

French

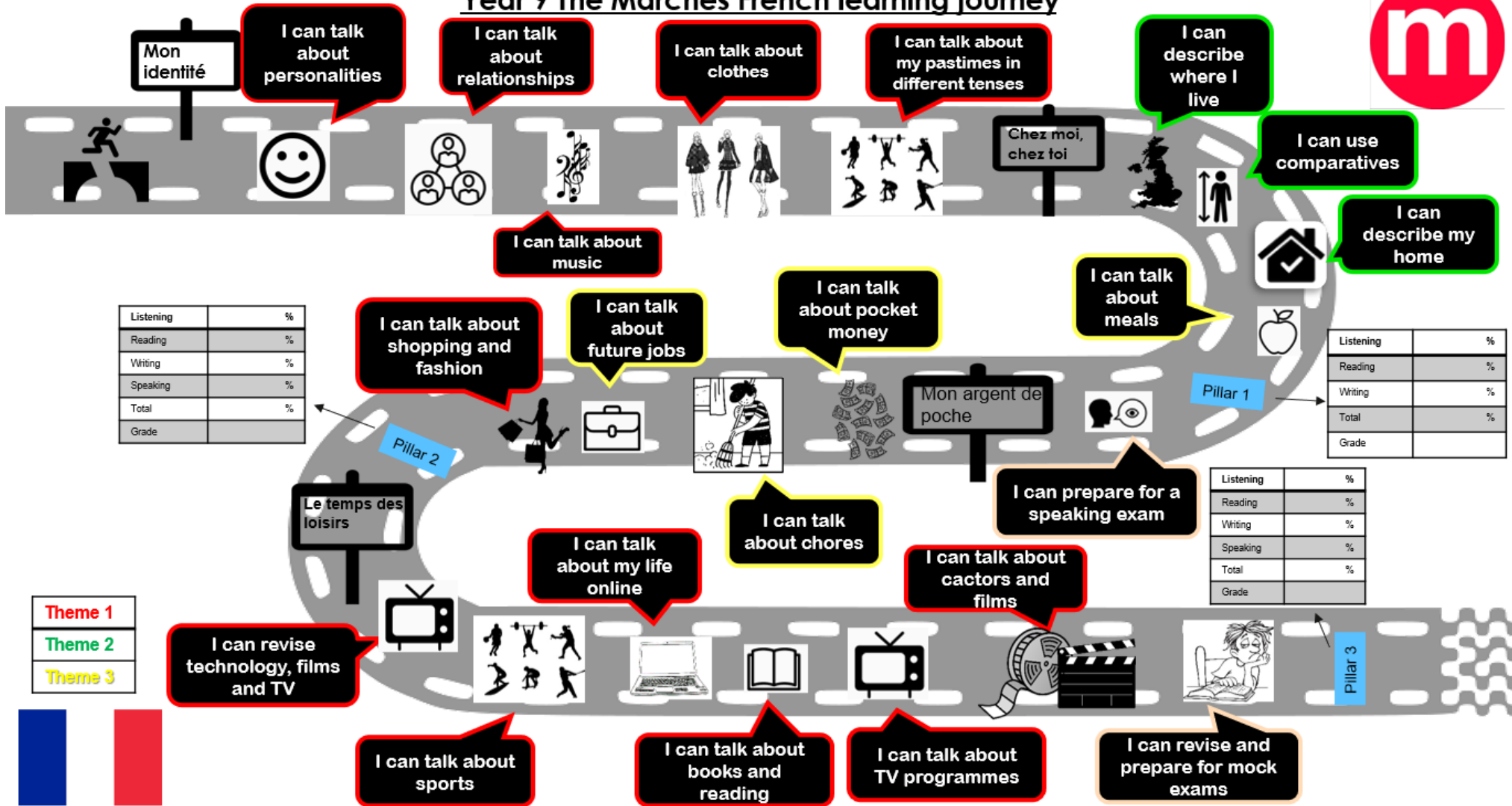
Intent:

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 9 The Marches French learning journey



The Big Picture—Intent: Describing the world around me

The intent of this year of study is for students to develop confident linguistic skills in describing their world using a wide range of vocabulary and grammatical structures in the present tense. Students are also given opportunities to express their opinions and give extended reasons on a wide range of topics personal to them.

**YEAR 9
FRENCH**

Content / Units	Skills	Knowledge	Prior—Y8	Next—Y10
1. Mon identité 2. Chez moi, chez toi 3. Mon argent de poche 4. Le temps des loisirs	<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 .</p> <p>Read and show understanding of important ideas and details .</p>	<p>Describe personal information, asking and answering questions about oneself and others, discuss preferences with opinions and reasons, use of present tense verbs, introduction into future time frames and conditional expressions. This knowledge will be developed through the topics of describing myself, my school, my family and my house.</p>	<p>This year of study will build upon Y7 and 9 knowledge of grammar and vocabulary, such as verbs, nouns etc.</p> <p>Furthermore, cultural appreciation and awareness will be built upon during cultural WOW moments.</p>	<p>•In Year 10 pupils will study further areas of communicative functions which build on those acquired in KS3 As such further tenses and patterns will be taught thus enhancing the complexity with which pupils can express themselves in Target language.</p>

Implementation	Marches Futures Links	Summative Assessment
<p>Y7 students will study 4 hours of MFL across the 2 week timetable.</p> <ul style="list-style-type: none"> •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 automatization of chunks acquisition and manipulation through adapted activities. •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>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 themselves and others in great details using chunks of language and linguistics features accurately and confidently. They will be able to state their opinion with reasons on topics from their personal life using accurate grammar and pronunciation and can describe their daily routine behaviour and have a confident understanding of the formation of the present tense.

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.

Add any terms here which are specific to your subject that a 'non Marches' audience would need explained. The audience range for this document is wide: Parents, Governors, OFSTED etc.