



French Curriculum Intent

The Intent of the Languages Faculty is based around five specific areas, which link to the school mission as well as delivering and extending on the Key Stage 3 Programmes of Study published by the DfE .

The 5 areas of intent are:

1. MFL **support school values and promote strong work ethos** through: putting our gifts and talents to the benefits of others; pride in who we are; respecting & being open to others; being part of a worldwide group of Ursuline schools
2. MFL provide students with opportunities to develop their **cultural capital** through understanding and celebrating other cultures; pen-pals, trips/visits and international links; and exposure to poetry, authentic texts including literature, films and video clips (and work experience abroad when they are older)
3. MFL enables students to **communicate in a foreign language** by teaching them how to understand and respond to speakers in speech and in writing as well as expressing ideas and thoughts for different purposes and audiences
4. MFL is **for all**: a challenging curriculum is implemented and assessed; it is inclusive for all students through differentiation, including disadvantaged and SEND; there is a clear expectation of progression to the next phase at the end of each KS; native speakers are supported to improve their knowledge of their language
5. This is delivered through **coherent sequencing and planning** and the implementation is reviewed through carefully-designed assessments: this supports retrieval practice and commits learning to long-term memory; it also supports lifelong learning. Our spiral curriculum has clear threads across KS3 for: themes and topics; phonics and oracy; grammar; skills development; cultural capital



MFL pedagogy: the way we teach and learn in MFL includes a lot of repetition and manipulation- using our mistakes to get better; we go from being able to simply understand the language to using it actively.

Why do we learn foreign languages? Because we are citizens of the same world! Languages open our minds and help us become more knowledgeable and more tolerant of other cultures, other people and other views.



Academic Year <u>Year 10</u>	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
Rationale + Ks4 intent	<p><i>Rational:</i> Year 10 and Year 11 content is also organised in a spiral way to enable consolidation and deepening of knowledge and skills at GCSE level:</p> <p><i>Three themes are covered throughout Year 10 and Year 11 as per our AQA GCSE specifications:</i></p> <p><i>Theme 1: Self, family, friends and festivals, culture.</i></p> <p><i>Theme 2: Local, social and global issues.</i></p> <p><i>Theme 3: Education , future plans and careers.</i></p> <p>These units give a clear picture of the structure of the French GCSE and what is needed to success in each paper, with a big emphasis on vocab knowledge, grammar, exam techniques and revisiting of previous topics and revision. Students are taking Foundation or Higher exams and lessons are differentiated accordingly.</p> <p>Education and education post 16: Working or university. The world of work. Holidays. Helping others and NGOs. Healthy living. Imperfect, subjunctive, conditional and simple future. Future plans. Exam techniques: Oral, writing, listening and reading. New technology, social media and mobile phones. The environment and protecting the planet. Young people: drugs and alcohol. Homeless people</p> <p><u>KS4 specific intent:</u></p> <ul style="list-style-type: none"> • Enabling students to be successful within the GCSE curriculum and maintaining enthusiasm for the subject. • Ensuring students of all abilities build on their prior knowledge of vocabulary and grammar to enable them to access the GCSE course. This is achieved through setting students, using foundation and higher resources and assessments as well as in class differentiation. • Continue to build on students’ cultural knowledge and awareness both in lessons and via homework. 		



	<ul style="list-style-type: none"> • Allow for plenty of opportunities to practice a range of GCSE style exam questions. • Developing a self-awareness of techniques to tackle GCSE tasks and how to improve. • Continue to discuss strategies to acquire and retain language long term. <p>Continue to focus on phonics in French and accurate pronunciation.</p>		
<p>Autumn A Autumn B</p>	<p>Autumn Term A- Theme 1- identity and culture Family Relationships Topics: Me, my family and friends Relationships with family and friends Introduction to marriage (revisited summer term) Grammar: avoir and être present tense possessive adjectives adjective agreement rules reflexive verbs <i>se disputer/se fâcher/s'entendre avec</i> comparatives <i>plus que/moins que</i> adverbs of frequency regular verbs in present tense direct object pronouns</p> <p>Autumn Term B- Theme 2 Free time Healthy lifestyle + Theme 1 Customs and festivals</p> <p>Topics: Free-time activities Music</p>	<p>Year 10 and 11 Skills: All skills above plus: Recognise and apply different exam skills to develop their knowledge: Be aware of how the use of negative words, tenses and time markers can change the meaning of different sentences in contexts in the listening and reading papers. Apply the requirements of the oral and writing exams: Be aware of the importance of including detail, variety, opinions and justifications, use of three-time frames, translating literally and into the correct tenses or addressing all bullet points in a writing task. Recognise that there are different ways of seeing the world, and developing an international outlook: Develop an interest in cultural awareness and interest in the world and people of the world that eventually makes them consider to choose French in the Sixth Form. Apply linguistic knowledge and skills to understand and communicate effectively. Use reference materials such as online dictionaries, , music, films or the internet appropriately and effectively to develop knowledge</p>	<p>Pixl 1: grammar & writing + weekly vocabulary tests</p> <p>Pixl 2: writing & photocard + weekly vocabulary test</p>



	<p>Cinema and TV Food and eating out Sport Grammar: consolidation of present tense including irregular verbs <i>sortir, prendre, mettre, voir, vouloir</i> (see Present tense revision: Worksheet) extend range of two verbs together future tense introduced for eg weekend plans past tense with avoir / etre for last weekend activities- consolidation from year 9 adverbs such as <i>d'habitude/normalement</i> clauses introduced by <i>quand/lorsque</i> and <i>si</i> Customs and festivals in French-speaking countries/ communities perfect of verbs with <i>être</i> + agreement rules (see Perfect tense (être)-revision: Worksheet) reflexive verbs in perfect; perfect and imperfect tenses together describing a past event/festival; actions and opinions (see Le Festival de Sakifo: Worksheet and Teaching notes)</p>	<p>further(use of 1jour1actu.com to nurture an interest in researching independently in French a variety of themed or current affairs articles and as a transition into KS5 content and skills). Deal with unfamiliar language, unexpected responses, literary texts and unpredictable situations. Use the target language in connection with topics and issues that are engaging and may be related to other areas of the curriculum. Develop memorising techniques and skills to be used regularly to retain vocab and grammar by using cards, vocab lists, repetition, etc.</p>	
<p>Spring A Spring B</p>	<p>Spring Term A- Theme 2 Healthy lifestyle Topics: Social issues Healthy/ unhealthy living Grammar: partitive articles with food items recap on <i>devoir/il faut</i> and introduce conditional forms – affirmative and negative <i>il vaut mieux/il vaudrait mieux</i> negative <i>ne...jamais</i> previous health habits using imperfect tense</p>	<ul style="list-style-type: none"> •Manipulate and adapt the language to new content and to the students' own needs. •Recognise the need to adapt to the unpredictability of certain aspects of the oral and writing AQA exams. •Recognise and apply different exam skills to develop their knowledge: Be aware of how the use of negative words, tenses and time markers can change the meaning of different sentences in contexts in the listening and reading papers. •Apply the requirements of the oral and writing exams: Be aware of the importance of 	<p>Pixl 3: Listening and reading + weekly vocabulary test</p> <p>Pixl 4: writing & Role Play + weekly vocabulary test</p>



	<p>My studies <i>devoir</i> + infinitive (see Mes études: Teaching notes and Mes études: Presentation) <i>il faut</i> + infinitive (compulsory subjects) <i>parce que/car</i> to express reasons perfect tense regular <i>avoir</i> verbs (<i>choisir/décider de/laisser tomber</i> - options) (see Mes options: Teaching notes and Mes options: Presentation slides 4-5) two verbs together eg <i>aimer/aimer mieux/préférer</i> comparative and superlative in expressing opinions about subjects (see Mes options: Teaching notes and Mes options: Presentation slides 6-8) use of <i>tu</i> and <i>vous</i> in informal/formal exchanges</p> <p>Spring Term B- Theme 3 Life at school Education post 16 Topic: Life at school/ college Grammar: transfer <i>devoir/pouvoir/il faut/vouloir</i> to school rules context (see Le règlement: Worksheet and Teaching notes) <i>si</i> clauses using imperfect and conditional quantity words <i>beaucoup/trop/assez/pas assez + de</i> (including with plurals) perfect tense with <i>avoir</i> using regular and common irregular verbs (<i>ce que j'ai fait comme devoirs</i>) (see Perfect tense (avoir) – revision: Worksheet) topic: Education post-16 Grammar: <i>ce qui/ce que ... c'est...</i> sentence pattern building on <i>si</i> clauses with present and future</p>	<p>including detail, variety, opinions and justifications, use of three-time frames, translating literally and into the correct tenses or addressing all bullet points in a writing task.</p> <ul style="list-style-type: none"> •Recognise that there are different ways of seeing the world, and developing an international outlook: Develop an interest in cultural awareness and interest in the world and people of the world that eventually make them chose Spanish in the Sixth Form. •Apply linguistic knowledge and skills to understand and communicate effectively. • Use reference materials such as dictionaries, dictionaries on line, music, films or the internet appropriately and effectively to develop knowledge further (taking advantage of the popularity of “reggaeton” amongst teenagers is a plus). •Deal with unfamiliar language, unexpected responses, literary texts and unpredictable situations. •Use the target language in connection with topics and issues that are engaging and may be related to other areas of the curriculum. •Develop memorising techniques and skills to be used regularly to retain vocab and grammar by using cards, vocab lists, repetition, etc. 	
--	--	--	--



	more complex two verb structures (<i>avoir l'intention de/avoir envie de/avoir le droit de</i>)		
Summer A Summer B	<p>Summer Term A-</p> <p>Theme 2:</p> <p>Home Life</p> <p>Local area</p> <p>Region</p> <p>Travel and tourism</p> <p>Topic: Home, town, neighbourhood and region</p> <p>Grammar: il y a on a c'est</p> <p>prepositions (see Prepositions – directions: Lesson activities and Prepositions – directions: Slides)</p> <p>plural partitive article and <i>de</i> after negative</p> <p><i>pouvoir</i> + infinitive (see Pouvoir: Teaching notes and Pouvoir: Team game)</p> <p>expressions of quantity</p> <p>Topic: Travel and tourism</p> <p>Grammar: consolidation of perfect and imperfect tenses (see resources: Imperfect tense – Vacances d'enfance: Lesson activities, Imperfect tense – Vacances d'enfance: Presentation and Imperfect tense – Vacances d'enfance: Practice)</p> <p>sequencing words, expressions and phrases <i>avant de/après avoir etc/pendant que/depuis/venir de</i></p> <p>developing greater complexity in spoken and written accounts of past events or experiences</p> <p>weather expressions with <i>faire</i></p>	<ul style="list-style-type: none"> • Manipulate and adapt the language to new content and to the students' own needs. • Recognise the need to adapt to the unpredictability of certain aspects of the oral and writing AQA exams. • Recognise and apply different exam skills to develop their knowledge: Be aware of how the use of negative words, tenses and time markers can change the meaning of different sentences in contexts in the listening and reading papers. • Apply the requirements of the oral and writing exams: Be aware of the importance of including detail, variety, opinions and justifications, use of three-time frames, translating literally and into the correct tenses or addressing all bullet points in a writing task. • Recognise that there are different ways of seeing the world, and developing an international outlook: Develop an interest in cultural awareness and interest in the world and people of the world that eventually make them chose Spanish in the Sixth Form. • Apply linguistic knowledge and skills to understand and communicate effectively. • Use reference materials such as dictionaries, dictionaries on line, music, films or the internet appropriately and effectively to develop knowledge further (taking advantage of the popularity of "reggaeton" amongst teenagers is a plus). 	<p>PixL 5: mock oral and Reading GCSE past paper</p> <p>End of year exam: Writing and Listening GCSE past paper</p>



	<p>Summer Term B- Theme 2 Finish tourism Theme 3 Career and ambitions Topic: Career choices and ambitions Grammar: enhanced statements of possibility including <i>permettre de</i></p> <p><i>consolidate and deepen theme 1 Me, my family and friends- Marriage/ partnership</i> See resources: Je voudrais me marier Le courrier du cœur Revision of future tenses Direct object pronouns Indirect object pronouns revisiting adjectives to describe and use of <i>qui, que, dont</i> to describe ideal partner and enhance descriptions <i>en</i> + present participle revision of future tense to outline future plans direct and indirect object pronouns</p> <p>Exam skills + end of year exam revision</p>	<ul style="list-style-type: none"> •Deal with unfamiliar language, unexpected responses, literary texts and unpredictable situations. •Use the target language in connection with topics and issues that are engaging and may be related to other areas of the curriculum. •Develop memorising techniques and skills to be used regularly to retain vocab and grammar by using cards, vocab lists, repetition, etc. 	
--	---	--	--