

French

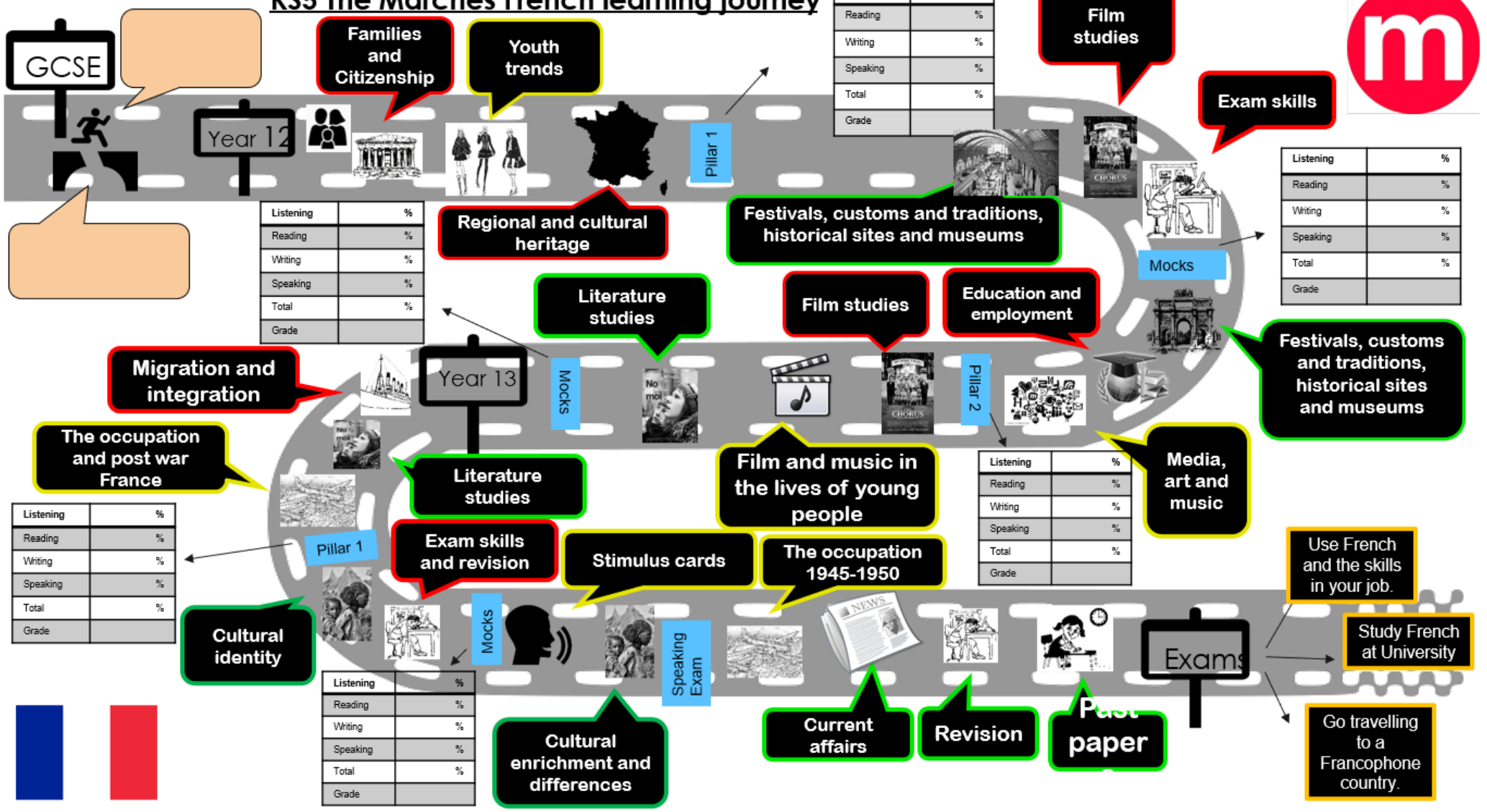
Intent:

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 KS3 and KS4 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.

KS5 The Marches French learning journey



GCSE

Year 12

Families and Citizenship

Youth trends

Regional and cultural heritage

Pillar 1

Festivals, customs and traditions, historical sites and museums

Film studies

Exam skills

Listening	%
Reading	%
Writing	%
Speaking	%
Total	%
Grade	

Listening	%
Reading	%
Writing	%
Speaking	%
Total	%
Grade	

Listening	%
Reading	%
Writing	%
Speaking	%
Total	%
Grade	

Mocks

Literature studies

Film studies

Education and employment

Festivals, customs and traditions, historical sites and museums

Migration and integration

Year 13

Mocks

Film and music in the lives of young people

Pillar 2

Media, art and music

The occupation and post war France

Literature studies

Exam skills and revision

Stimulus cards

The occupation 1945-1950

Listening	%
Reading	%
Writing	%
Speaking	%
Total	%
Grade	

Listening	%
Reading	%
Writing	%
Speaking	%
Total	%
Grade	

Pillar 1

Cultural identity

Mocks

Speaking Exam

Use French and the skills in your job.

Study French at University

Exams

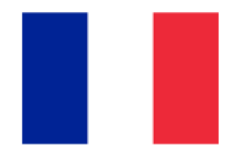
Cultural enrichment and differences

Current affairs

Revision

Past paper

Go travelling to a Francophone country.



The Big Picture—Intent: Developing analytical skills to discuss the political, social and regional aspects of the Francophone world.

The intent of this A level course is for students to develop confident linguistical skills in describing their world and issues that affect the Francophone world. In doing so, they will be able to develop a wide range of vocabulary and grammatical structures in a variety of tenses and moods, in order to carefully analyse different aspects of modern society. Students learn about the social, political and cultural aspects of the Francophone world, using a wide range of lexis to analyse these elements in daily life.. In grammatical terms, students will be able to confidently articulate themselves using a wide range of tenses, moods and idiomatic phrases in order to confidently communicate in the TL.

**KS5
FRENCH**

Content / Units	Skills	Knowledge	Prior—Y11	Next—H.E
1. Families and citizenship 2. Youth trends 3. Regional and cultural heritage 4. Les Choristes Film 5. Education and employment 6. France and the Occupation 7. Literature—No et moi	Listen to a variety of forms of spoken language to obtain information and respond appropriately . 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. Read and show understanding of important ideas and details .	Critically analyse the social, political, cultural and educational landscape of the Francophone world. Using their knowledge of grammatical tenses, moods and idiomatic phrases in order to carefully manipulate high level phrases. Students will translate both into and from their mother tongue, ensuring that accuracy and the skill of understanding the message conveyed are developed.	This year of study will build upon KS3 and KS4, ensuring that knowledge of grammar and vocabulary, such as verbs, nouns etc are robust.	•In Higher Education, students will need to be able to critically analyse social and literature texts, using high level language and idiomatic phrases in order to communicate effectively in the target language.

Implementation	Marches Futures Links	Summative Assessment
Y12 and Y13 students will study 10 hours of MFL across the 2 week timetable. •A streamlined selection of key language patterns will be taught with emphasis on repetition, recycling and rehearsing . •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). •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. •Home learning will be heavily reliant on core vocabulary and will develop automatisisation of chunks acquisition and manipulation through adapted activities. These will be a combination of listening, vocabulary, reading and grammar based tasks to complete. •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. 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.	Governance and the United Kingdom’s relations with the rest of the world. Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding. Tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures. An understanding of the importance of identifying and combatting discrimination. Students are able to express themselves and their identities. Students are given opportunities to discuss their likes and dislikes, whilst respecting those of others.	Assessment will take place at the end of each unit. This will test both knowledge of the unit and the skills of reading, writing, listening and translation. Students’ speaking skills will also be tested in the Autumn and Summer Terms. Two pieces of writing will additionally be deep marked per topic with opportunities for re-drafting. Vocabulary retention will also be tested in bi weekly vocabulary tests.

Impact:

Students will be able to confidently articulate their opinions on a wide range of topics, referring to what is happening currently in the Francophone world to justify their opinions. They will be developing their confidence in pronunciation and listening skills will be improving with exposure to the target language.

Students will be able to confidently use at least a comprehensive range of tenses and moods to discuss a wide range of topics, using opinions and justifications to extend their use of the target language

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.