



# The Holy Trinity Church of England Secondary School



## French – Curriculum Guide

## WHOLE SCHOOL CURRICULUM INTENT STATEMENT

### Curriculum Intent:

- As a Church of England School we are committed to the belief that every child is a child of God – uniquely blessed with individual gifts and talents. The intention of our curriculum is to provide opportunities for all students to flourish, drawing out their individual potential and developing them as fully integrated human beings. Our curriculum reflects our Christian ethos and is designed to be challenging, fulfilling, enjoyable and successful for all, regardless of academic or social barriers.
- The curriculum is designed with the intention of being rich and balanced, giving a breadth of opportunity at Key Stage 3 supporting the development of the skills needed to succeed at Key Stage 4 and Key Stage 5. Key Stage 4 has a core which includes RS GCSE for all, alongside both academic and vocational courses. Key Stage 5 provides appropriate pathways for the majority of students to progress to, and allows students to prepare for further study and the world of work. Alongside this, students are provided with a broad enrichment and work-related offer that stimulates their aspirations as global citizens - resilient in the face of difficulty, skillful when faced with new challenges, confident to step out into the unknown and assured of their individual self-worth and of the unique gifts that they each have to bring to the world.

### We review our curriculum on a yearly basis and consider the following principles. We believe our curriculum should:

- Embody the school vision which is to be a centre of excellence for learning, inspired by Christian values, where every person in our school community fulfils their potential.
- Provide a broad and balanced range of subjects, including those that are creative and practical, at all Key Stages.
- Include opportunities in a range of both academic and vocational courses at Key Stages 4&5.
- Ensure Religious Studies sits alongside Maths, English and Science as a Core subject which every student will take up to GCSE level.

- Ensure that every student has the opportunity to develop their character through a variety of experiences within REACH, PE, and the Creative Arts.
- Be coherent and sequential so that new knowledge and skill builds on what has been taught, both within an individual subject and across the wider curriculum.
- Be informed by educational research e.g. Growth Mindset (Carol Dweck) and Feedback Loop (John Hattie).
- Acknowledge our contextual needs by giving a high priority to increasing students' mastery of functional literacy, vocabulary and numeracy to maximise students' opportunities for future learning and employment.
- Provide opportunities for learning outside of the classroom. At KS3 this is being embedded through the concept of a 'Passport'; a collection of co-curricular experiences that every student will have experienced.
- Make explicit links to future career pathways alongside a programme of advice and guidance based on the Gatsby benchmarks to prepare students for life and work.
- Ensure effective transitions at all key stages; from Year 6 to Year 7, Year 9 to Year 10 and Year 11 to Year 12.
- Meet statutory National Curriculum expectations.

## Whole School Curriculum Principles:

- Our curriculum is structured in a logical and chronological manner.
- Leaders carefully plan to ensure that appropriate knowledge and skills build upon what has been taught previously and are carefully developed before application into more challenging and complex situations, appropriate to the different curricular end points. These skills are recognised as the 'big ideas' within each subject area.
- Knowledge is considered as a 'big idea' within all subject areas. We are developing our understanding of cognitive psychology to enable students to maximise their learning potential. This is best seen through the regular opportunities provided within subject areas to revisit knowledge acquired to enable improved retention and recall.
- Our curriculum runs within a two-week timetable made up of 50 periods a fortnight, with 5 x 1 hour lessons plus assembly and Tutor time every day.
- Each day begins at 8.45am with registrations, assemblies and a period of reflection and students are dismissed from this regular timetable at 3.10pm.
- There are a range of additional activities such as study studio and numerous co-curricular opportunities which take place after this time on a daily basis.

## Whole School Learning Principles:

- Progress at Holy Trinity is informed by ‘Accelerated Learning’ which emphasises efficiency by engaging learners in order to speed up the process of learning. It enables students to commit knowledge to their long-term memory and develop and refine their skills and performance over time.
- This in turn supports the OFSTED definition of learning; “Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory nothing has been learned”.

### **Subject Intent Statement:**

The intent of French at Holy Trinity is to promote a love of language learning and students' curiosity in discovering other cultures and ways of life, through the planning and delivery of engaging lessons.

The four key skill areas in our subject area are: listening, reading, writing and speaking.

Throughout the year groups and different key stages, students will progressively develop their comprehension skills when reading and listening in the target language (TL), as well as develop an ability to write and speak in the TL with a degree of accuracy and fluency.

Our curriculum builds to three different end points; KS3, KS4 and KS5, as referenced in the **Curriculum Overview** section.

The French curriculum is also designed to have a golden thread of diversity and tolerance of others running through it. Throughout their key stage journey, students will be encouraged to develop their cultural knowledge and understanding of France and other French-speaking countries around the world.

French will support the wider school by:

- Promoting high literacy standards, not only in the TL, but also in English
- Including links to numeracy where appropriate e.g. telling the time in the TL
- Mentioning future pathways in displays and in lessons.
- Pathways will also be explicitly discussed at end of key stages as part of the options processes
- Planning for a range of backgrounds and abilities by ensuring topics are relevant to all students.

### Curriculum Aim:

- The overall curriculum aim of the MFL team is to deliver a broad curriculum that allows students to build their French vocabulary range, master key grammatical concepts and develop confidence in speaking in French, in order to communicate with others in the target language.
- In addition, we want learners to enjoy their learning, which should allow them to progress and reach their potential.

### Curriculum Principles:

- The curriculum is designed to meet the requirements of the national curriculum for MFL.
- Four key skill areas have been identified in MFL; students will develop their reading, listening, writing and speaking skills in the target language. Within the key skill areas of reading and writing, there will also be an emphasis on developing translation skills from French to English and vice versa.
- Students will also develop their cultural awareness of French-speaking countries around the world

### Key Stage 3:

#### Year 7

- This year, students will have the opportunity to learn the basics of French, building upon any language they have learnt at Primary School. The main language focus for this year is simple sentence structure and giving personal opinions with reasons. We also introduce the present tense; which students will build upon across the following years.

#### Year 8

- Having spent Year 7 focusing on opinions and basic sentence structure, this year students begin to develop their knowledge and awareness of the past, present and future tenses, as well as broadening their knowledge of vocabulary. Students will start

moving away from working at sentence level and will develop their skills in writing in more depth on a range of topics.

### Year 9

- The Year 9 course revisits some of the topics studied at KS3 but delves deeper into them; grammatical accuracy is a focal point, so we will revisit grammatical points learnt in Year 7 and 8 as well as new grammar concepts, and we will also have a focus on improving production skills across three tenses. Cultural knowledge of French-speaking countries is particularly promoted through the study of topics such as Music and Food.

### Key Stage 4:

- Learning a language is an extremely useful skill for life; you will expand your cultural knowledge and develop your language skills. The GCSE French course has been written to allow students of all abilities to develop their skills to their full potential and to allow them to be able to communicate in a range of contexts with confidence.

### Key Stage 5:

- At KS5 French, students can expect to develop their confidence in communication, both in speaking and writing using the target language, but also in their own language.
- Topics of study are broad in nature and include: Aspects of Society (education, work, environment, and family), Aspects of Culture (media, youth culture, artistic culture, festivals and traditions), Multi-culturalism, Politics, the study of two “works” (film and text) in the target language.
- Through the study of a literary work and a film in the target language, students will develop their ability to discussing theme, character, social and cultural context in French, learn to develop a critical appreciation of the concepts and issues covered in the



work & also developing a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (e.g. the effect of narrative voice in a prose text or camera work in a film).

## Curriculum Overview for Year 7:

Year 7 – French		
Key topics		Assessment *
<p><b>Topic 1:</b></p> <p><b>All about me &amp; pets</b></p>	<p><b>Key content/vocabulary</b>            Greetings            Names            How are you?            Ages            Birthdays            Months            Numbers to 31            (Where you live – extension)            Pets vocabulary            Colours</p> <p><b>Literacy/language</b>            Sound patterns (eg alphabet)            Adverbs – but not taught explicitly as adverbs. Ça va mal/bien etc.            Dictionary skills            Adjectival agreement – for groups that can cope with it.</p> <p><b>Grammar point(s)</b>            Verbs in 1<sup>st</sup> and 2<sup>nd</sup> person singular – for recognition and use not necessarily understanding the grammar. Key verbs only – s'appeler, avoir, habiter.            Key verb expressions with être – birthday.            Asking questions            Simple negatives            Simple connectives – et and mais            Verbs in the 3<sup>rd</sup> person singular – 3<sup>rd</sup> person plural for those that need it.</p> <p><b>Cultural knowledge</b>            Facts about France/French speaking world            Introduction to formal and informal language</p>	<p>Reviews of learning will happen regularly through all lessons.</p> <p>Students will complete a variety of activities in all 4 skills which can be assessed in MFL.</p> <p>One reading and one listening assessment will take place at the end of this unit – 'C'est moi et les animaux' and the teacher may decide to include either a writing or speaking assessment.</p>
<p><b>Topic 2:</b></p> <p><b>Family, appearance &amp; personality</b></p>	<p><b>Key content/vocabulary</b>            Family members            Personality descriptions            Appearance – hair &amp; eye colour, hair style, other facial features</p>	<p>Reviews of learning will happen regularly through all lessons.</p>

	<p>Qualifiers</p> <p><b>Literacy/language</b>  Dictionary skills  Recognising cognates and near cognates  Connectives  Intensifiers</p> <p><b>Grammar point(s)</b>  Gender of nouns – mon/ ma/ mes when describing family members  Asking questions – e.g. do you have any siblings?  Using the third person to describe family members  The verbs AVOIR and ETRE  Adjective agreement</p> <p><b>Cultural knowledge</b>  Authentic listening materials  The concept of grammatical gender in French</p>	<p>Students will complete a variety of activities in all 4 skills which can be assessed in MFL.</p> <p>One reading and one listening assessment will take place at the end of this unit – ‘Moi et ma famille’ and the teacher may decide to include either a writing or speaking assessment.</p>
<p><b>Topic 3:</b></p> <p><b>School</b></p>	<p><b>Key content/vocabulary</b>  Classroom objects  School equipment  Revision of colours  School subjects  Reasons for opinions  Days of the week  Revision of numbers  Time</p> <p><b>Literacy/language</b>  Dictionary skills  Recognising cognates and near cognates  Connectives  Intensifiers  Extended reading skills- working with longer texts</p> <p><b>Grammar point(s)</b>  Adjective order  Opinion phrases  Revision of simple negative phrases  Giving reasons (including connectives, <i>car, parce que</i>)</p> <p><b>Cultural knowledge</b>  Differences in education systems between France, England and other French-speaking countries</p>	<p>Reviews of learning will happen regularly through all lessons.</p> <p>Students will complete a variety of activities in all 4 skills which can be assessed in MFL.</p> <p>One reading and one listening assessment will take place at the end of this unit – ‘Mon collègue’ and the teacher may decide to include either a writing or speaking assessment.</p>

	Using the 24-hour clock in French instead of the 12-hour clock in English.	
<b>Topic 4:</b> <b>Hobbies</b>	<p><b>Key content/vocabulary</b> The verbs JOUER and FAIRE Sporting activities and hobbies Frequency expressions Introduction to other regular –er verbs (nager, regarder, écouter, chanter, danser...) Locations around town e.g. at the park, at school... Revision of family members e.g. with my friends, with my family...</p> <p><b>Literacy/language</b> Using adjectives Recognising cognates and near cognates Connectives Intensifiers Extended reading skills- working with longer texts</p> <p><b>Grammar point(s)</b> The verbs JOUER and FAIRE (present tense) Using accurate prepositions with verbs ‘au/ à la/ à l’ and ‘du / de la /de l’ Revision of adjectives Introduction to other regular –er verbs (nager, regarder, écouter, chanter, danser...)</p> <p><b>Cultural knowledge</b> French sports e.g. handball, pétanque</p>	<p>Reviews of learning will happen regularly through all lessons.</p> <p>Students will complete a variety of activities in all 4 skills which can be assessed in MFL.</p> <p>One reading and one listening assessment will take place at the end of this unit – ‘Mes loisirs’ and the teacher may decide to include either a writing or speaking assessment.</p>
<p>Suggestions for independent study and home support:</p> <ul style="list-style-type: none"> <li>• Use the reference guides provided to revise vocabulary covered in the lessons.</li> <li>• <a href="http://www.linguascope.com">www.linguascope.com</a> (see your teacher for the username and password) – excellent website to do more practice on topic-based vocabulary</li> <li>• <a href="https://www.language-gym.com/">https://www.language-gym.com/</a> (see your teacher for the username and password) - excellent vocabulary &amp; grammar learning website.</li> <li>• Teach someone at home some of the topics or grammar points we have done – teaching someone else is an excellent way of learning.</li> <li>• Use the ‘look, cover, write and check’ method for learning the spellings and meanings of vocabulary covered in lessons.</li> </ul>		

- Increase the breadth of your vocabulary by using a paper or online dictionary – [www.wordreference.com](http://www.wordreference.com) is an excellent online dictionary. (E.g. look up new family members when on the topic of family or new personality adjectives when learning that topic.)
- DO NOT USE AN INTERNET TRANSLATOR, FOR EXAMPLE GOOGLE TRANSLATE, FOR WRITTEN TASKS.

### KEY SKILLS

Literacy:	Numeracy:	Language learning skills:
Key grammatical terms such as noun, gender, verb, pronoun, adjective, etc.	Learning numbers in French.	Vocabulary learning
Adjectival agreement	Doing simple mathematical equations in French.	Recognising cognates and near-cognates
Verb conjugation	There is scope for recording the results of surveys in graphical form.	Recognising grammar patterns
The concept of grammatical gender	Telling the time (analogue and digital)	Pronunciation
		Developing French reading, listening, writing and speaking skills
		Translation to and from the target language – using correct word order when translating into the TL and paraphrasing when translating into English
		Asking questions in the target language

### Careers and world of work

Links to future study of MFL will be made throughout students' learning journeys. Importance of languages in the world of work will be highlighted throughout. Importance of languages for inter-cultural understanding will be highlighted throughout – these are good skills to have in the workplace.

- The year 7 exam will happen as per the school calendar – this will consist of papers in reading, listening and writing covering all the topics done up to that point. The exam could replace one of the end of unit assessments.

## Curriculum Overview for Year 8:

Year 8 – French		
Key topics		Assessment *
<p><b>Topic 1:</b></p> <p>House and home</p>	<p><b>Key content/Vocabulary</b> Types of house and areas Rooms and floors Furniture Prepositions</p> <p><b>Literacy/Language</b> Dictionary skills – encourage students to broaden their vocabulary Cognates and near-cognates</p> <p><b>Grammar point(s)</b> Conjugation of habiter – recapping ‘er’ verbs Using prepositions Adjectival agreement – recap. Gender of nouns Plural of nouns</p> <p><b>Cultural knowledge</b> Looking at what houses are like in the French speaking world</p>	<p>Reviews of learning will happen regularly through all lessons.</p> <p>Students will complete a variety of activities in all 4 skills which can be assessed in MFL.</p> <p>One listening and reading assessment will be done at the end of the unit. Teachers will also conduct either a speaking or writing assessment at the end.</p>
<p><b>Topic 2:</b></p> <p>Jobs, numbers &amp; pocket money</p>	<p><b>Key content/Vocabulary</b> Job titles Personal qualities needed for certain jobs Revision of numbers with particular attention given to higher numbers Things to spend pocket money on – buying, other experiences (I go to the cinema, download music etc.) and also things to save for</p> <p><b>Literacy/Language</b> Dictionary skills – encourage students to broaden their vocabulary base</p> <p><b>Grammar point(s)</b> Conditional of some key verbs Masculine and feminine forms of job titles</p>	<p>Reviews of learning will happen regularly through all lessons.</p> <p>Students will complete a variety of activities in all 4 skills which can be assessed in MFL.</p> <p>One listening and reading assessment will be done at the end of the unit. Teachers will also conduct either a speaking or writing assessment at the end.</p>

	<p>Set phrases using the subjunctive for the more able – bien que ce soit/bien que je sois</p> <p>Adjective agreement using personality and characteristics adjectives</p>	
<p><b>Topic 3:</b></p> <p>TV and cinema</p>	<p><b>Key content/Vocabulary</b></p> <p>Genres of film and television programme</p> <p>Opinion adjectives – amusant, drôle, terrifiant, hilariant, lent, agaçant etc.</p> <p>Sequencers and other phrases to extend sentences and pieces of work – comme, par exemple, quelque, certain, par contre etc.</p> <p><b>Literacy/Language</b></p> <p>Dealing with longer texts</p> <p>Extending pieces of writing</p> <p>Dictionary skills</p> <p>Discussion/debating skills</p> <p><b>Grammar point(s)</b></p> <p>Adjective agreement particularly in the plural</p> <p>Singular and plural of nouns</p> <p>Introduction to immediate future tense – aller plus infinitive</p> <p><b>Cultural knowledge</b></p> <p>Film titles in French</p> <p>Possible scope to watch a French film or extracts from one</p>	<p>Reviews of learning will happen regularly through all lessons.</p> <p>Students will complete a variety of activities in all 4 skills which can be assessed in MFL.</p> <p>One listening and reading assessment will be done at the end of the unit. Teachers will also conduct either a speaking or writing assessment at the end.</p>
<p><b>Topic 4:</b></p> <p>My town</p>	<p><b>Key content/Vocabulary</b></p> <p>Places in town</p> <p>Directions phrases</p> <p>Modes of transport &amp; reasons for using them</p> <p>Introduction of the future and conditional tenses</p> <p>Paris – cultural lesson</p> <p><b>Literacy/Language</b></p> <p>Combining tenses in pieces of work</p> <p>Building good pronunciation</p> <p>Asking questions and listening for detail in answers</p> <p><b>Grammar point(s)</b></p>	<p>Reviews of learning will happen regularly through all lessons.</p> <p>Students will complete a variety of activities in all 4 skills which can be assessed in MFL.</p> <p>One listening and reading assessment will be done at the end of the unit. Teachers will also</p>

	Using two verbs together (on peut + infinitive) Future & conditional tense introduction  <b>Cultural knowledge</b> Study of a French town/city  Scope for researching Francophone towns and doing a project on one as a homework task.	conduct either a speaking or writing assessment at the end.
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- Suggestions for independent study and home support:
- Use the reference guides provided to revise vocabulary covered in the lessons.
  - [www.linguascope.com](http://www.linguascope.com) (see your teacher for the username and password) – excellent website to do more practice on topic-based vocabulary
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  - Teach someone at home some of the topics or grammar points we have done – teaching someone else is an excellent way of learning.
  - Use the ‘look, cover, write and check’ method for learning the spellings and meanings of vocabulary covered in lessons.
  - Increase the breadth of your vocabulary by using a paper or online dictionary – [www.wordreference.com](http://www.wordreference.com) is an excellent online dictionary. (E.g. look up new family members when on the topic of family or new personality adjectives when learning that topic.)
  - DO NOT USE AN INTERNET TRANSLATOR, FOR EXAMPLE GOOGLE TRANSLATE, FOR WRITTEN TASKS.

#### KEY SKILLS

<b>Literacy:</b>  Key grammatical terms such as noun, gender, verb, pronoun, adjective, etc.  Adjectival agreement  Verb conjugation in more than one tense  Concept of grammatical gender	<b>Numeracy:</b>  There is scope for recording the results of surveys in graphical form.  Higher numbers in French.  Scope for simple mathematical equations in French.	<b>Language learning skills:</b>  Dictionary skills  Language learning and vocabulary learning skills  Memorisation techniques  Sound patterns to build up good pronunciation  Asking questions  Reading and listening for gist and more detail  Dealing with longer texts
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Giving directions		Getting to grips with the AQA mark schemes
<b>Careers and world of work</b> Links to future study of MFL will be made throughout students' learning journeys. Importance of languages in the world of work will be highlighted throughout. Importance of languages for inter-cultural understanding will be highlighted throughout – these are good skills to have in the workplace.		

- The year 8 exam will happen as per the school calendar – this will consist of papers in reading, listening and writing covering all the topics done up to that point. The exam could replace one of the end of unit assessments.

## Curriculum Overview for Year 9:

Year 9 – French		
Key topics	Course content	Assessment
<b>Topic 1</b>  <b>Me, my family and friends &amp; descriptions</b>	<ul style="list-style-type: none"> <li>Recapping family members in French</li> <li>Recapping asking questions and giving answers about siblings and age</li> <li>Describing yourself and your family</li> <li>Wide range of personality adjectives</li> <li>Describing relationships with others</li> <li>Reasons why you get on with / don't get on with others</li> <li>Describing key qualities of a friend</li> <li>Using a range of tenses to describe relationships</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>Possessive adjectives (mon, ma, mes)</li> <li>The verbs AVOIR and ETRE</li> <li>Adjective agreement</li> </ul>	<p><b>Preparation:</b> Exam style activities / questions in lesson and/ or for homework</p> <p>Developing awareness of family life in French-speaking countries</p> <p><b>Other assessments:</b> Vocabulary tests</p> <p>End of unit assessments (reading, listening, writing and/or speaking)</p>

	<ul style="list-style-type: none"> <li>• Position of adjectives</li> <li>• Reflexive verbs</li> </ul>	
<b>Topic 2</b> <b>Music</b>	<ul style="list-style-type: none"> <li>• Music genres</li> <li>• Expressing opinions</li> <li>• Reasons for liking/disliking different types of music</li> <li>• Introduction to some French-speaking musicians</li> <li>• Study of a French pop song</li> <li>• Study of a French music celebration – la fête de la musique</li> <li>• Introduction of the past tense, talking about a visit to a festival</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>• Verb + infinitive (j'aime écouter...)</li> <li>• Ça me fait / ça me rend + adjective</li> <li>• The verbs AVOIR and ETRE in the past tense</li> </ul>	<p><b>Preparation:</b> Exam style activities / questions in lesson and/ or for homework</p> <p>Developing cultural awareness of French-speaking artists</p> <p><b>Other assessments:</b> Vocabulary tests</p> <p>End of unit assessments (reading, listening, writing and/or speaking)</p>
<b>Topic 3</b> <b>Food</b>	<ul style="list-style-type: none"> <li>• Recapping food and drink vocabulary</li> <li>• Expressing food &amp; drink preferences</li> <li>• Food categories</li> <li>• Talking about quantities and prices (recapping of higher numbers required – refer students to their handbook)</li> <li>• Different mealtimes in France</li> <li>• Discussing healthy and unhealthy foods</li> <li>• Reasons why foods are healthy / unhealthy</li> <li>• Discussing our eating habits – healthy or not?</li> </ul> <p><i>Potential for:</i>  <i>Scripting restaurant role-plays</i>  <i>Designing a menu in French</i></p> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>• Verb+infinitive “j'aime manger...”</li> <li>• Expressions of quantity</li> </ul>	<p><b>Preparation:</b> Exam style activities / questions in lesson and/ or for homework</p> <p>Developing cultural awareness of French foods &amp; French eating habits</p> <p><b>Other assessments:</b> Vocabulary tests</p> <p>End of unit assessments (reading, listening, writing and/or speaking)</p>

	<ul style="list-style-type: none"> <li>• Past tense review “Hier j’ai mangé...”</li> </ul> <p><i>Option for higher ability groups –</i></p> <ul style="list-style-type: none"> <li>• <i>Demonstrative pronouns</i></li> </ul>	
<p><b>Topic 4</b></p> <p><b>Hobbies</b></p>	<ul style="list-style-type: none"> <li>• Talking about music, TV and cinema – different genres of music &amp; film and different types of TV programme.</li> <li>• Expressing TV, cinema and music preferences</li> <li>• Describing free-time activities in the past tense</li> <li>• Adding reasons to produce more complex sentences</li> <li>• <i>Optional: (AQA 3.1H) talking about free-time activities in the future tense (futur simple)</i></li> <li>• Building vocabulary range of sports in French (AQA 3.3)</li> <li>• Talking about sporting interests</li> <li>• <i>Optional: using the imperfect to describe sporting interests in the past compared to nowadays (AQA 3.3F pg 59 vocab grid)</i></li> <li>• <i>Optional: extreme sports and discussing taking risks in sports</i></li> </ul> <p><b><u>Grammar points:</u></b></p> <ul style="list-style-type: none"> <li>• Revision of the present tense with regular verbs</li> <li>• Perfect tense of regular verbs</li> <li>• <i>Optional: (3.1H) talking about free-time activities in the future tense (futur simple)</i></li> <li>• Using subordinating conjunctions (parce que, puisque, comme)</li> <li>• Developing sentences using lorsque, quand and si</li> <li>• <i>Optional: using the pronouns en and y (AQA 3.3)</i></li> </ul>	<p><b><u>Preparation:</u></b> Exam style activities / questions in lesson and/ or for homework</p> <p><b><u>Other assessments:</u></b> Vocabulary tests</p> <p>End of unit assessments (reading, listening, writing and/or speaking)</p>

<p><b>Topic 4 (with Y9 GCSE options groups)</b></p> <p><b>Part 1: Customs and festivals</b> (see AQA topic 4)</p> <p><b>Part 2: Future plans</b> (see AQA GCSE textbook topics 4 &amp; 1.2)</p>	<p><b>PART 1</b></p> <ul style="list-style-type: none"> <li>• Vocabulary relating to customs and festivals in French-speaking countries</li> <li>• Talking about celebrations &amp; how we celebrate</li> <li>• Discussing a visit to a festival in the past tense</li> <li>• Using the imperfect tense to talk about a festival</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>• Revision of perfect tense with être</li> <li>• Reflexive verbs in the perfect tense</li> <li>• Using the imperfect tense to talk about a festival</li> </ul> <p><b>PART 2</b></p> <ul style="list-style-type: none"> <li>• Describing your ideal partner in the conditional tense</li> <li>• Recapping a wide range of personality adjectives</li> <li>• Using the immediate future tense to say what you are going to do</li> <li>• Using the ‘futur simple’ to say what you are going to do</li> <li>• Asking questions about future plans</li> <li>• Talking about future relationships</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>• Recapping adjective agreement and positioning</li> <li>• Using the conditional tense</li> <li>• OPTIONAL – “gradeboosters” – some set phrases using the subjunctive</li> </ul> <p>Immediate future and futur simple</p>	<p><b>Preparation:</b></p> <p>Exam style activities / questions in lesson and/ or for homework</p> <p><b>Other assessments:</b></p> <p>Vocabulary tests</p> <p>End of unit assessments (reading, listening, writing and/or speaking)</p>
<p><b>Suggestions for independent study and home support:</b></p> <ul style="list-style-type: none"> <li>• Use the reference guides provided to revise vocabulary covered in the lessons.</li> <li>• <a href="http://www.linguascope.com">www.linguascope.com</a> (see your teacher for the username and password) – excellent website to do more practice on topic-based vocabulary</li> </ul>		

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- Teach someone at home some of the topics or grammar points we have done – teaching someone else is an excellent way of learning.
- Use the 'look, cover, write and check' method for learning the spellings and meanings of vocabulary covered in lessons.
- Increase the breadth of your vocabulary by using a paper or online dictionary – [www.wordreference.com](http://www.wordreference.com) is an excellent online dictionary. (E.g. look up new family members when on the topic of family or new personality adjectives when learning that topic.)
- DO NOT USE AN INTERNET TRANSLATOR, FOR EXAMPLE GOOGLE TRANSLATE, FOR WRITTEN TASKS.

#### **Y9 GCSE options group**

*All of the above plus:*

- Kerboodle – online textbook (same log in details as for your other Kerboodle subjects)
- GCSE Bytesize

### KEY SKILLS

<b>Literacy:</b>	<b>Numeracy:</b>	<b>Other:</b>
<p>Key grammatical terms such as noun, gender, verb, pronoun, adjective, etc.</p> <p>Verb conjugation in more than one tense</p> <p>Concept of grammatical gender</p>	<p>Quantities and prices – using higher numbers in French</p>	<p>Dictionary skills</p> <p>Language learning and vocabulary learning skills</p> <p>Memorisation techniques</p> <p>Sound patterns to build up good pronunciation</p> <p>Asking questions in TL</p> <p>Reading and listening for gist and more detail</p> <p>Dealing with longer texts</p> <p>Getting to grips with the AQA mark schemes</p>

#### **Careers and world of work**

Links to future study of MFL will be made throughout students' learning journeys. Importance of languages in the world of work will be highlighted throughout. Importance of languages for inter-cultural understanding will be highlighted throughout – these are good skills to have in the workplace.

Discussions in the lead up to, on the night of and following Options Evening will include careers options with MFL.

## Curriculum Overview for Year 10:

Year 10 – French GCSE			
Exam Board & course title/code	Papers	Date of Exam	% of Total Exam
AQA 8658	Paper 1: listening	Summer – Year 11	25%
	Paper 2: speaking		25%
	Paper 3: reading		25%
	Paper 4: writing		25%
Key topics	Course content	Assessment	
<p><b>Topic 1</b></p> <p><b>Technology in everyday life</b></p> <p>(AQA topic 2)</p>	<ul style="list-style-type: none"> <li>Talking about communicating online</li> <li>Talking about the uses of social media</li> <li>Discussing pros and cons of social media</li> <li>Advantages and disadvantages of mobile technology</li> <li>Discussing the uses of mobile technology</li> <li>Discussing the benefits and dangers of mobile technology</li> </ul> <p><u>Grammar points:</u></p> <ul style="list-style-type: none"> <li>Present tense of regular –er verbs</li> <li>Present tense of common irregular verbs</li> <li>Present tense of regular –ir and –re verbs</li> <li>'It' and 'that' in French: ce, c' and ça</li> <li><i>Aller, faire</i> and other common irregular verbs</li> </ul>	<p><u>Preparation:</u></p> <p>Exam style activities / questions in lesson and/ or for homework</p> <p><u>Other assessments:</u></p> <p>Vocabulary tests</p> <p>End of unit assessments (reading, listening, writing and/or speaking)</p>	

	<ul style="list-style-type: none"> <li>The present tense of more irregular verbs</li> </ul>	
<p><b>Topic 2</b></p> <p><b>Home, town, neighbourhood &amp; region</b></p> <p>(AQA topic 5)</p>	<ul style="list-style-type: none"> <li>Describing furniture and household chores</li> <li>Describing your home</li> <li>Describing your ideal home</li> <li>Talking about compass points, surroundings and types of accommodation</li> <li>Describing what a town is like and what there is to do/see</li> <li>Describing a region</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>Revision of the position and agreement of adjectives</li> <li>Negative phrases followed by 'de'</li> <li>The conditional of irregular verbs</li> <li><i>Habiter</i> and <i>vivre</i></li> <li>Demonstrative adjectives</li> <li>Recognising possessive pronouns</li> <li>Using intensifiers</li> </ul>	<p><b>Preparation:</b></p> <p>Exam style activities / questions in lesson and/ or for homework</p> <p><b>Other assessments:</b></p> <p>Vocabulary tests</p> <p>End of unit assessments (reading, listening, writing and/or speaking)</p>
<p><b>Topic 3</b></p> <p><b>Social issues</b></p> <p>(AQA topic 6)</p>	<ul style="list-style-type: none"> <li>Talking about charities</li> <li>Describing charity work</li> <li>Understanding the importance of charity work</li> <li>Describing eating habits</li> <li>Comparing old and new health habits</li> <li>Describing health resolutions</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li><i>Vouloir</i> + infinitive</li> <li>The conditional of <i>vouloir</i> and <i>aimer</i></li> <li><b>Higher tier:</b> <i>vouloir que</i> + subjunctive</li> <li><i>Devoir</i> and <i>pouvoir</i> + infinitive</li> <li>Using adverbs to enhance sentences</li> </ul>	<p><b>Preparation:</b></p> <p>Exam style activities / questions in lesson and/ or for homework</p> <p><b>Other assessments:</b></p> <p>Vocabulary tests</p> <p>End of unit assessments (reading, listening, writing and/or speaking)</p>

	<ul style="list-style-type: none"> <li>• Imperfect tense of <i>être</i>, <i>avoir</i> and <i>faire</i></li> <li>• <i>Il vaut / vaudrait mieux</i></li> <li>• Using negatives to add complexity</li> </ul>	
<p><b>Topic 4</b></p> <p><b>Global issues</b></p> <p>(AQA topic 7)</p>	<ul style="list-style-type: none"> <li>• Discussing local environmental issues and actions</li> <li>• Discussing environmental problems and solutions</li> <li>• Discussing global issues</li> <li>• Discussing social issues</li> <li>• Discussing inequality</li> <li>• Discussing poverty in the world</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>• Revision of <i>devoir / pouvoir</i> + infinitive</li> <li>• Using <i>si</i> + present tense</li> <li>• Recognising and using the pluperfect tense</li> <li>• The imperative (vous form)</li> <li>• Justifying answers</li> <li>• Verbs of possibility</li> <li>• Phrases of agreement / disagreement</li> <li>• The subjunctive</li> </ul>	<p><b>Preparation:</b></p> <p>Exam style activities / questions in lesson and/ or for homework</p> <p><b>Other assessments:</b></p> <p>Vocabulary tests</p> <p>End of unit assessments (reading, listening, writing and/or speaking)</p>
<p><b>Suggestions for independent study and home support:</b></p> <ul style="list-style-type: none"> <li>• GCSE French (9-1) Handbook 1</li> <li>• Kerboodle – online textbook</li> <li>• <a href="https://www.language-gym.com/">https://www.language-gym.com/</a> (see your teacher for the username and password) - excellent vocabulary &amp; grammar learning website.</li> <li>• GCSE Bytesize</li> <li>• Linguascope</li> <li>• Online dictionary – <a href="http://www.wordreference.com">www.wordreference.com</a></li> </ul>		
<p><b>KEY SKILLS</b></p>		
<p>Literacy:</p> <p>Key grammatical terms such as noun, gender,</p>	<p>Numeracy:</p> <p>Numbers in French</p>	<p>Other:</p> <p>Dictionary skills</p> <p>Language learning and vocabulary learning skills</p>



verb, pronoun, adjective, etc.	Compass points & direction in French	Memorisation techniques
Verb conjugation in more than one tense		Sound patterns to build up good pronunciation
Concept of grammatical gender		Asking questions in TL
		Reading and listening for gist and more detail
		Dealing with longer texts
		Getting to grips with the AQA mark schemes
<p><b>Careers and world of work</b>  Links to future study of MFL will be made throughout students' learning journeys. Importance of languages in the world of work will be highlighted throughout. Importance of languages for inter-cultural understanding will be highlighted throughout – these are good skills to have in the workplace.</p>		

## Curriculum Overview for Year 11:

Year 11 – French GCSE			
Exam Board & course title/code	Papers	Date of Exam	% of Total Exam
AQA 8658	Paper 1: listening	Summer – Year 11	25%
	Paper 2: speaking		25%
	Paper 3: reading		25%
	Paper 4: writing		25%

Key topics	Course content	Assessment
<p><b>Topic 1</b></p> <p><b>Travel and tourism / Holidays</b></p> <p>(AQA topic 8)</p>	<ul style="list-style-type: none"> <li>• Describing holiday destinations</li> <li>• Talking about holiday preferences</li> <li>• Describing holidays in detail</li> <li>• Talking about holiday activities</li> <li>• Talking about visiting different places in France</li> <li>• Talking about visiting French towns and cities</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>• Using prepositions with countries and modes of transport</li> <li>• Using negatives to improve writing</li> <li>• Sequencing words and phrases</li> <li>• Revision of using the perfect and imperfect tenses together</li> <li>• Revision of the perfect tense with <i>avoir</i></li> <li>• Expressing opinions and using intensifiers</li> <li>• Revision of the imperfect tense of -er verbs</li> <li>• Using 3 time frames: past, present and future</li> </ul>	<p><b>Preparation:</b></p> <p>Exam style activities / questions in lesson and/ or for homework</p> <p><b>Other assessments:</b></p> <p>Vocabulary tests</p> <p>End of unit assessments (reading, listening, writing and/or speaking)</p>
<p><b>Topic 2</b></p> <p><b>My studies</b></p> <p>(AQA topic 9)</p>	<ul style="list-style-type: none"> <li>• Describing your school and subjects</li> <li>• Describing a school day</li> <li>• Describing school life in different countries</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>• Using adverbs</li> <li>• Revision of the perfect tense of -er verbs</li> <li>• Revision of the perfect tense of -ir and -re verbs</li> </ul>	<p><b>Preparation:</b></p> <p>Exam style activities / questions in lesson and/ or for homework</p> <p><b>Other assessments:</b></p> <p>Vocabulary tests</p> <p>End of unit assessments (reading, listening,</p>

		writing and/or speaking)
<p><b>Topic 3</b></p> <p><b>Life at school and college</b></p> <p>(AQA topic 10)</p>	<ul style="list-style-type: none"> <li>• Comparing school life in France and the UK</li> <li>• Talking about school rules and uniform</li> <li>• Talking about your ideal school</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>• Using the comparative of adverbs</li> <li>• Agreeing or disagreeing</li> <li>• Revision of <i>pouvoir</i>, <i>devoir</i> and <i>vouloir</i></li> <li>• Revision of the conditional</li> </ul>	<p><b>Preparation:</b></p> <p>Exam style activities / questions in lesson and/ or for homework</p> <p><b>Other assessments:</b></p> <p>Vocabulary tests</p> <p>End of unit assessments (reading, listening, writing and/or speaking)</p>
<p><b>Topic 4</b></p> <p><b>Education post-16</b></p> <p>(AQA topic 11)</p>	<ul style="list-style-type: none"> <li>• Talking about future studies</li> <li>• Talking about future options</li> <li>• Discussing university and apprenticeships</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>• Using the pronouns <i>ce que</i> and <i>ce qui</i></li> <li>• Using less common prepositions</li> <li>• Revision of <i>si</i> clauses in the present tense</li> <li>• Using <i>quand</i> clauses</li> </ul>	<p><b>Preparation:</b></p> <p>Exam style activities / questions in lesson and/ or for homework</p> <p><b>Other assessments:</b></p> <p>Vocabulary tests</p> <p>End of unit assessments (reading, listening, writing and/or speaking)</p>
<p><b>Topic 5</b></p> <p><b>Jobs, career choices and ambitions</b></p> <p>(AQA topic 12)</p>	<ul style="list-style-type: none"> <li>• Talking about job preferences and part-time work</li> <li>• Discussing how to get a job</li> <li>• Talking about the advantages and disadvantages of jobs</li> </ul>	<p><b>Preparation:</b></p> <p>Exam style activities / questions in lesson and/ or for homework</p> <p><b>Other assessments:</b></p>

	<p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>• Using verbs of liking and disliking</li> <li>• The passive voice in the present tense</li> <li>• Using <i>qui</i> and <i>que</i> to help you refer to something</li> <li>• Technique of avoiding the passive</li> </ul>	<p>Vocabulary tests</p> <p>End of unit assessments (reading, listening, writing and/or speaking)</p>
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**Suggestions for independent study and home support:**

- GCSE French (9-1) Handbook 1
- Kerboodle – online textbook
- <https://www.language-gym.com/> (see your teacher for the username and password) - excellent vocabulary & grammar learning website.
- GCSE Bytesize
- Linguascope
- Online dictionary – [www.wordreference.com](http://www.wordreference.com)

**KEY SKILLS**

<p><b>Literacy:</b></p> <p>Key grammatical terms such as noun, gender, verb, pronoun, adjective, etc.</p> <p>Verb conjugation in more than one tense</p> <p>Concept of grammatical gender</p>	<p><b>Numeracy:</b></p> <p>Time in French to describe a day at school</p>	<p><b>Other:</b></p> <p>Dictionary skills</p> <p>Language learning and vocabulary learning skills</p> <p>Memorisation techniques</p> <p>Sound patterns to build up good pronunciation</p> <p>Asking questions in TL</p> <p>Reading and listening for gist and more detail</p> <p>Dealing with longer texts</p> <p>Getting to grips with the AQA mark schemes</p>
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**Careers and world of work**

Links to future study of MFL will be made throughout students' learning journeys. Importance of languages in the world of work will be highlighted throughout.

Importance of languages for inter-cultural understanding will be highlighted throughout – these are good skills to have in the workplace.

Discussions in the lead up to, on the night of and following Sixth Form Open Evening, will include careers options with MFL.

## Curriculum Overview for Year 12:

Year 12 – French ALEVEL			
Exam Board & course title/code	Papers	Date of Exam	% of Total Exam
AQA 7652	Paper 1: listening, reading and writing  Paper 2: writing (cultural paper)  Paper 3: speaking	Summer – Year 13	50%  20%  30%
Key topics	Course content	Assessment	
<b>Unit 1: The changing nature of family (La famille en voie de changement)</b>	<ul style="list-style-type: none"> <li>Describe and discuss trends in marriage and other forms of partnership</li> <li>Consider and discuss the merits and problems of different family structures</li> <li>Consider relationships between the generations and discuss problems that can arise</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>Form and use of the imperfect tense</li> <li>Form and use of the perfect tense</li> <li>Recognise and understand the past historic tense</li> </ul>	<p><b>Preparation:</b></p> <p>Exam style activities / questions in lesson and/ or for homework</p> <p><b>Other assessments:</b></p> <p>Vocabulary tests</p> <p>End of unit assessments (reading, listening, writing and/or speaking)</p>	
<b>Unit 2 : The 'cyber-society' (La « cyber-société »)</b>	<ul style="list-style-type: none"> <li>Describe and discuss how technology has transformed everyday life</li> <li>Consider and discuss the dangers of digital technology</li> </ul>	<p><b>Preparation:</b></p> <p>Exam style activities / questions in lesson and/ or for homework</p>	

	<ul style="list-style-type: none"> <li>Consider the different users of digital technology and discuss possible future developments</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>Understand and use infinitive constructions</li> <li>Understand and use object pronouns</li> <li>Form of the present tense of regular and irregular verbs</li> <li></li> </ul>	<p><b>Other assessments:</b></p> <p>Vocabulary tests</p> <p>End of unit assessments (reading, listening, writing and/or speaking)</p>
<p><b>Unit 3: The place of voluntary work (Le rôle du bénévolat)</b></p>	<ul style="list-style-type: none"> <li>Examine the voluntary sector in France and the range of work volunteers provide</li> <li>Discuss the benefits of voluntary work for those that are helped and how beneficiaries request help</li> <li>Look at the benefits of voluntary work for those that do it and for society as a whole</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>Use connectives – temporal and causal</li> <li>Use conditional and <i>si</i> sentences (imperfect and conditional)</li> <li>Form and use the future tense</li> </ul>	<p><b>Preparation:</b></p> <p>Exam style activities / questions in lesson and/ or for homework</p> <p><b>Other assessments:</b></p> <p>Vocabulary tests</p> <p>End of unit assessments (reading, listening, writing and/or speaking)</p>
<p><b>Unit 4: A culture proud of its heritage (Une culture fière de son patrimoine)</b></p>	<ul style="list-style-type: none"> <li>Understand the notion of heritage and heritage preservation on a regional and national scale</li> <li>Consider the ways in which some of the country's most famous heritage sites market themselves</li> <li>Comprehend how heritage impacts upon and is guided by culture in society</li> </ul>	<p><b>Preparation:</b></p> <p>Exam style activities / questions in lesson and/ or for homework</p> <p><b>Other assessments:</b></p> <p>Vocabulary tests</p>

	<p><b><u>Grammar points:</u></b></p> <ul style="list-style-type: none"> <li>• Use adjective agreements, comparatives and superlatives</li> <li>• Use <i>si</i> sentences (present and future)</li> <li>• Use the subjunctive with expressions of doubt, uncertainty or necessity</li> </ul>	<p>End of unit assessments (reading, listening, writing and/or speaking)</p>
<p><b>Unit 5 : Contemporary francophone music (La musique francophone contemporaine)</b></p>	<ul style="list-style-type: none"> <li>• Consider the popularity of contemporary francophone music and its diversity of genre and style</li> <li>• Consider who listens to contemporary francophone music, how often and by what means</li> <li>• Consider and discuss the threats to contemporary francophone music and how it might be safeguarded</li> </ul> <p><b><u>Grammar points:</u></b></p> <ul style="list-style-type: none"> <li>• Use questions forms and command forms</li> <li>• Use the subjunctive to suggest possibility with verbs of wishing and emotional reaction</li> <li>• Use the conditional</li> </ul>	<p><b><u>Preparation:</u></b></p> <p>Exam style activities / questions in lesson and/ or for homework</p> <p><b><u>Other assessments:</u></b></p> <p>Vocabulary tests</p> <p>End of unit assessments (reading, listening, writing and/or speaking)</p>
<p><b>Unit 6: Cinema- the 7th art form (Cinéma : le septième art)</b></p>	<ul style="list-style-type: none"> <li>• Consider a variety of aspects of French cinema</li> <li>• Consider the major developments in the evolution of French cinema from its beginnings until the present day</li> <li>• Consider the continuing popularity of French cinema and film festivals</li> </ul> <p><b><u>Grammar points:</u></b></p> <ul style="list-style-type: none"> <li>• Use infinitive constructions</li> <li>• Use <i>si</i> sentences (pluperfect / past conditional)</li> </ul>	<p>Exam style activities / questions in lesson and/ or for homework</p> <p><b><u>Other assessments:</u></b></p> <p>Vocabulary tests</p> <p>End of unit assessments (reading, listening, writing and/or speaking)</p>



	<ul style="list-style-type: none"> <li>• Use connectives followed by the subjunctive</li> </ul>	
<p><b>Dossier cinema et literature: l'étude d'un film et l'étude d'un text littéraire</b></p> <p><i>Cultural works: Study of one text and one film in the target language (from the list set in the specification)</i></p>	<ul style="list-style-type: none"> <li>• Discussing theme, character, social and cultural context in film and text studied</li> <li>• Developing a critical appreciation of the concepts and issues covered in the work</li> <li>• Developing a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (e.g. the effect of narrative voice in a prose text or camera work in a film).</li> </ul>	Exam style questions and exam style essays

#### Suggestions for independent study and home support:

- Visit <http://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652> for everything you need to prepare for exams, including: past papers, mark schemes and examiners' reports & exemplar student answers with examiner commentaries.

#### Sites normaux, pour tous les francophones

- <http://www.linternaute.com/> lots of cool pictures, news, magazines... a prefect homepage!
- [www.tv5.org](http://www.tv5.org) the site for the French-speaking world, plenty of news, reports, quizzes and an excellent digest of daily news with the transcript "Le JT en video"
- [www.lemonde.fr](http://www.lemonde.fr) the most respected daily newspaper in France
- [www.liberation.fr](http://www.liberation.fr) a left-wing newspaper, very punchy articles
- [www.20minutes.fr](http://www.20minutes.fr) the free newspaper given out in big cities, concise and focused articles. Good headings at the top to find articles that interest you
- [www.lequipe.fr](http://www.lequipe.fr) the daily sports newspaper, dealing with all the sporting news and nothing else
- find a **radio** you like and a few specific **songs**- look up the lyrics and sing along! (try Stromae, Kyo, Shy'm, Maître Gims, Renan Luce...) Trial various radios via [www.radio.fr/](http://www.radio.fr/)

#### Sites créés pour les élèves de français

- [www.zut.org.uk](http://www.zut.org.uk) then "Intermediate" or "Higher" from the menu on the left. Log in free outside of school hours. Very good listening & reading exercises on various topics, plus some presentations to download, vocab etc
- [www.s-cool.co.uk](http://www.s-cool.co.uk) then link to GCSE, then French to revise vocabulary + do exercises, organised by topics: accommodation, careers, free time, house & home,

money, self, school, shopping, food & drink, health, exam skills, environment. Perfect to revise.

- [www.wildfrench.co.uk](http://www.wildfrench.co.uk), at the top right corner to GCSE. Very good spelling revision (words that are mixed up).

## KEY SKILLS

### Literacy:

Continued reference to key grammatical terms such as noun, gender, verb, pronoun, adjective, etc. See above for exhaustive list of grammar points covered.

Verb conjugation across several tenses

Concept of grammatical gender and adjective agreement

Reading a literary text in the target language.

### Numeracy:

Use of high numbers in French, referring to years.

Presentation and interpretation of statistics in French.

### Other:

Dictionary skills

Language learning and vocabulary learning skills

Memorisation techniques

Sound patterns to build up good pronunciation

Asking questions in TL

Reading and listening for gist and more detail

Dealing with longer texts

Getting to grips with the AQA mark schemes

Developing cultural awareness through topical work and the study of a film and a text in the target language.

### Careers and world of work

Links to future study of MFL will be made throughout students' learning journeys. Importance of languages in the world of work will be highlighted throughout. Importance of languages for inter-cultural understanding will be highlighted throughout – these are good skills to have in the workplace.

## Curriculum Overview for Year 13:

Year 13 – French ALEVEL			
Exam Board & course title/code	Papers	Date of Exam	% of Total Exam
AQA 7652	Paper 1: listening, reading and writing  Paper 2: writing (cultural paper)  Paper 3: speaking	Summer – Year 13	50%  20%  30%
Key topics	Course content	Assessment	
<b>Unit 1: Positive features of a diverse society (Les aspects positifs d'une société diverse)</b>	<ul style="list-style-type: none"> <li>Consider the benefits of living in an ethnically diverse society</li> <li>Consider the need for tolerance and respect of diversity</li> <li>Consider how we can promote diversity to create a richer world</li> </ul> <b>Grammar points:</b> <ul style="list-style-type: none"> <li>Form and use of the present tense</li> <li>Form and use of the future tense</li> <li>Form and use of the conditional tense</li> </ul>	<b>Preparation:</b>  Exam style activities / questions in lesson and/ or for homework  <b>Other assessments:</b>  Vocabulary tests  End of unit assessments (reading, listening, writing and/or speaking)	
<b>Unit 2 : Life for the marginalised (Quelle vie pour les marginalisés ?)</b>	<ul style="list-style-type: none"> <li>Examine different groups who are socially marginalised</li> <li>Discuss measures to help those who are marginalised</li> </ul>	<b>Preparation:</b>  Exam style activities / questions in lesson and/ or for homework	

	<ul style="list-style-type: none"> <li>Consider contrasting attitudes to people who are marginalised</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>Form and use of the imperfect tense</li> <li>Form and use of the perfect tense</li> <li>Form and use of the pluperfect tense</li> </ul>	<p><b>Other assessments:</b></p> <p>Vocabulary tests</p> <p>End of unit assessments (reading, listening, writing and/or speaking)</p>
<p><b>Unit 3: How criminals are treated (Comment on traite les criminels)</b></p>	<ul style="list-style-type: none"> <li>Examine different attitudes to crime</li> <li>Discuss prison and its merits and problems</li> <li>Consider alternative forms of punishment</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>Recognise and understand the past historic tense</li> <li>Use different tenses with <i>si</i></li> <li>Use infinitive constructions</li> </ul>	<p><b>Preparation:</b></p> <p>Exam style activities / questions in lesson and/ or for homework</p> <p><b>Other assessments:</b></p> <p>Vocabulary tests</p> <p>End of unit assessments (reading, listening, writing and/or speaking)</p>
<p><b>Unit 4 : Teenagers, the right to vote and political commitment (Les ados, le droit de vote et l'engagement politique)</b></p>	<ul style="list-style-type: none"> <li>Discuss arguments relating to the vote and examine the French political system and its evolution</li> <li>Discuss engagement levels of young people and their influence on politics</li> <li>Discuss the future of politics and political engagement</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>Form and use of the passive voice</li> <li>Form and use of the subjunctive mood</li> <li>Use the subjunctive mood</li> </ul>	<p><b>Preparation:</b></p> <p>Exam style activities / questions in lesson and/ or for homework</p> <p><b>Other assessments:</b></p> <p>Vocabulary tests</p> <p>End of unit assessments (reading, listening,</p>

		writing and/or speaking)
<p><b>Unit 5: Demonstrations, strikes – who holds the power? (manifestations, grèves – à qui le pouvoir ? )</b></p>	<ul style="list-style-type: none"> <li>• Understand the important role of unions</li> <li>• Talk about strikes and protests and consider different methods of protesting</li> <li>• Discuss different attitudes towards strikes, protests and other political tensions</li> </ul> <p><b><u>Grammar points:</u></b></p> <ul style="list-style-type: none"> <li>• Understand and use subject and object pronouns</li> <li>• Understand and use relative pronouns</li> <li>• Understand and use demonstrative adjectives and pronouns</li> </ul>	<p><b><u>Preparation:</u></b></p> <p>Exam style activities / questions in lesson and/ or for homework</p> <p><b><u>Other assessments:</u></b></p> <p>Vocabulary tests</p> <p>End of unit assessments (reading, listening, writing and/or speaking)</p>
<p><b>Unit 6 : Politics and immigration (La politique et l'immigration)</b></p>	<ul style="list-style-type: none"> <li>• Discuss some of the political issues concerning immigration in francophone countries</li> <li>• Consider the viewpoints of political parties regarding immigration</li> <li>• Consider immigration from the standpoint of immigrants, as well as aspects of racism</li> </ul> <p><b><u>Grammar points:</u></b></p> <ul style="list-style-type: none"> <li>• Form and use combination of tenses: imperfect and perfect</li> <li>• Form and use of the future perfect and the conditional perfect</li> <li>• Choose the right tenses</li> </ul>	<p>Exam style activities / questions in lesson and/ or for homework</p> <p><b><u>Other assessments:</u></b></p> <p>Vocabulary tests</p> <p>End of unit assessments (reading, listening, writing and/or speaking)</p>
<p><b>Dossier cinema et literature: l'étude d'un film et l'étude d'un text littéraire</b></p>	<ul style="list-style-type: none"> <li>• Discussing theme, character, social and cultural context in film and text studied</li> </ul>	<p>Exam style questions and exam style essays</p>

<p><i>Cultural works: Study of one text and one film in the target language (from the list set in the specification)</i></p>	<ul style="list-style-type: none"> <li>• Developing a critical appreciation of the concepts and issues covered in the work</li> <li>• Developing a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (e.g. the effect of narrative voice in a prose text or camera work in a film).</li> </ul>	
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### Suggestions for independent study and home support:

- Visit <http://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652> for everything you need to prepare for exams, including: past papers, mark schemes and examiners' reports & exemplar student answers with examiner commentaries.

#### Sites normaux, pour tous les francophones

- <http://www.linternaute.com/> lots of cool pictures, news, magazines... a prefect homepage!
- [www.tv5.org](http://www.tv5.org) the site for the French-speaking world, plenty of news, reports, quizzes and an excellent digest of daily news with the transcript "Le JT en video"
- [www.lemonde.fr](http://www.lemonde.fr) the most respected daily newspaper in France
- [www.liberation.fr](http://www.liberation.fr) a left-wing newspaper, very punchy articles
- [www.20minutes.fr](http://www.20minutes.fr) the free newspaper given out in big cities, concise and focused articles. Good headings at the top to find articles that interest you
- [www.lequipe.fr](http://www.lequipe.fr) the daily sports newspaper, dealing with all the sporting news and nothing else
- find a **radio** you like and a few specific **songs**- look up the lyrics and sing along! (try Stromae, Kyo, Shy'm, Maître Gims, Renan Luce...) Trial various radios via [www.radio.fr/](http://www.radio.fr/)

#### Sites créés pour les élèves de français

- [www.zut.org.uk](http://www.zut.org.uk) then "Intermediate" or "Higher" from the menu on the left. Log in free outside of school hours. Very good listening & reading exercises on various topics, plus some presentations to download, vocab etc
  - [www.s-cool.co.uk](http://www.s-cool.co.uk) then link to GCSE, then French to revise vocabulary + do exercises, organised by topics: accommodation, careers, free time, house & home, money, self, school, shopping, food & drink, health, exam skills, environment. Perfect to revise.
  - [www.wildfrench.co.uk](http://www.wildfrench.co.uk), at the top right corner to GCSE. Very good spelling revision (words that are mixed up).

## KEY SKILLS

Literacy:	Numeracy:	Other:
<p>Continued reference to key grammatical terms such as noun, gender, verb, pronoun, adjective, etc. See above for exhaustive list of grammar points covered.</p> <p>Verb conjugation across several tenses</p> <p>Concept of grammatical gender and adjective agreement</p> <p>Reading a literary text in the target language.</p>	<p>Use of high numbers in French, referring to years.</p> <p>Presentation and interpretation of statistics in French.</p>	<p>Dictionary skills</p> <p>Language learning and vocabulary learning skills</p> <p>Memorisation techniques</p> <p>Sound patterns to build up good pronunciation</p> <p>Asking questions in TL</p> <p>Reading and listening for gist and more detail</p> <p>Dealing with longer texts</p> <p>Getting to grips with the AQA mark schemes</p> <p>Developing cultural awareness through topical work and the study of a film and a text in the target language.</p>
<p><b>Careers and world of work</b>  Links to future study of MFL will be made throughout students' learning journeys. Importance of languages in the world of work will be highlighted throughout. Importance of languages for inter-cultural understanding will be highlighted throughout – these are good skills to have in the workplace.</p>		

## **Subject Assessment Reporting and Recording:**

### **ASSESSMENT, MARKING AND REPORTING POLICY DOCUMENT FOR THE MFL DEPARTMENT**

#### **The aim of marking students' work is to:**

- Acknowledge what students are doing well and how their skills are developing.
- Let students know what they need to do to improve in order to set realistic goals and targets.
- Monitor students' progress and give them an indication of their level of achievement.
- Provide information for parents about students' progress.
- Acknowledge achievement.

#### **The MFL department will achieve these aims by planning the following types of assessment into their schemes of work:**

- Formative- regular planning for AfL opportunities within lessons and conducting vocabulary tests.
- Summative - end of unit assessments from across the range of MFL key skill areas: reading, listening, writing and speaking, recording of overall achievement/attainment at critical points, e.g., end of year exams. As a result of these assessments, teachers will adjust their lesson plans and schemes of work.

#### **Teachers will record marks in order to:**

- Monitor progress over time.
- Provide accurate historic information for students/parents and careers/other teachers.
- Provide evidence to support reporting and target setting.

Marks should be accessible to Line Managers and will be recorded on departmental spreadsheets.

#### **In order to support these aims:**

- Teachers will access baseline data, attendance and other information such as SEND, EAL and HA in order to inform their planning and teaching.

### **Key Responsibilities**

#### **The responsibilities of Students**

- There should be a student response to the teacher comments completed in green pen, where possible; something should be done; it could be to do a task set by the teacher, redo a piece of work acting on feedback given, to complete or improve the work



they have already handed in, to check and learn some spellings, to do some more research, to complete a new task, to set a new target to ensure future goals are understood.

- Peer assessment, where deemed appropriate, will also usually be done in green pen although this may not always be practical but will be identifiable.

### **The responsibilities of Teachers**

- Written work will be regularly marked by the teacher, however this does not mean that every page has to have a comment or be marked unless the work seen will impede the progress of the student.
- Work will be marked according to explicit criteria relevant to the task set that enable students to understand what they have achieved and, more importantly, what they need to do to improve; written accuracy will be the main focus for marking.
- All homework will be checked & logged in markbook or on Show My Homework.
- Verbal feedback will be regularly given and student response to this will be recorded in their books.
- **Key stage 3** books will be marked at least once a half term using the PIA criteria (see Appendix 1) and will be followed up with time for students to improve their work (DIRT lesson).
- **Key stage 3** students will be assessed in the passive skills of reading and listening once per unit and in the active skills, there will be 2 assessments per academic year in writing and speaking according to the Schemes of Work. There will also be a formal exam made up of listening, reading and writing sections. This exam may replace a set of assessments in part or fully. Both exams and KS3 assessments have been looked at in terms of what they are asking students to do in terms of skills and then have been graded according to the new GCSE criteria. Teachers should keep a record of the performance of each key stage 3 student for each assessment on SIMS so that trends can be quickly observed and used for accurate data sweeps.
- **Key stage 4** books will be marked at least twice a half term using the PIA criteria and will be followed up with time for students to improve their work (DIRT lesson).
- **Key stage 4** students will be assessed in the passive skills of reading and listening once per unit in year 10, and every other unit in year 11 – this is to get them used to working on papers that cover more than one topic. In year 10 most units will also include a speaking or writing assessment. In year 11 these skills will also continue to be assessed each unit where possible. These assessments will be marked according to exam board criteria and

GCSE grading will be used and recorded on SIMS. There will also be full exams in reading, listening and writing during the Year 10 exam week and the Year 11 PPE exam period. It is also hoped that speaking exams will happen during these periods, but this depends on cover available.

- **Key stage 5** work will be marked at least twice a half term using PIA criteria and/or exam board mark schemes for essays and will be followed up with time for students to improve their work (DIRT lesson). The essay marks will be recorded in teachers' markbooks.
- **Key stage 5** students will complete an exam style assessment at the end of a unit. These assessments will be marked according to exam board criteria and be followed up with a reflection and target setting lesson.
- The departmental marking codes (adapted from the school marking code) should be used for Literacy Feedback within written work. Copies of marking codes used can be found in students' reference guides and are also displayed in MFL classrooms.
- All teachers will report on student progress and attitude to learning following the school's reporting schedule.
- All assessments will be supported by evidence and moderation will take place in departmental meetings to ensure consistency. These results will be analysed in order to identify any underachievement where intervention may be necessary.

#### **Appendix 1:**

*PIA*

#### **P – Positive**

What is really good about this work? What skills have been demonstrated really well here?

#### **I – Improvement**

What mistakes have been made? Which areas have not been done correctly?

#### **A – Action**

This is the next part of the feedback and represents a part of the ongoing dialogue. The student should be **acting** upon the advice given

This is where students respond to the marking and complete an action in order to help improve their work or move their skills on.

## Three Year Data Overview:

Breakdown of subject cohort September 2021

Year group	Total students	% of PP students	% of SEND students	% of male students	% of female students	% of HA students
7	210	27%	19%	52%	48%	25%
8	184	26%	13%	49%	51%	31%
9	188	26%	19%	45%	55%	31%
10	17	18%	17%	24%	76%	35%
11	18	22%	17%	11%	89%	44%
12	1	0%	0%	100%	0%	0%
13	2	0%	0%	0%	100%	100%

Past 4 years results

Year 11

	2018	2019	2020	2021
Cohort number	27	34	34	44
% above target	44.4%	26.5%	41.2%	29.5%
% on target	14.8%	5.9%	38.2%	22.7%
% below target	40.7%	67.6%	20.6%	47.7%

Year 13

	2018	2019	2020	2021
Cohort number	2	2	1	0
% above target	0%	0%	0%	-
% on target	0%	50%	100%	-
% below target	100%	50%	0%	-