



### 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 Year; 9	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
Rationale	<b>Content &amp; rationale</b> <i>Although Year 9 is part of the Key Stage 3 the coherence of our spiral teaching in languages enables for the units taught in year 9 to be mapped out as the start of the GCSE course in terms of curriculum content; they use all of the KS3 content to broaden their grammar knowledge by learning to recognise and use the main frame of tenses (Present, past and future).</i> Friends, family and relationships, intro to future tense. My home and my town. Introduction to imperfect to describe in the past. Preterit tense. School: describing school, rules, uniform, teachers. Spare time: Hobbies, music, TV and cinema. Food and sport, healthy life. Celebrations and festivals: Film study: Le hérisson (link to emotional well-being and mental health)		
Autumn A	<b>Unit 1:</b> Saying where I live (question skills) <b>Unit 2:</b> Saying what I can do in my neighbourhood <b>Unit 3:</b> Describing my street	Present tense 'habiter' er verb conjugation revisited Phonics SFC SFE revisited Past tense (revisit) Present tense use of 'il y a' vs c'est Justified opinions and range of adjectives Modals (on peut+ infinitive) Ce que Partitive article + use of 'de' with expressions 'plein de' & 'beaucoup de'	EMB 1- reading, listening (dictation) & writing
Autumn B	<b>Unit 3:</b> Describing my street (continued) <b>Unit 4:</b> Describing my home and furniture + prepositions <b>Unit 5:</b> Saying what I did and what I do at the weekend	Rooms in the house Prepositions Adjectives/ agreements & word order (revisited) Near future (introduce) Future – ce sera (set phrase) Perfect tense (revisited) aller/faire/jouer	ORACY- ou j'habite (past tense/ prepositions/pieces/on peut/ ce que)
Spring A	<b>Unit 6:</b> Talking about my daily routine and activities <b>Unit 7:</b> Saying what I do to help at home/ past/present	Reflexive verbs (revisit) Modal verbs (revisit) Past tense (revisit) Imperfect- introduce with 'avoir/etre'	Grammar & writing (adapt final questions (use AUT B assessment 2022))
Spring B	<b>Unit 7: (to go in Spring A?)</b> <b>Unit 8:</b> Describing a typical day at school	Key verbs in present, past & future- students work in 3 tenses	ORACY- past present future



	<b>Unit 9:</b> Making after school plans with a friend (if time) <b>Unit 10:</b> Describing a typical day at school (past/present & near future)	Conditional (je voudrais/ j'aimerais- set examples only) <b>Francophone research?</b>	<b>EMB 3- applying grammar rule in past, present &amp; future with examples</b> (to combine with Spring A?)
<b>Summer A</b>	<b>Unit 11:</b> Talking about a past holiday (where we went and where we stayed) <b>Unit 12:</b> Talking about past holidays (what we did and our opinion) <b>Unit 13:</b> Talking about a recent day trip (past tense)	Past/present revisited Time marker Avant de + infinitive Imperfect (avoir/faire) Ce que/ ce que + opinion	Listening EMB
<b>Summer B</b>	<b>Unit 13:</b> Recent day trip (continued) <b>Unit 14:</b> Talking about when I went to Le Carnaval de Nice <b>Unit 15:</b> Talking about a trip to Biarritz and Toulouse- Past & Future	Francophonie trips (past/present- all persons) Time markers Imperfect (c'était)	EOY exam