



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; 7</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 + Ks3 specific intent	Creating a positive environment for all students, irrespective of prior learning that may/may not have taken place at Ks2 <ul style="list-style-type: none"> • Creating enthusiasm and interest in languages through enabling students to be successful • Ensuring students of all abilities acquire building blocks in terms 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. • Provide opportunities to develop their cultural knowledge and awareness. Cultural knowledge is incorporated into the curriculum and consolidated through films and trips abroad. • Developing a self-awareness of how to learn and how to improve. • Familiarising students with strategies to acquire and retain language. • Ensuring students understand phonics in the language they are learning and constantly review and question pronunciation. 		
Autumn A	BUZZWORDS Transition Project- poetry Greetings Alphabet Unit 1 & 2: Name, age and birthday BHM project- cher frere blanc Unit 3: HAIR/EYES	Speaking- alternate reading, mini dialogues/ pair work Phonics- students learn SFC/SFE rule and apply to different examples, are able to identify in poetry projects Articles and genders- la fourmi/ une fourmi Numbers/dates Colours (cher frere blanc) Translations	Retrieval practice each lesson, each starter to recall prior learning MWB for AFL 2 vocabulary tests EMB- multiple choice on cultural content/ phonics/buzzwords & vocabulary translations
Autumn B	Name, age, birthday continued Unit 4: Saying where I live and where I'm from Unit 5 & 6 (combined- combine sentence builder): Family members, age and who you get on with Describing myself and another family member Unit 7: (family & pets?) ORACY- je me présente (consolidation of all topics covered) Christmas in France & Francophonie & Christmas vocabulary	Etre (present tense 'je' 'il/elle' form) Avoir present tense (je/il/elle) Possessive pronouns (mon/ma/mes) Adjective agreements/genders	ORACY task: je me présente 2 vocabulary tests LISTENING (formative assessment- check dates)



Spring A	Unit 10: Saying what's in my school bag, school subjects, teachers & opinions Telling the time (contify some activities) Unit 13: Free time activities- key verbs aller, faire, jouer, porter + places in town	Justified opinions Adjective agreements (reinforced- describing teachers) Present tense aller, jouer, faire (conjugations and verb ending changes) Time frames/expressions	EMB- reading and writing
Spring B	Consolidate free time & activities Unit 15: Talking about weather and free time Unit 16: Daily routine and my house	Reflexive verbs Present tense verbs & conjugations Time- revisit	EMB- Listening and speaking (ORACY)- weather/free time activities in French speaking country FRANCOPHONE (activities)
Summer A	Unit 17: Describing my house Unit 18: Saying what I do at home/ how often (my routine revisited) EOY consolidation/ summer exam revision	Adjective agreements revisited Present tense verbs revisited	EOY exam- reading comprehension & writing task
Summer B	Unit 19: Future holiday plans (mes vacances carte postale) Petit Prince film study project Revisit prior learning 'revision quickies'	Near future tense Countries/ locations revisited	Listening + writing (post card)