

Curriculum Vision - *French*

What is the purpose of the curriculum?

- Students are given the opportunity to begin learning a second language and building on their linguistic skills.
- They learn to recognise and understand language, eventually leading into mastering and producing it independently.
- They develop awareness of phonics and this impacts pronunciation, and grammar and how this structures written and spoken speech.
- Students are given a chance to learn about lifestyle, traditions and culture beyond their own and explore the greater world.



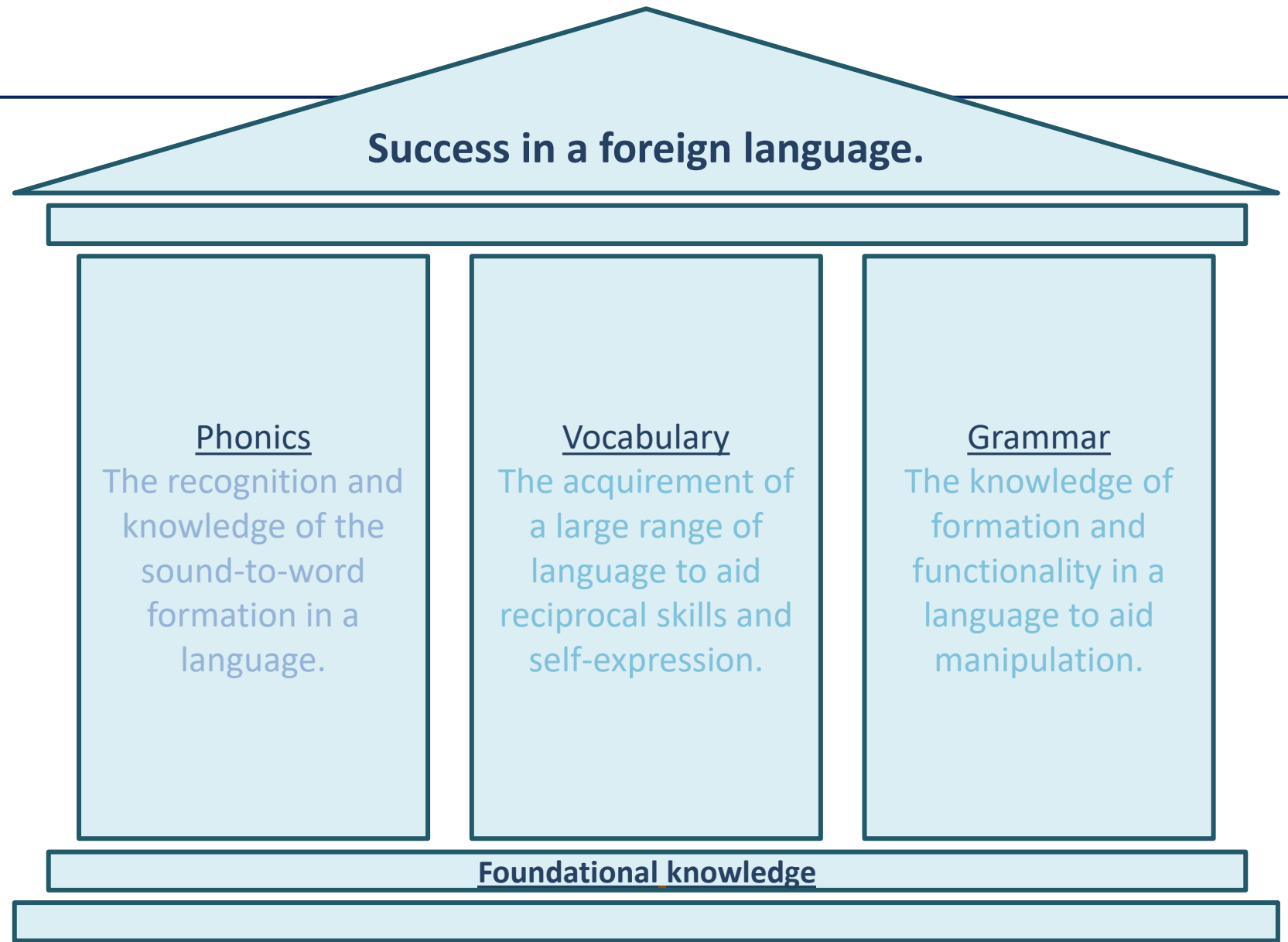
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Why is *French* an important subject?

- “Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.” (DfE, MFL, September 2013).



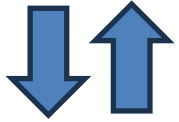
How success in MFL is achieved



Types of Knowledge - *French*

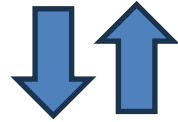
Knowledge of vocabulary (Finger tip knowledge)

Knowledge of the words for things; including spelling; knowledge of morphology; the rules for the structures and words; knowledge of English words for accessing cognates and near-cognates.



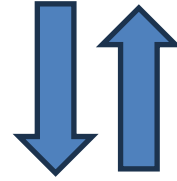
Knowledge of sounds

Knowledge of phonics; ability to accurately create sounds.



Knowledge of grammar

Knowledge of tenses; conjugation rules and patterns; sentence structure and syntax; gender of words; adjectival agreement.



Knowledge of chunks of languages (lexicons)

This knowledge is more synoptic, instinctive, and biologically primary to learn than isolated vocabulary and grammar.

Knowledge of culture (Hinterland)

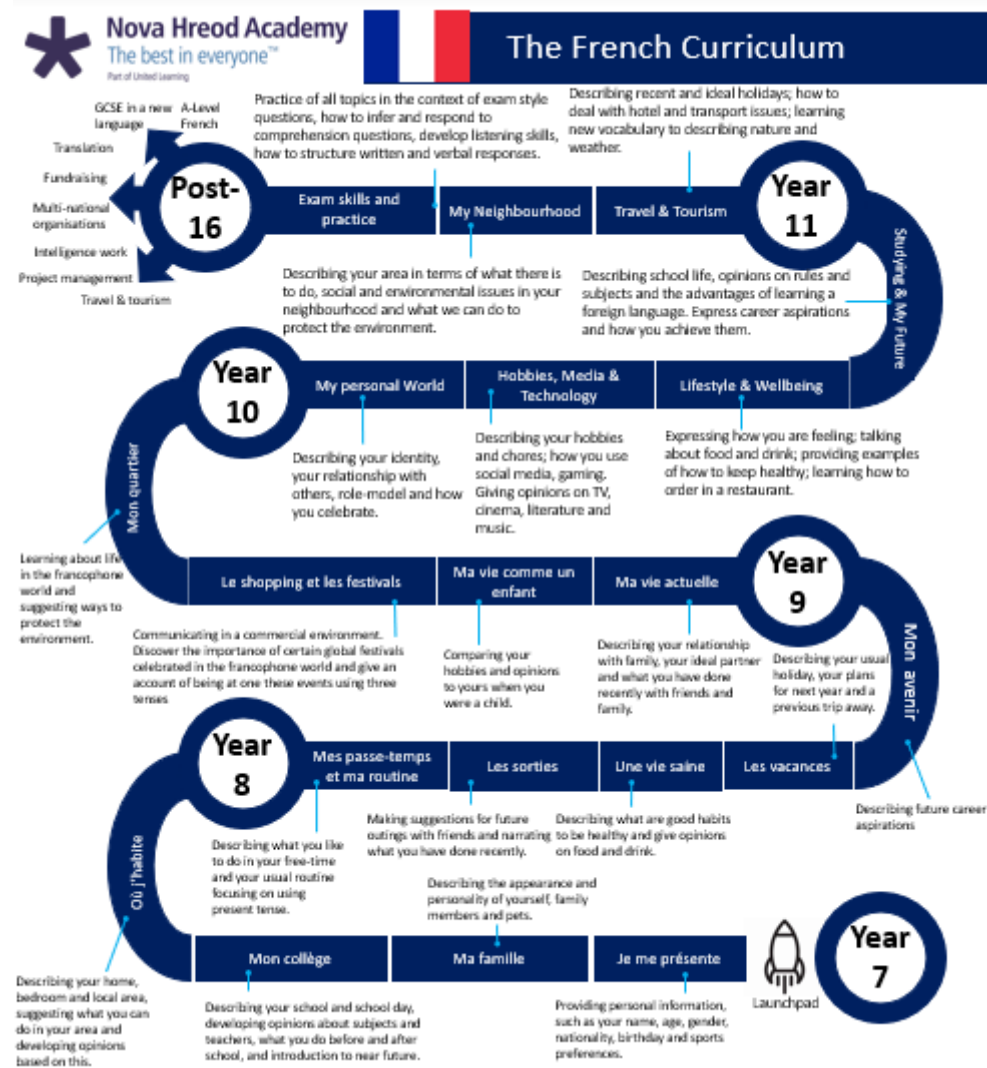
Dates of festivals, customs, traditions and differences in lifestyle.

Knowledge of technique

How to plan; how to write/speak with detail; how the role-play/picture card task works.



Curriculum Five Year Journey - French



Curriculum Themes Map – French

Theme/Big Idea/...	Description	Year 7	Year 8	Year 9	Year 10	Year 11
<i>My Personal World</i>	Describing yourself and others; family; friendship; role-models and celebrations and traditions. Grammar: adjectival agreement and word order, present tense, near future and past perfect.	Je me présente: <i>describing identity</i> Ma famille: <i>describing appearance, character and family members</i>	Les sorties: <i>upcoming plans and recent events</i> Les vacances: <i>use of future and past tense</i>	Ma vie actuelle: <i>describing relationships and traits of an ideal partner</i> Le shopping et les festivals: <i>recent festivals and celebrations</i>	1.1 Identity & appearance 1.2 Family, friends & relationships 1.3 Role-models 1.4 Celebrations 3.3 Food & drink	REV – Describing people REV – Opinions
<i>Hobbies, Media & Technology</i>	Describing pastimes; chores; how you use media and technology; benefits and dangers of the internet. Grammar: present tense, modal verbs, direct object pronouns, expansion of past perfect	Mon collègue: <i>some technology vocab and activities you do before and after school</i>	Mes passe-temps et ma routine: <i>some technology vocab and describing hobbies/pastimes</i>	Ma vie comme un enfant: <i>describing current hobbies/pastimes</i>	2.1 Hobbies 2.2 Chores 2.3 Technology & gaming 2.4 TV & Literature 2.5 Cinema 2.6 Music 2.7 Sports 1.3 Role-models 3.2 Routine	REV – Describing people REV – Describing activities REV – Opinions Rev – Pros and cons arguments REV – Describing locations
<i>Lifestyle and Wellbeing</i>	Sports and fitness; injury and ailment; routine, food and drink, how to stay healthy, restaurant scenario. Grammar: quantifiers, past imperfect, simple future	Je me présente: <i>what sports you like to do</i> Mon collègue: <i>activities before and after school</i>	Mes passe-temps et ma routine: <i>daily routine</i> Une vie saine: <i>food and drink items, healthy living</i>	Ma vie comme un enfant: <i>introduction to imperfect tense</i> Le shopping et les festivals: <i>food and drink items</i>	2.7 Sports 3.1 Sporting injuries & ailment 3.2 Routine 3.3 Food & drink 3.4 Healthy living 3.5 At the restaurant	REV – Describing people REV – Describing activities REV – Opinions Rev – Pros and cons arguments REV – Describing locations



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<i>Studying and My Future</i>	Describing your school; opinions on rules, school subjects and teachers; career aspirations and long-term future plans. Grammar: relative/subordinate clauses, negatives, simple future	Je me présente: <i>how to give opinions on sport</i> Mon collège: <i>opinions on subjects, school facilities, describing your school and opinions of teachers.</i>	Mon avenir: <i>future careers</i>		4.1 Describing school 4.2 School rules 4.3 Opinions on subjects and teachers (and advantages of learning a foreign language) 4.4 Careers 4.5 Long-term future plans 1.3 Role-models	REV – Describing people Rev – Pros and cons arguments REV – Describing locations
<i>Travel and Tourism</i>	Describing your usual, past, future holidays; problems with transport and in hotel; natural world; dream holiday. Grammar: past perfect and imperfect together; conditional tense	Où j'habite: <i>describing where your area, describing what you can do it town</i>	Les vacances: <i>future and past holidays</i> Les sorties: <i>telling time, activities while going out, modes of transport</i>	Ma vie actuelle: <i>recent problems on holiday and describing good/bad week</i> Ma vie comme un enfant: <i>introduction to imperfect</i> Mon quartier: <i>describing what you good and bad things in your area</i> Le shopping et les festivals: <i>past outings at festivals</i>	1.4 Celebrations	5.1 Usual holiday 5.2 Problems on holiday 5.3 Past holiday 5.4 Dream & future holidays 6.1 Describing my neighbourhood 6.2 Pros and cons of where I live REV – Describing locations REV – Past & future points Rev – Pros and cons arguments



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<i>My Neighbourhood</i>	Describing your home and neighbourhood; describing life in your town, issues related to the environment, shopping scenario	Où j’habite: describing your house, where you live, what you can do in town, weather and giving an opinion on where you live	Les sorties: <i>places to go out to in town, activities you do in town</i>	Le shopping et les festivals: <i>describing what you can do in your town</i> Mon quartier: <i>describing your area, good and bad things in your area,</i>		6.1 Describing my neighbourhood 6.2 Pros and cons of where I live 6.3 Environmental & social issues

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<i>My Neighbourhood</i>	Describing your home and neighbourhood; describing life in your town, issues related to the environment, shopping scenario Grammar:	Où j'habite: describing your house, where you live, what you can do in town, weather and giving an opinion on where you live	Les sorties: <i>places to go out to in town, activities you do in town</i>	Le shopping et les festivals: <i>describing what you can do in your town</i> Mon quartier: <i>describing your area, good and bad things in your area, environmental issues and how to resolve them</i>		6.1 Describing my neighbourhood 6.2 Pros and cons of where I live 6.3 Environmental & social issues 6.4 Helping the environment 6.5 Clothes shopping 5.2 Problems on holiday REV – Describing locations Rev – Pros and cons arguments REV – Past & future points



Careers opportunities - *French*

Year	Specific opportunities for teaching about careers linked to languages.
8	• Learning about careers in French and what sort of work suits you.
10 & 11	• Continuation of careers and future study at a more advanced level. • Translation skills and reading for gist. • Degrees and what their value in the working world. • Apprenticeships and Erasmus schemes offered at UK universities. • The value of volunteering and charity work. • Foreign languages are competitively sought after in the job market. • Languages are invaluable in any field of industry. Combining your main subject with study of a second language is a strategic way to continue studies in a foreign language.
Skills acquired from learning a second language	• Cultural awareness. • Manners and politeness. • Problem solving skills. • Better working memory and thinking under pressure. • Proof-reading and higher grammatical accuracy. • Presence and self-confidence. • Higher levels of communication. • Language manipulation and creativity.

