

Priory's MFL Implementation

Our curriculum is designed to build on the 'linguistic foundation' established at Key Stage 2. Whatever the language studied at KS2, we ensure that pupils recognise these skills as transferable to and relevant in Key Stage 3. We also consider that language learning exposure will be somewhat varied at Key Stage and aim to address these discrepancies through the delivery of our curriculum.

Our curriculum follows a variable-focus syllabus, which combines the teaching of grammar with the teaching of communicative functions. All our instruction is driven by real-life purpose and the linguistic content and grammar is chosen accordingly.

Curriculum Map MFL

	<u>Key Stage 2</u>	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>
Unit 1		Qui suis-je?	Paris ou Penwortham ? Décidez-vous !	Où partir en vacances ?
Unit 2	An audit of language provision was carried out by the department. Teaching of MFL was very inconsistent and some pupils rarely did 1 hour per month	Le sang est plus épais que l'eau?	Paris..la plus belle ville du monde ?	Ne rêve pas ta vie, vis ta rêve !
Unit 3		Fan de sport ? Oui !	What makes a house, a home?	Que faire quand il pleut des cordes ?
Unit 4		Mon collègue ou ton collègue ?	Coach-moi si tu peux ?!	C'est comment la vie d'un ado anglais?
Unit 5		-	Tu joues le jeu ?	-

In Year 7 pupils cover 5 units of work which teach the communicative functions of:

- ❖ Identifying people and describing people
- ❖ Expressing opinions, viewpoints
- ❖ Describing routine behaviour using the present tense
- ❖ Expressing one's feeling and physical states
- ❖ Creating questions

In Year 8 pupils cover 5 units of work which revisit communicative functions taught in Year 7 and introduce the functions of:

- ❖ Describing places
- ❖ Describing phenomena (including the weather)
- ❖ Reporting events in the past
- ❖ Indicating a purpose – talking about and explaining future goals
- ❖ Indicating location

In Year 9 pupils revisit communicative functions taught in Year 7 and 8 and introduce the following functions:

- ❖ Making plans, expressing a wish
- ❖ Indicating and sequencing time
- ❖ Expressing an opinion and viewpoint

When	What will I learn and what skills will I develop?	Why do I need to learn this? So I can ...	How will I learn this?
Year 7	<u>Big Question: Qui suis-je?</u> <ul style="list-style-type: none">• Greetings and asking questions• Expressing one's feeling/physical state• Expressing simple likes and dislikes using 'aimer'• Pronunciation of the French alphabet	<ul style="list-style-type: none">❖ Identify people, describe people, including oneself	<ul style="list-style-type: none">• Listen to a variety of forms of spoken language to obtain information and respond appropriately• Transcribe words and short sentences that they hear with increasing accuracy

	<ul style="list-style-type: none"> • Taking about age and birthday with reference to seasons • Describing physical objects using colour <p><u>Big Question: Le sang est plus épais que l'eau ?</u></p> <ul style="list-style-type: none"> • Describing family and your family tree • Talking about countries and places of birth • Physical description and character descriptions • Talking about pets and giving additional details <p><u>Big Question/Statement :!</u></p> <ul style="list-style-type: none"> • Talking about sports preferences and dislikes with justification • Using high frequency verbs to describe free time activities • Talking about the climate and seasons • Creat subordinate clauses using quand/si + weather + activity <p><u>Big question: Mon collègue ou ton collègue ?</u></p> <ul style="list-style-type: none"> • Expressing likes and dislikes in the context of school • Describing routine behaviour in the context of uniform • Using the conditional to describing ideal uniform • Describing teachers using avoir and etre • Talking about food at school using the partitive article 	<ul style="list-style-type: none"> ❖ Express an opinion or a view point ❖ Ask questions ❖ Describe places, objects and weather ❖ Describe routine behaviour in the present 	<ul style="list-style-type: none"> • Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address • Express and develop ideas clearly and with increasing accuracy, both orally and in writing • Speak coherently and confidently, with increasingly accurate pronunciation and intonation • Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material • Read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture • Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions and translate short written text accurately from and into foreign languages
Year 8	<p><u>Big Question: Paris ou Penwortham. Decidez-vous !</u></p> <ul style="list-style-type: none"> • Naming and recognising places in the town • Using adjectives to add detail • Using il y a and Il n'y a pde • Using the modal verb 'on peut' to describe activities in the town and create an advertisement • Using the perfect tense to describe what you did last weekend 	<ul style="list-style-type: none"> ❖ Describe places, objects and weather ❖ Indicate location 	<ul style="list-style-type: none"> • Listen to a variety of forms of spoken language to obtain information and respond appropriately • Transcribe words and short sentences that they hear with increasing accuracy • Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address

Big question: Paris – la plus belle ville du monde ?

- Using the perfect tense (regular verbs) to describe a visit to Paris
- Using irregular verbs in the perfect tense to describe activities in Paris
- Learning about the culture of Paris
- Expressing opinion in different ways using adverbs and more sophisticated adjectives
- Understanding tourist information about The Catacombs of Paris
- Forming the perfect tense with 6 verbs which use être as the auxiliary verb
- Asking questions to discover who stole the Mona Lisa using avoir and être together in the perfect tense.

Big Question: What makes a house a home?

- Talking about location and place to live
- Using a range of adjectives to describe places in the town
- Using the verb ‘habiter’
- Describing rooms of the house using prepositions
- Giving opinions about your home with justification
- Using ‘il y a’ and ‘il n’y a pas de’
- Describing breakfast and other meals of the day

Big Question: Coach moi si tu peux

- Identifying and labelling body parts using ‘au’, à la and aux
- Using ‘il faut’ + the infinitive with a small range of infinitives in order to give advice
- Talking about healthy/unhealthy eating using manger/boire
- Using the near future tense to discuss lifestyle changes

Big question: Do you play the game ?

- Using a range of sophisticated adjectives to give opinions on board games
- Using a comparative plus...que and moins ...que
- Using the superlative le/la meilleur(e) and le/la pire
- Understanding questions in the context of market research
- Using the imperative to give instructions using 12 verbs
- High frequency nouns in the context of board games

- ❖ Express an opinion or a view point
- ❖ Report events in the past
- ❖ Identify and solve problems
- ❖ Indicate a purpose – talking about and explain future goals
- ❖ Describe routine behaviour in the present
- ❖ Create questions

- Express and develop ideas clearly and with increasing accuracy, both orally and in writing
- Speak coherently and confidently, with increasingly accurate pronunciation and intonation
- Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material
- Read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture
- Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions and translate short written text accurately from and into foreign languages

<p>Year 9</p>	<p>Big question: Où partir en vacances?</p> <ul style="list-style-type: none"> • Talking about holidays using the present tense of high frequency verbs • Using the pronoun 'on' • Asking and responding to questions using the perfect tense. • Imagining adventure holidays • Using 'je voudrais' to express future wishes • Asking questions using inversion and Est-ce que .. • Use the verbs prendre to describe items you tak on holiday • Make links to activities using reflexive verbs • Describing a disaster holiday using the perfect tense • Using exclamations. Quelle horreur!! Quelle Cauchemar • Talking about activities at a Frenhc Centre Parcs "Les Trois Forets" • Using the perfect tense 3rd person • Describing dream holidays using 3 expressions (j'ai l'intention de / je rêve de / j'espère ..) <p>Big quote : Ne rêve pas ta vie, vis ta rêve !</p> <ul style="list-style-type: none"> • Describing the timeline of your life – "dans 4 ans je vais ..." • Using the future tense 3rd person " il va /elle va » • Talking about how you can use languages in the future using the modal verb "on peut" with a small range of infinitives • Giving opinions on language learning • Talking about your career ambitions using vouloir • Learning 15 careers • Describing a job and what it entails using the present tense high frequency verbs • Explaining your plans for work experience using j'espere/je voudrais and j'ai l'intention de <p>Big question: Que faire quand il pleut des cordes ?</p> <ul style="list-style-type: none"> • How to form the full verb regarder and different types of TV programmes • To use expressions of time and form full sentences using these • How to use a range of negatives 	<ul style="list-style-type: none"> ❖ Describe routine behaviour in the present ❖ Create questions ❖ Make plans, express a wish and predict ❖ Express an opinion and viewpoint ❖ Report events in the past ❖ Indicate and sequence time ❖ Identify people and describe people ❖ Describe places, objects and natural phenomena (weather) ❖ Expressing ones feelings and physical state 	<ul style="list-style-type: none"> • Listen to a variety of forms of spoken language to obtain information and respond appropriately • Transcribe words and short sentences that they hear with increasing accuracy • Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address • Express and develop ideas clearly and with increasing accuracy, both orally and in writing • Speak coherently and confidently, with increasingly accurate pronunciation and intonation • Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material • Read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture • Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions and translate short written text accurately from and into foreign languages
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	<ul style="list-style-type: none"> • How to say what you have already seen and how long ago you saw it • To use the verbs avoir and être as full verbs to give descriptions • To use the verb lire and ten new pieces of vocabulary to describe what we read • How to say what we use the internet for and to use different time phrases <p><u>Big question: c'est comment la vie d'un ado anglais?</u></p> <ul style="list-style-type: none"> • to use être and more sophisticated adjectives with adverbs to describe character • to use the verb s'entendre to describe positive and negative relationships in your life with justification • Talking about what you are allowed to do using "j'ai le droit de" + a range of verbs • Talking about bad habits and social issues facing young people • Asking questions using inversion • Describing what makes you happy " pour moi le bonheur c'est " • Using infinitives to mean '-ing' 		
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Key Stage 4

We follow the AQA GCSE French course over 2 years. The course covers three distinct themes. These themes apply to all 4 papers:

Theme1: Identity and Culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future Study

