temps en temps  normalement/d’habitude  quelquefois | hier  hier soir  le weekend /le mois/la semaine dernier(e) |
| **Negative stuctures** | ne …..pas | ne ……jamais | ne ….plus  ne …. rien |
| **Question structures** | as-tu? tu aimes? qu’est-ce que? | comment? qui? combien? | quand? avec qui? à quelle heure? |
| **Adjectives** | colours | adjectives to describe personality and physical description, house and home, food, local area | adjectives ( including plural rules) to describe clothing and family members, holidays, school. |
| **Compare and contrast** |  | plus ….. que | moins…que  meilleur(e) |

PRIOR KNOWLEDGE

*Our feeder first schools follow the KS2 curriculum for Modern Foreign Languages. The skills below are those which we expect our pupils to have covered in prior to Y6.*

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| Listening | S | listen attentively to spoken language and show understanding by joining in and responding  explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words |
| Reading | S | broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary |
| Speaking | S | engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help  speak in sentences, using familiar vocabulary, phrases and basic language structures   develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases   present ideas and information orally to a range of audiences  read carefully and show understanding of words, phrases and simple writing |
| Writing | S | write phrases from memory, and adapt these to create new sentences, to express ideas clearly   describe people, places, things and actions orally and in writing |
| Grammar and vocabulary | K  S | understand basic grammar appropriate to the language being studied, including  feminine  and masculine forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply  broaden their vocabulary on  a range of topics |

**Links with KS4**

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| GCSE THEME | TITLE | FRENCH GRAMMAR AND SKILLS  YEAR 9 | YEARS 6,7,8 COVERAGE AT KMS |
| THEME 1: IDENTITY AND CULTURE | TOPIC 1: ME, MY FAMILY AND FRIENDS | * Avoir/etre present tense * Possessive adjectives * Adjectival agreement rules * Reflexive verbs * Se disputer/s’endendre * Plus que/moins que * Adverbs of frequency * Regular verbs in present * Direct object pronouns * Qui/que/dont * En+ present participle * Revision of future | Launch Y7, revisit through Y8  Launch Y7, revisit through Y8  Launch Y6, revisit Y7 and Y8. Family descriptions, clothing Y8, photo  Launch Y8 in new SOW in Ma vie d’Ado  Launch Y7 ( family relationships) revisit Y8 Ma vie d’ado  Launch Y7 ( family relationships) revisit Y8 Ma vie d’ado  Launch Y6 ( hobbies) revisit Y7 and Y8  Launch Y6 ( hobbies) revisit Y7 and Y8  Not covered at KMS.  Qui launched in Y7 family. Revisit photo desc No coverage of que/dont  Not covered at KMS  Near future launched Year 7 and revisited throughout Y7 and Y8 |

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| GCSE THEME | TITLE | FRENCH GRAMMAR AND SKILLS  YEAR 9 | YEARS 6,7,8 COVERAGE AT KMS |
| THEME 2: LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST | TOPIC 1: HOUSE, TOWN, NEIGHBOURHOOD AND REGION | * Il y a * On a * C’est * Prepositions * Plural partitive after neg * Pouvoir+ infin * Expressions of quantity * Irregular aller and faire * Ceux qui + verb * S’intéresser à * Qui/que/don’t * Demonstrative ce/cet/cette | Launch Y6 ( classroom) revisited in Y7 and Y8  To include in Year 7 House and Home  Launch Y6 ( opinions) revisited throughout Y7 and Y8  Launch Y7 (house, home) revisited in Y8  Launch Y6 ( equipment) revisit Y7 ( food, rooms)  Launch Y8 “ je peux, je ne peux pas” in “Rendez-Vous”  Year 7 food  Launch Y7 (hobbies) revisit throughout Y7 and Y8  Not covered at KMS  Touched in Y7 with hobbies.  Qui launched in Y7 ( family) revisited in photo desc. Que/dont not cov.  Launch Year 8 with clothing |

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| GCSE THEME | TITLE | FRENCH GRAMMAR AND SKILLS  YEAR 9 | YEARS 6,7,8 COVERAGE AT KMS |
| THEME 3:CURRENT AND FUTURE STUDY AND EMPLOYMENT | TOPIC 1 & 2: MY STUDIES AND LIFE AT SCHOOL | * Devoir + infin * Il faut + infin * Parce que + reasons * Perfect tense regular –er * Aimer mieux/préferer * Comparative/superlative * Use of tu/vous * Modal verbs * Trop/assez/beaucoup de | Launch in Y8 “ rendezvous” Je ne peux pas.. je dois + infin  To include in healthy eating Y7 and uniform in Y8  Launch Y6 ( hobbies) and revisited thoroughly in Y7 and Y8  Launch “Mes Vacances” (term1) Y8 and revisit throughout Year. Possibility of introducing as a set phrase with hobbies in Y7  J’aime/je préfere taught extensively from Y6. J’aime mieux not covered  Covered in Y7 family descriptions – could revisit in photo descriptions  Launch in Y6 – more emphasis to be put on vous from Y7  Launch Y8 “Rendez-vous” and revisited through Y8  To launch Local area Y7? Describing what is in your town |

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| GCSE THEME | TITLE | FRENCH GRAMMAR AND SKILLS  YEAR 9 | YEARS 6,7,8 COVERAGE AT KMS |
| THEME 1: IDENTITY AND CULTURE | TOPIC 3: FREE TIME ACTIVITIES ( MUSIC, CINEMA AND TV) | * Consolidation of present tenses including irregular verbs sortir, prendre, vouloir, voir, mettre) * Extend range of two verbs together * Adverbs d’habitude, normalement etc * Clauses introduced by quand/lorsque and si | Present tense launched in Y6 as set structures and developed in Y7. Irregular verbs avoir, etre, aller and faire launched Y7. Through dictionary work/verb tables, pupils aware of other irregular verbs. Mettre launched Y8 ( clothing)  Launch Year 7 j’aime/je n’aime pas + infin. Revisited Y8 modals + infin  Launch Year 6 with hobbies, revisited thoroughly in Y7 and Y8  Launch in Y8 – quand + weather + clothing. Look at coverage of lorsque/si |

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| GCSE THEME | TITLE | FRENCH GRAMMAR AND SKILLS  YEAR 9 | YEARS 6,7,8 COVERAGE AT KMS |
| THEME 1: IDENTITY AND CULTURE | TOPIC 3: Free time activities (food, eating out and sport) | * Perfect tense with avoir using regular and common irregular verbs * Simple opinion statements to express how it was ( illustration of the imperfect) | Launched in Y8 “ Mes vacances” To consider introducing common regulars eg j’ai joué, j’ai regardé, j’ai mange with Y7?  C’était launched in Y8 with Mes vacances. Il faisait/il y avait launched in same topic with weather. |

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| GCSE THEME | TITLE | FRENCH GRAMMAR AND SKILLS  YEAR 9 | YEARS 6,7,8 COVERAGE AT KMS |
| THEME 1: IDENTITY AND CULTURE | TOPIC 4: Customs and festivals | * Perfect tense of etre verbs + agreement rules * Reflexive verbs in perfect, perfect and imperfect * Describing a past event in relation to a festival/ celebration | Launched Y8. Agreement with fem – more able with all subjects  Reflexive verbs in past tense not covered  Noel launched Y6 and revisited Y7 and Y8. No coverage currently of other festivals – need to include. Need to include how birthdays are celebrated? |