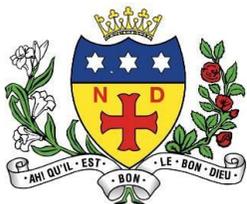




French Curriculum Plan

Intent: We aim to provide students with the opportunity to develop their communication skills and seek to break down barriers between different cultures and languages. Students study topics and themes that allow them to develop their oral and written literacy and to see links between their own language/community and those of others, but also to develop as more confident individuals and as global citizens who are successfully able to work, travel and navigate through the global community and work market.

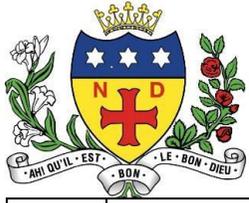
Year	What will students learn?	Rationale	How will students be assessed?	What links are made to the real world, to careers, and to developing the skills of our students so that they become better linguists?
7	<p>Introductions</p> <p><i>La rentrée</i>– family, likes and dislikes, describing yourself and others</p> <p><i>En classe</i> – school subjects, uniform, typical school day</p> <p><i>Mon temps libre</i> – weather, sports, free time activities</p> <p><i>Ma vie de famille</i> – pets, family, describing where you live</p>	<p>The Y7 course focusses on pupils being able to give key information about themselves and their lives. We start off by looking at / recapping from KS2 introductory phrases in French (greetings, saying your name, age, birthdays, alphabet, family and pets) before we start the Dynamo course, in order to ensure that all pupils have the same foundation knowledge.</p> <p>The Dynamo course progresses from these basic by focusing in the first module on talking about your siblings and their ages, describing yourself and others. Then we move onto describing your school, your uniform, your opinions on different subjects and how a typical school day is. In M3 we talk about the weather, pupils’ hobbies and free time (sports and technology) In M4 we learn to talk about pets and family as well as talking about breakfast and Bastille Day!</p>	<p>Baseline assessment – a reading test designed to assess students aptitude in understanding a cognate-heavy text.</p> <p>3 vocab tests per module</p> <p>3 mid module Speaking assessments (peer assessed)</p> <p>3 end of module assessments in Listening, Reading and Writing (each scored out of 12 for each skill and out of 36 overall)</p>	<p>We develop the key languages skills of listening, speaking, reading, writing and translation. Pupils develop the ability to accurately apply sound-spelling correlations via an understanding of key phonics, so that they can apply their understanding to new unfamiliar words / phrases. Behind each topic there is a strong emphasis on grammar. Pupils learn to talk about and use grammatical terms accurately, and this helps to develop their understanding and application of English.</p>



		<p>These topics allow us to cover the necessary basics of grammar as well as the skills of listening, speaking, reading, writing and translation. We focus on the key phonics that we meet to allow pupils to understand and apply sound-spelling correlations. In the first term we look at the definite and indefinite article, sentence building using basic connectives, the first and third person of avoir and être, and adjectival agreement. Over the rest of the year we continue to focus on sentence formation, how to develop from simple to extended sentences, with good use of justified opinions. We learn to form regular -er verbs in the present tense, and we also meet the verbs faire and aller as well as the phrase “il y a”.</p>		<p>We prepare pupils to be able to communicate with others in their own tongue and to understand other communities, preparing them for future opportunities in a global world. Pupils learn about families in French-speaking communities, what school is like, what are popular hobbies in the French-speaking world and about towns and cities in French-speaking countries.</p>
8	<p><i>Vive les vacances</i> – Past holidays <i>J’adore les fetes</i> – festivals and celebrations, planning a future trip <i>A loisir</i> – TV, uses of technology, planning a trip to the cinema <i>Le monde est petit</i> – weather, where you live, daily routine</p>	<p>The Y8 course continues from Y7, but with an added emphasis on talking and writing in different time frames. Again, our topics allow us to reinforce and build up pupils’ knowledge of grammar as well as to develop the skills of listening, speaking, reading, writing and translation. We focus again on the key phonics that we meet to allow pupils to understand and apply sound-spelling correlations.</p> <p>In Dynamo 2 we start learning to talk about holidays in the past tense, and we also start to see how the perfect tense works in more detail using both <i>avoir</i> and <i>etre</i>. In the second module role play skills become a big focus, as well as starting to learn how to form the future tense accurately.</p>	<p>Revision quiz on Y7 content (first weeks)</p> <p>3 vocab tests per module</p> <p>3 mid module Speaking assessments (peer assessed)</p> <p>3 end of module assessments in Listening, Reading and Writing (each scored out of 12 for each skill and out of 36 overall)</p>	<p>We develop the key languages skills of listening, speaking, reading, writing and translation. Pupils develop the ability to accurately apply sound-spelling correlations via an understanding of key phonics, so that they can apply their understanding to new unfamiliar words / phrases. Behind each topic there is a strong emphasis on grammar. Pupils learn to talk about and use grammatical terms</p>

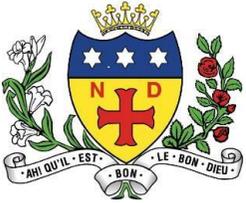


		<p>In Module 3 we look at giving our opinions on TV programmes and celebrities as well as discussing our use of modern technologies. In Module 4 we revise and strengthen our knowledge of how to talk about the weather before going on to learn to talk in detail about the region where we live.</p>		<p>accurately, and this helps to develop their understanding and application of English.</p> <p>We prepare pupils to be able to communicate with others in their own tongue and to understand other communities, preparing them for future opportunities in a global world.</p> <p>Pupils learn about modern technologies and media, and about aspects of French and Francophone culture such as New Year Celebrations, festivals and French markets.</p>
9	<p>Module 1 – My free time</p> <ul style="list-style-type: none"> • Online activities • Giving opinions and discussing pros and cons • Sports and other activities • Music • Cinema • TV and films • Making plans to go out • Activities last weekend 	<p>As we move into the GCSE course, we look first of all at the course and how it will be assessed. As with KS3, pupils continue to develop and build upon their skills of listening, speaking, reading and writing, also translation, within AQA Theme 1.</p> <p>As a branching topic, our first module focusses on free time activities, and recaps / reinforces previous KS3 learning as well as adding additional vocabulary and structures. We revisit the present, perfect and</p>	<p>3 vocab tests per module</p> <p>A small mid-module assessment and an End of Module assessment for each module:</p> <p>M1 Listening, Reading & Writing M2 Listening , Reading and Writing M3 dependent on time restraints as we reach the end of the year</p>	<p>We develop the key languages skills of listening, speaking, reading, writing and translation. Pupils develop the ability to accurately apply sound-spelling correlations via an understanding of key phonics, so that they can apply their understanding to new unfamiliar words / phrases.</p>

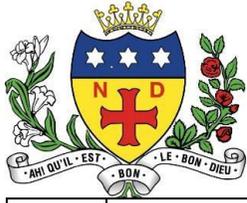


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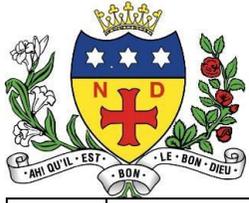
<p>Module 2 – My personal world</p> <ul style="list-style-type: none">• Family members• Friendships and relationships• Weekend routine• Describing personality• Describing appearance• Family celebrations <p>Identity and influencers</p>			
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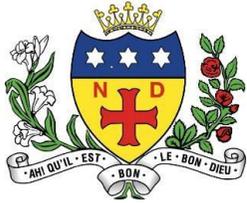
	<p>Module 3 – My school life</p> <ul style="list-style-type: none"> • The school day • School subjects • Expressing opinions, agreeing and disagreeing • School life and school rules • Memories of school when you were younger • Past progress and future ambitions 	<p>immediate future tenses (in varying complexity depending on sets).</p> <p>In Module 2 we revisit previous learning on the topic of my personal world. We speak and write in extended sentences, with a focus on opinions and justification as well as gaining further familiarity with three-time frames.</p> <p>In Module 3 we look at “my school life”. Again, we are consistently striving to develop further competence in the use of the three main time frames, but here we also put an emphasis on narrating skills and giving extended descriptions.</p>	<p>End of Y9 assessment – listening, reading and writing (40 words).</p>	<p>Behind each topic there is a strong emphasis on grammar. Pupils learn to talk about and use grammatical terms accurately, and this helps to develop their understanding and application of English.</p> <p>We prepare pupils to be able to communicate with others in their own tongue and to understand other communities, preparing them for future opportunities in a global world. Pupils learn about families, friends and communities in French-speaking communities, popular hobbies and free time, and about special occasions and celebrations in French-speaking countries.</p>
10	<p>Module 4 – <i>En pleine forme</i></p> <ul style="list-style-type: none"> - Mealtimes - (un)healthy diets - Mental health - Illnesses and accidents - Lifestyle future plans 	<p>In Year 10 pupils continue to develop and build upon their skills of listening, speaking, reading and writing, also translation.</p> <p>We work mostly at Foundation Level, but are keen to push students to start understanding Higher-Level style questions where appropriate, as well as encouraging them to produce Higher-Level language in spoken and written form.</p>	<p>Regular vocab tests set individually by each class teacher.</p> <p>Extended writing task in September.</p> <p>February y10 mocks</p> <p>Past GCSE papers in Listening, Reading and Writing</p>	<p>We develop the key languages skills of listening, speaking, reading, writing and translation. Behind each topic there is a strong emphasis on grammar. Pupils learn to talk about and use grammatical terms accurately, and this helps to develop their understanding and application of English.</p>



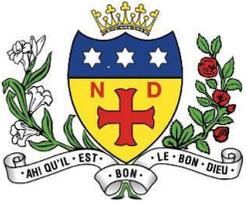
	<p>Module 5 <i>Numéro vacances</i> (talking about holidays in different tenses, holiday accommodation and the French speaking world)</p>		<p>May – Speaking GCSE style tasks – Role Play and Photo card</p> <p>June - Past GCSE papers in Listening, Reading and Writing</p>	
11	<p>Module 6 <i>Notre planete</i> Geography and climate Environmental problems Protecting the environment</p> <p>Module 7 <i>Mon petit monde et moi</i> Describing town/village/city Directions Shopping Describing ideal home</p> <p>Module 8 <i>Mes projets d'avenir</i> Future plans The world of work Travel plans Comparing different jobs</p>	<p>In M6 we look at environmental issues and pupils learn to describe environmental issues in the World, what they do to help the environment and what it is important to help the environment. Developed opinions and more sophisticated phrases to give opinions are used. We talk about different ways in which we can work together and how small actions can help to protect our environment. At all point in the unit, we look at giving strong, justified opinions using a range of more sophisticated vocabulary and phrases.</p> <p>In M7 students learn to talk in depth about where they live, what they like doing in their local area and what their dream house would be like.</p> <p>In M8 students, aptly – as they near the end of their GCSEs, start to look to the future and learn to talk about future study and career plans, as well as if they have other aspirations – e.g travel.</p>	<p>Vocab tests for each module per individual teacher – bespoke to class needs and level.</p> <p>Regular vocab tests set individually by each class teacher.</p> <p>Extended writing task in late September.</p> <p>November/December y11 mocks (full set of past papers including full Speaking mock exam)</p> <p>February - Past GCSE papers in Listening, Reading and Writing</p> <p>February/March – absolutely final decisions on whether students will be sitting Foundation or Higher Papers</p>	<p>We develop the key languages skills of listening, speaking, reading, writing and translation. Behind each topic there is a strong emphasis on grammar.</p> <p>Pupils learn to talk about and use grammatical terms accurately, and this helps to develop their understanding and application of English.</p> <p>We prepare pupils to be able to communicate with others in their own tongue and to understand other communities, preparing them for future opportunities in a global world. Pupils learn about the working world and jobs / careers in French-speaking communities, key environmental and social issues affecting Francophone countries and about healthy life choices.</p>



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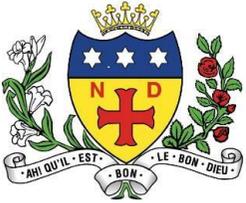
	<p>Revision and exam skills</p>	<p>At the end of the course we focus on exam skills and preparing for the final exams. We look at example questions and attempt practice essays together for the writing paper, we develop the required skills for the role plays and photo cards as well as practicing and developing confidence for the general conversation part of the speaking exam, and we look at and analyse how to deal with the listening, reading and translation questions.</p>		
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<p>12</p>	<p>Aspects of French-speaking society: current trends</p> <ul style="list-style-type: none"> <i>The changing nature of family (La famille en voie de changement)</i> <i>The 'cyber-society' (La « cybersociété »)</i> <i>The place of voluntary work (Le rôle du bénévolat)</i> <p>Artistic culture in the French-speaking world</p> <ul style="list-style-type: none"> <i>A culture proud of its heritage (Une culture fière de son patrimoine)</i> <i>Contemporary francophone music (La musique francophone contemporaine)</i> 	<p>In Year 12 the course is split between two teachers. With teacher 1, following on from GCSE content, we begin by studying the topic of family, and with teacher 2 pupils focus on cyber-society. Both of these topics follow on from familiar GCSE topics and function as branching topics between KS4 and KS5.</p> <p>With teacher 1 we then move onto the study of French heritage and culture and with teacher 2 we look at francophone music. There is a large emphasis on the whole French-speaking World, and pupils learn to give clear examples, evidence and justification for their views and opinions. Pupils gain a developed knowledge of the cultures of different Hispanic countries as well as developed linguistic competence Pupils develop their skills in listening, reading, writing, speaking and translation.</p> <p>The third topics are voluntary work with teacher 1 and cinema with teacher 2. Cinema then leads on to the study of the first literary topic, the study of the film “La Haine”, where pupils learn to analyse and evaluate the film, including its characters, themes and techniques. They learn to write essays in the target language in preparation for paper 2.</p>	<p>Vocab tests for each sub-topic</p> <p>End of topic assessment for each sub-topic – listening, reading, essay, stimulus speaking card.</p> <p>End of Year assessment – listening, reading and writing, speaking.</p> <p>Essay on film.</p>	<p>We develop the key languages skills of listening, speaking, reading, writing and translation. There is a very strong emphasis on grammatical accuracy. Pupils learn to talk about and use grammatical terms accurately, and this helps to develop their understanding and application of English. Pupils learn to write essays, make and justify their arguments, evaluate and analyse. They also develop their research skills in the target language.</p> <p>We prepare pupils to be able to communicate with others in their own tongue and to understand other communities, preparing them for future opportunities in a global world as confident and able linguists. We study the changing family in Francophone communities, use of modern technologies, social issues around voluntary work, the rich heritage of French-speaking countries, music and</p>
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	<ul style="list-style-type: none"> • <i>Cinema: the 7th art form (Cinéma : le septième art)</i> <p>Film – La Haine Grammar IRP</p>	<p>Pupils also begin to consider and plan what they would like to research for their Individual Research Project towards the end of Y12 in readiness for Y13.</p> <p>Much of the grammatical content of the A-Level course is covered in Y12. This allows pupils to speak and write in appropriately more sophisticated language as is required for essay writing and IRP preparation by the end of the year.</p>		<p>cinema in the past and the modern day.</p> <p>Through the study of the film, pupils develop a further understanding of life in modern France and the issues that affect modern society.</p>
13	<p>Aspects of French-speaking society: current issues</p> <ul style="list-style-type: none"> • <i>Positive features of a diverse society (Les aspects positifs d'une société diverse)</i> • <i>Life for the marginalised (Quelle vie pour les marginalisés ?)</i> • <i>How criminals are treated (Comment on traite les criminels)</i> 	<p>Pupils begin Y13 studying the novel « L'Etranger » and also continue to work on their IRP in more detail and depth. Through study of the novel, its character, themes and literary techniques, pupils are prepared for the essay exam paper 2, but are also introduced to French literature ready for potential further study. They also learn how to deal with reading an entire literary work, using skimming and scanning skills and also reading for detail, using quotations and relevant sections of the text to support their ideas.</p> <p>Via the IRP pupils develop their independent research skills ready for study post-18, as well as their presentation skills and their ability to talk about an aspect of French-speaking culture in depth, expressing opinions and using evidence and facts to support their arguments.</p>	<p>Vocab tests for each sub-topic</p> <p>End of topic assessments for each sub-topic – listening, reading, essay, stimulus speaking card.</p> <p>Mock exam x 2</p>	<p>We develop the key languages skills of listening, speaking, reading, writing and translation. There is a very strong emphasis on grammatical accuracy. Pupils learn to talk about and use grammatical terms accurately, and this helps to develop their understanding and application of English. Pupils learn to write essays, make and justify their arguments, evaluate and analyse. They also develop their research skills in the target language.</p> <p>We prepare pupils to be able to communicate with others in their own tongue and to understand other communities,</p>



<p>Aspects of political life in the French-speaking world</p> <ul style="list-style-type: none"> • <i>Teenagers, the right to vote and political commitment (Les ados, le droit de vote et l'engagement politique)</i> • <i>Demonstrations, strikes – who holds the power? (Manifestations, grèves – à qui le pouvoir ?)</i> • <i>Politics and immigration (La politique et l'immigration)</i> <p>Novel – L’Etranger IRP Grammar</p>	<p>The Y13 topics are again split between two teachers. With one teacher pupils study aspects of French society and with the other they look at aspects of political life. These topics focus on real modern life in Francophone countries and pupils gain a detailed understanding of issues affecting society and people of their age in French-speaking communities. Pupils develop their skills in listening, reading, writing, speaking and translation.</p> <p>There is a continued focus on grammar and the final requirements of A-Level grammar are covered throughout the year to enable pupils to write and speak at an advanced level.</p> <p>At the end of the course we focus on exam skills and preparing for the final exams. We look at example questions and attempt practice essays together for the writing paper, we develop pupils’ skills and knowledge of the French-speaking World for the speaking stimulus card and we look at and analyse how to deal with the listening, reading, writing and translation questions of paper 1.</p>		<p>preparing them for future opportunities in a global world as confident and able linguists. We study modern Francophone society and its diversity, about those who are marginalised, about crime, politics, immigration and racism. Through these topics pupils develop their understanding of key issues in their own society as well. Through the study of the book, pupils develop the ability to appreciate a key literary work and to apply their developed linguistic understanding in greater depth.</p>
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