



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	Content and rationale. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – how will the knowledge and skills be assessed?
Year 11			
Rationale	<p><i>Embeds all the skills at KS3. 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>		
Autumn A	<p>Global issues</p> <ul style="list-style-type: none"> The environment <p>See resources:</p> <p>Environment: last one standing</p> <p>Environment: read and draw</p> <ul style="list-style-type: none"> Des gestes pour sauver la planète modal verbs linked to behaviours (must do/can do/should do/could do etc) past tense for effects of behaviours on environment <i>si</i> sentences revised for outlining consequences of actions <p>pluperfect tense perspective</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. 	<p>EMB1 : Topic vocabulary on the environment / using qui, que, ce qui, ce que</p> <p>Skills tested: Reading and writing / translation</p> <p>EMB2: Vocabulary and writing</p> <p>+ weekly vocabulary tests</p>



		<ul style="list-style-type: none"> • 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. 	
Autumn B Spring A	Social issues Charity/ voluntary work <ul style="list-style-type: none"> • <i>vouloir</i> + infinitive • <i>vouloir que</i> + subjunctive <i>il est possible que</i> + subjunctive (see Travailler comme bénévole: Worksheet and Teaching notes) Global issues <ul style="list-style-type: none"> • Poverty/ homelessness <i>si j'étais ...</i> • <i>à la place de ...</i> with conditional completions 	Manipulate and adapt the language to new content and to the students' own needs. <ul style="list-style-type: none"> • 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 	EMB1 Aut B: speaking mocks and listening EMB2 Aut B: writing and reading + weekly vocabulary tests February mocks= EMB1 SprA Mock orals + reading past paper EMB2 SprB Writing and listening past paper + weekly vocabulary tests



	<p><i>il faut + infinitive</i> and <i>il faut que + subjunctive</i> (see Combattre la pauvreté: Worksheet and Teaching notes)</p>	<p>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.</p> <ul style="list-style-type: none"> •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. 	
Spring B	<p>Technology in everyday life</p> <ul style="list-style-type: none"> • Social media • Mobile technology <p>See resource: Talking about the technology we use</p> <ul style="list-style-type: none"> • revision of past tenses to recount how social media have been used; or life before technology 	<p>Manipulate and adapt the language to new content and to the students’ own needs.</p> <ul style="list-style-type: none"> •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>EMB1: reading past paper and oral: photo card / role play + 4 booklet questions- spontaneous writing instead of speaking.</p> <p>EMB3: march Friday mock: writing and listening past papers. + weekly vocabulary tests</p>



	<ul style="list-style-type: none"> • <i>grâce à/sans/avec</i> • enhanced statements of possibility including <i>permettre de</i> <p><i>il est possible que</i> + subjunctive</p> <p>Career choices and ambitions</p> <p>See resources:</p> <p>Starter on jobs</p> <p>Les emplois</p> <p>Work experience: last one standing</p> <p>Mon stage en entreprise</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. 	
Summer term: End of KS readiness for the 6 th form	<p>Revision for GCSE + key Knowledge studied at KS4 that will be useful for the 6th form</p> <ul style="list-style-type: none"> • Family and relationships- marriage • Celebrations & festivals • Young people, music and sport. • Food & eating out • Poverty and homeless people. 	<p>Summary of the main core skills taught at KS4 that can be reactivated at KS5</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. 	



	<p>+ tackling the literary texts.</p>	<ul style="list-style-type: none"> •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, translating literally and into the correct tenses. •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. •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. 	
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