



Key Stage 2 content summary: engage in conversations; ask and answer questions; express opinions and respond to those of others. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Show understanding of words, phrases and simple writing. Develop their ability to understand new words that are introduced into familiar written material. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally and in writing. Understand basic grammar, including: feminine, masculine forms and the

<p>Year 7 Content & rationale</p> <p>The first unit is a transition project “Dans Paris” on adapting a French poem so students can work together and be introduced to French culture /simple French and basic grammar pattern- whether they have studied French in primary or not.</p> <p>The following units are an introduction to French and deliver the basics that can then be layered upon with more complexity in the next key stage: French language in the classroom, introducing myself, introduction to opinions and reasons, school, family, describing people: personality and physical appearance, pets, describing where I live, conjugation of the present tense.</p>	<p>Skills taught. <i>Are the skills taught in a spiral curriculum? What is the rationale for your sequencing of skills</i></p> <p><i>The vast majority of students start French with some previous knowledge but the teaching of languages in primary schools is not prescriptive and therefore students come from a number of feeding schools with very different background knowledge of the language; the subject is taught accordingly from a beginner’s perspective from Year 7 onwards- but enables differentiation from the start via the challenge tasks and questioning. We work on basic structures and sentences through the years that then need to be extended with more tenses, sophisticated vocabulary and detail, reasons and opinions, so we keep on adding more complex layers to the basic grammar knowledge that allows students to develop their skills as they study the language at KS3 first and then into KS4. We do this revisiting grammar and topics in all years as our Schemes of Learning have been designed as a spiral curriculum.</i></p>
<p>Year 8 Content & rationale</p> <p>Year 8 French is based on a single weekly lesson (down from 3 in year 7 to allow for the uptake of a second language) and so the content is designed to enable students to consolidate on their learning from year 7 whilst not lose motivation and enjoyment due to having fewer lessons than in Year 7.</p> <p>Units revisit some of the Y7 topics in more depth: myself and my town, my health and going to the doctors, festivals, holidays and the past tense.</p>	<p>Year 7 Skills:</p> <p>Recognise words, cognates and a range of familiar vocabulary and short phrases, including verbs in different forms of the present tense. This includes specific details with less common vocabulary, as well as overall gist. Be able to deduce meanings from context and to understand short passages in the target language.</p> <p>Recognise words and structures in reading that can be transferred to oral and writing tasks. Develop the skills of listening, speaking, reading and writing in a range of situations and contexts, being able to adapt them to new topics and use previous knowledge to extend their sentences.</p>
<p>Year 9 Content & rationale</p>	



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). 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)

Produce short or longer sentences and use opinions and reasons in sentences that can be linked by basic connectives and may include time phrases. Start using reference materials such as dictionaries, dictionaries on line or apps such as Duolingo to reinforce knowledge.

Year 8 Skills;

Strategies to deduce meaning from context and building on from prior learning both in terms of vocabulary and for grammar.
Understand the gist of short texts and passages with full sentences and picking key pieces of information. Identifying negatives and connectives that enable justifying opinions. Use of modal verbs such as “can, want, must”. Continue to develop the skills of listening, speaking, reading and writing in a range of situations and contexts, being able to adapt them to new topics and use previous knowledge to extend sentences. Understand grammar pattern used in past tense with auxiliary verbs learnt in Year 7.

Year 9 Skills;

Recognise tenses and previous knowledge in listening and reading tasks. Use and reuse familiar language for new purposes and in new contexts. Use previous knowledge, context and other clues to work out the meaning of what they hear or read. Write/speak clearly and coherently, including an appropriate level of detail. Be able to manipulate and analyse sample answers and their grammar and vocabulary content to create their own oral and writing tasks. Evaluate sample answers and other students’ work and reach conclusions that enable them to improve their listening, reading, writing and oral skills. Convert ideas and verbs into the three different time frames and into different persons, including opinions, justifications, time markers and connectives. Redraft their writing to improve accuracy and quality, taking into account strategies and challenge given in therapy sessions, as well as feedback from teachers to improve writing skills. Be able to communicate what it is needed to improve the quality of their French.

Year 10 Content & rationale

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:

Three themes are covered throughout Year 10 and Year 11 as per our AQA GCSE specifications:

Theme 1: Self, family, friends and festivals, culture.

Theme 2: Local, social and global issues.

Theme 3: Education , future plans and careers.

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.

Year 10 and 11 Skills:

All skills above plus:



<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>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 dictionaries, dictionaries on line, music, films or the internet appropriately and effectively to develop knowledge 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><u>Year 11 Content & rationale</u> See above</p>	<p>Year 11 Skills</p>
<p><u>Is all of the NC Ks3 content taught in Year 7 & 8? If not, where is this made up?</u> There is no definite NC content for MFL at KS3: the <i>DfE's guidelines for language teaching at KS3 are not restrictive and state that: "Teaching may be of any modern foreign language and should build on the foundations of language learning laid at key stage 2, whether pupils continue with the same language or take up a new one. Teaching should focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It should enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It should provide suitable preparation for further study."</i></p>	<p>See above.</p>



As a result, we have decided to map out our KS3 curriculum content as a reversed spiral, considering what students will learn at KS4 to create a syllabus that introduces them to the main topics at a more basic level and to prepare them for the grammatical and skills taught at KS4.

Subject specific pedagogy statement:

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. We learn a language because we are citizens of the world. Languages open our minds and help us become more knowledgeable and more tolerant of other cultures, other people and other views.