

French

Intent:

Produce engaged linguists for the future who are equipped with linguistic skills and cultural appreciation. Our curriculum will drive progress in terms of communication, independence, problem solving, memory skills and critical thinking. Students will study topics relevant to their lives.

Context:

Students continue to develop their linguistic skills from primary school 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.

The Big Picture—Intent: Describing myself and my life.
Students develop confident linguistic skills in core structures in topics relevant to their lives and develop a love for language learning.

YEAR 7
FRENCH

Content / Units	Skills	Knowledge	Prior—Y6	Next—Y8
1. Bienvenue à Paris 2. Mon collègue 3. C'est moi 4. Ma zone	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 . Read and show understanding of important ideas and details .	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. Knowledge will be constantly recycled to ensure independent use of core structures by the end of the year.	This year of study will build upon Y6 knowledge of grammar such as verbs, nouns etc. Furthermore, cultural appreciation and awareness will be built upon during cultural moments.	•In Year 8 pupils will study further areas of communicative functions which build on those acquired in year 7. As such further tenses and patterns will be taught thus enhancing the complexity with which pupils can express themselves in TL .

Implementation	Marches Futures Links	Summative Assessment
<p>Y7 students will study 6 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 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.

Students will be able to state their opinion with reasons on topics from their personal life using accurate grammar and pronunciation.

Students will be able to describe their daily routine behaviour in the present and future tenses.

The Big Picture—Intent:

To develop students’ understanding of and confidence in different time frames and tenses in French. Students will practise and refine their ability to describe past, present and future events on a range of topics. Students will be able to confidently use 6 verbs in both present (I,we,he,she), past and future tenses on a range of relevant topics.

**YEAR 8
FRENCH**

Content / Units	Skills	Knowledge	Prior—Y7	Next—Y9
1. Mes passe-temps 2. Faisons la fête! 3. La technologie 4. Mes vacances	Listen to and read a variety of forms of language to obtain information and respond appropriately . Express and develop ideas clearly and with increasing accuracy, both orally and in writing . Conjugate verbs into the present, preterite and future tenses.	Describe personal interests and routine behaviour in their lives Students will develop their understanding of grammatical tenses and will study the present, future and preterite tense throughout the year to be able to explain their actions and those of others.	This year of study will build upon Y7 knowledge of describing events in the past and future.	•In Year 9 pupils will study further areas of communicative functions which build on those acquired in year 8. The detail of language that they can produce will increase to cover more verbs in more forms

Implementation	Marches Futures Links	Summative Assessment
Y8 students will study 5 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. •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 describing their routine behaviours and giving opinions on personal interests. Furthermore, students will listen and respect the opinions of others whether it be similar or different to their own.	Enterprise and employability skills, experience and qualifications. 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. Online and Media their rights, responsibilities and opportunities online. The different ways in which a citizen can contribute to the improvement of their community.	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 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 use three tenses to describe their routine behaviours in relevant topics in the past, present and future time periods.

Students will be able to talk about the actions of others by conjugating a wide range of verbs in the three time frames of the past, present and future.

Students will be able to describe ideal opinions using the conditional tense.

The Big Picture—Intent:

To strengthen students’ understanding of and confidence in using 3 time frames and tenses in French. Students will be able to confidently use 10 verbs in both present, past and future tenses (I,we, he, she) on a range of relevant topics. Students will be able to deal with familiar and unfamiliar language to decipher general meaning as well as specific details.

**YEAR 9
FRENCH**

Content / Units	Skills	Knowledge	Prior—Y7	Next– y10
1. Mon identité 2. Chez moi 3. Ma vie saine	Listen to and read a variety of forms of language to obtain information and respond appropriately . Express and develop ideas clearly and with increasing accuracy, both orally and in writing . Give and express opinions as well as debate ideas on pros and cons.	Describe past, present and future events in their lives. Students will develop their understanding of grammatical tenses and will study the present, future and preterite tense throughout the year to be able to explain their actions and those of others.	This year of study will build upon Y7 knowledge of describing events in the past and future.	•In Year 10 pupils will study further areas of communicative functions which build on those acquired in year 8. The detail of language that they can produce will increase to cover more verbs in more forms

Implementation	Marches Futures Links	Summative Assessment
Y9 students will study 4 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 automatism 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. LORIC: Students will develop communication skills by describing their routine behaviours and giving opinions on personal interests. Furthermore, students will listen and respect the opinions of others whether it be similar or different to their own.	Enterprise and employability skills, experience and qualifications. 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. Online and Media their rights, responsibilities and opportunities online. The different ways in which a citizen can contribute to the improvement of their community.	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 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 use three tenses to describe past, present and future events in relevant topics in the past, present and future time periods.

Students will be able to talk about the actions of themselves, groups and others by conjugating a wider range of verbs in the three time frames of the past, present and future.

Students will be able to express themselves in written and oral form to recount events, express opinions and debate ideas.

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.