

French

Intent:

Produce successful linguists for the future who are equipped with the linguistic skills and cultural appreciation that will enable them to prosper and achieve in the globalised world. Our curriculum provides students with opportunities to be successful in terms of communication, independence, problem solving, memory skills and critical thinking.

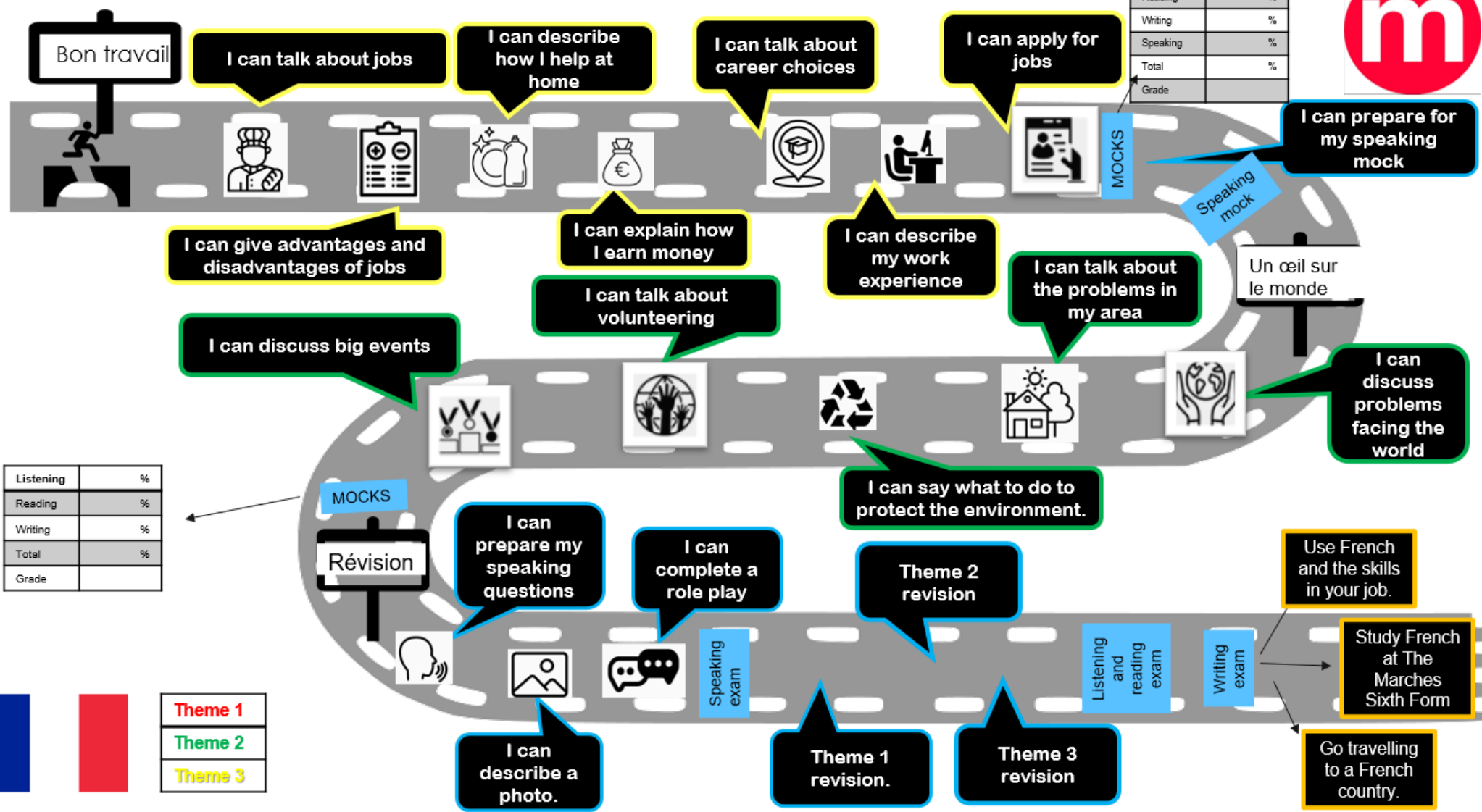
Context:

Students continue to develop their linguistic skills from Years 7 and 8 and expand their tolerance and respect from other cultures. The MFL curriculum has a strong emphasis on promoting cultural values allowing students to be open to socio-cultural difference around them.

Year 11 The Marches French learning journey



Listening	%
Reading	%
Writing	%
Speaking	%
Total	%
Grade	



Listening	%
Reading	%
Writing	%
Total	%
Grade	

Theme 1
Theme 2
Theme 3

The Big Picture—Intent: Describing the world around me

The intent of this final year of the GCSE course is for students to develop confident linguistic skills in describing their world and issues around them. They will be able to use and manipulate a wide range of vocabulary and grammatical structures in a variety of tenses and moods. Students are given the opportunity to analyse the importance of the World of Work and analyse the Environmental and Social issues that impact the world around them.. In grammatical terms, students will be able to confidently articulate themselves in at least three time phrases, being able to justify their opinions confidently and by giving examples to strengthen their argument. Students will be able to recognise and start to manipulate complex phrases to introduce hypothetical situations about their own futures or give recommendations about how to help the World around them.

Content / Units	Skills	Knowledge	Prior—Y10	Next—KS5
1. Bon travail 2. Un œuil sur le monde	<p>Listen to a variety of forms of spoken language to obtain information and respond appropriately .</p> <p>Express and develop ideas clearly and with increasing accuracy, both orally and in writing .Grammar knowledge will develop to include a wide range of tenses and start to identify complex structures.</p> <p>Read and show understanding of important ideas and details .</p>	Describe and analyse problems in the workplace and around the world, asking and answering questions about oneself and others, discuss recommendations along with opinions and reasons, use of a range of tenses and moods. This knowledge will be developed throughout the year, by using the three themes to facilitate this use of vocabulary and grammar.	<p>This year of study will build upon KS3 and Year 10 knowledge of grammar and vocabulary, such as verbs, nouns etc.</p> <p>Furthermore, cultural appreciation and awareness will be built upon during cultural</p>	<p>•In KS5, students will use their deeper understanding of grammar to discuss topics such as political life, changes in family structures and how to analyse a film. Students will need to have a sound grasp of core vocabulary and will build upon this throughout the KS5 course.</p>

Implementation	Marches Futures Links	Summative Assessment
<p>Y11 students will study 6 hours of MFL across the 2 week timetable.</p> <p>•A streamlined selection of key language patterns will be taught with emphasis on repetition, recycling and rehearsing .</p> <p>•Pupils will learn phrases or chunks with a long term aim of internalizing the patterns in the TL. Listening and reading activities (receptive skills) will be used to introduce and constantly model new language patterns. Speaking and writing activities will consolidate and strengthen these new structures with a view to pupils being able to speak and write with greater spontaneity and confidence (productive skills).</p> <p>•Interleaving (referring back to key language patterns and chunks on a regular basis) will be an essential part of teaching, giving pupils plenty opportunity to recycle language from parts of the term or year.</p> <p>•Home learning will be heavily reliant on core vocabulary and will develop automatization of chunks acquisition and manipulation through adapted activities.</p> <p>•MFL is heavily literacy focused and it is developed by using appropriate linguistic terms, functions, by comparing how similar or dissimilar languages are, and producing accurate TL occurrences.</p> <p>LORIC: Students will develop communication skills by expressing themselves and their interests on a range of topics. Furthermore, students will listen and respect the opinions of others whether it be similar or different to their own.</p>	<p>Governance and the United Kingdom’s relations with the rest of the world.</p> <p>Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.</p> <p>Tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.</p> <p>An understanding of the importance of identifying and combatting discrimination.</p> <p>Students are able to express themselves and their identities. Students are given opportunities to discuss their likes and dislikes, whilst respecting those of others.</p>	<p>Assessment will take place at the end of each unit.</p> <p>This will test both knowledge of the unit and the skills of reading, writing, listening and translation.</p> <p>Students’ speaking skills will also be tested in the Autumn and Summer Terms.</p> <p>Two pieces of writing will additionally be deep marked per topic with opportunities for re-drafting.</p> <p>Vocabulary retention will also be tested in bi weekly vocabulary tests.</p>

Impact:

Students will be able to understand, ask questions and talk about problems that face the world of work and the Environmental world. Students will be able to identify and manipulate key grammatical structures that include a variety of tenses and moods.

Students will be able to state their opinion with reasons on the world of work and the environment, using accurate grammar and pronunciation and are able to confidently use at least three tenses to discuss a wide range of topics, using opinions and justifications to extend their use of the TL.

Glossary of Key Terms:

MFL: Modern Foreign Languages

LORIC: Leadership, Organisation, Resilience, Initiative, Creativity

Interleaving: the mixing of multiple subjects or topics in order to improve and consolidate learning.

Mastery: Comprehensive knowledge or skill in a particular subject.

Linguistics: the scientific study of language and its structure.