Curriculum Overview

MFL - French

Department	MFL
Head of Department	Mr Pastor
Department Members	Mr Stone, Mrs Baranda, Mrs Ewing-Patterson , Mr Almasi
Accommodation and Resources	BC2, B2, B3, G1

Curriculum Intent	Our intent is to make our students good linguist in French and Spanish. In our view, being a good linguist means: - Enjoy and thrive a different language and culture. - Being able to have discussions in the target language (Speaking). - Being able to express one's opinions in a creative writing task (Writing). - Being able to understand what is being communicated in the target language (Reading & Listening). - Increase awareness and tolerance towards another culture. We intend to make our students good linguists by following achievable and yet ambitious steps. - Vocabulary: the specific vocabulary following the National Curriculum will be taught and several retrieval practice will be established within the Scheme of Work. - Skills: The students will be practising each 4 skills (Listening / Reading / Writing / Speaking) in order to become confident linguists. - Cultural awareness: our team have made the decision to change exam board as well as the textbooks used in class. These modifications imply an increase of the cultural aspect of MFL. - In line with the National Curriculum: our team have made the decision to change exam board as well as the textbooks used in class. These modifications give our students a better chance at enjoying the course and also being successful in the exams.



Curriculum Implementation

What my child will learn in Year 7

Year 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Module 1: Introduction to French	End of Module 1 + Module 2: life at school	Module 2	End of Module 2 Assessment + Module 3: sports and free time activities.	KS3 Assessment + Module 3	Module 4: my home.
Previous knowledge recalled	No previous knowledge required.	The French pronouns Masculine / Feminine / plural concept. Numbers in French. Vocabulary learnt in previous term.	How to say the / a in French. French pronouns and verb endings. Vocabulary learnt in previous term.	Vocabulary learnt in previous term.	**All vocabulary and knowledge learnt since Term 1 (revision resources and lessons will happen) in the view of the KS3 Assessments.** ER regular verbs. How to give opinions in French.	How to say the / a in French. Numbers. Masculine / feminine / singular / plural concept.
New Knowledge	Module 1: . The phonic French system. . Greetings. . Numbers. . Family members. . Avoir Verb (to have). . Classroom items. . How to describe a picture. . Give opinions & reasons.	. Use ER regular verbs in the Present tense. ASSESSMENT OF MODULE 1. MODULE 2: . Colours. . Saying the time in French. CULTURAL LESSON: Xmas in France.	. School subjects in French. . Give opinions and reasons about school subjects. . School uniform. . The school day / routine. . Using new regular ER verbs in the present. . Sharpen the Reading and Listening Skills.	ASSESSMENT OF MODULE 2 (as well as previous knowledge from Module 1). . The weather / seasons. . Sports & activities in French. . Using the verb jouer à & faire de. REVISION LESSONS FOR THE KS3 ASSESSMENTS.	KS3 ASSESSMENTS + Feedback. . Discussing free time and activities. . Use the verb aimer + infinitive to give opinions. . Asking questions in French.	. Pets. . Higher numbers. . Describe my family. . Use my / your accurately. . Describe my house. Project: Designing a French city using the Specific vocabulary about places in town.
Key Knowledge Assessment	End of Module 1 Assessment during Term 2.	Module 1 assessment.	End of Module 2 Assessment in Term 4.	End of Module 2 Assessment	Module 1 & 2 Assessments – KS3 Assessment.	Quizzes & retrieval practice in class.
Links to literacy and numeracy	- Multiple links to English languages such as: cognates / the conjugation system / the use of infinitive verbs… - Using the French number system: similar to the English system up to 69 and then numeracy skills are required (70 is “soixante-dix”, litteraly “sixty-ten”).					
Extra-Curricular opportunities	French clubs Guest speakers					
Links to careers/ aspirations	Multiple relation to jobs such as: the ability to have a conversation could be helpful in a customer service environment + multiple cover lessons created to link MFL with careers so that it can be taught by a non-specialist and encourage the students to aim for a multilingual job.					



Links to our Fulston FAMILY values	**Fortitude: Students need to get things wrong and persevere, that must be happening, as it is a brand new language they are learning from scratch. They will be encouraged and supported. They will also feel like it is a natural process. For example, toddler will say "yesterday, I goed to the parc" instead of "I went" = logical and natural mistake.** **Ambition: The MFL team is teaching to the top. There are challenges / extension tasks available. Our curriculum is ambitious as it is tackling all the skills and content necessary to become a good linguist. There is no simplification, only scaffolding in our process.** **Mindfulness: Students will demonstrate understanding and be mindful of their peers and teachers. The teacher will model mindfulness, expect mindfulness to occur within the classroom and address issues proportionally when necessary.** **Integrity: The students are expected to display honesty and integrity in their attitude to work and towards their peers and teachers. Our team will work on building a strong relationship with the students in order to all work as a team for the entire year.** **Leadership: Students will be encouraged and praised to display leadership. All acts of leadership will be rewarded, from the smallest act (such as helping handing out the books) to taking charge of a revision session (such as creating an online game with the content to know before an assessment and making it available to all students).** **Young Citizens: Our curriculum discuss different cultures from all over the French Speaking world, not only France mainland. Tolerance and understanding of these cultures will make the students better citizens as they will have an increased knowledge of the world around them.**

What my child will learn in Year 8

Year 8	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Module 1 - Holiday	Module 1 - Holiday	Module 2 – French traditions and celebrations	Module 2	End of KS3 Assessment + Module 3.	
Previous knowledge recalled	French pronouns Feminine/masculine /singular/plural concepts The verb « avoir »	The verb avoir and etre in the present tense + French pronouns.	French pronouns + Opinions in French			
New Knowledge	. Vocabulary about places to go on holiday (mountain / countryside…) . Sharing opinions and reasons about holiday. . Discover the perfect tense in French and practising it. . Discussing "Le parc Asterix" and "Le futuroscope" in the perfect tense.	. TBAT use the verb aller in the perfect tense. . Discuss what went wrong on holiday. . Discuss an extraordinary holiday. END OF MODULE 1 ASSESSMENTS. Cultural lesson: Xmas in France.	. Discussing the French Carnaval. . Discussing the "fete de la musique". . Revising the use of regular verbs in the present. . Buying food in a French market. . Discovering the use of the near future in French.	. Discussing new resolutions using the Present and the Future tense. END OF MODULE 2 ASSESSMENTS. Revision of Module 1 and 2 – in order to be ready for the KS3 Assessments of next Term.	END OF KS3 ASSESSMENTS. . Discuss cinema and type of movies in French. . Asking questions. . Arranging plans in a conversation.	. Using the negative forms in French. . Post card project using the 3 tenses. . Cultural lessons: Le 14 Juillet / Big Flo et Oli / Y8 French Quiz.
Key Knowledge Assessment	End of Module 1 Assessment happening in Term 2.	End of Module 1 Assessment.	End of Module 2 Assessment happening next Term.	End of Module 2 Assessment.	End of KS3 Assessment.	
Links to literacy and numeracy	- Multiple links to English languages such as: cognates / the conjugation system / the use of infinitive verbs… Using the French number system: similar to the English system up to 69 and then numeracy skills are required (70 is "soixante-dix", litteraly "sixty-ten").					
Extra-Curricular opportunities	French clubs Guest speakers Residential trip					
Links to careers/ aspirations	Multiple relation to jobs such as: the ability to have a conversation could be helpful in a customer service environment + multiple cover lessons created to link MFL with careers so that it can be taught by a non-specialist and encourage the students to aim for a multilingual job.					
Links to our Fulston	**Fortitude: Students need to get things wrong and persevere, that must be happening, as it is a brand new language they are learning from scratch. They will be encouraged and supported. They will also feel like it is a natural process. For example, toddler will say "yesterday, I goed to the parc" instead of "I went" = logical and natural mistake.**					

FAMILY values	**Ambition: The MFL team is teaching to the top. There are challenges / extension tasks available. Our curriculum is ambitious as it is tackling all the skills and content necessary to become a good linguist. There is no simplification, only scaffolding in our process.** **Mindfulness: Students will demonstrate understanding and be mindful of their peers and teachers. The teacher will model mindfulness, expect mindfulness to occur within the classroom and address issues proportionally when necessary.** **Integrity: The students are expected to display honesty and integrity in their attitude to work and towards their peers and teachers. Our team will work on building a strong relationship with the students in order to all work as a team for the entire year.** **Leadership: Students will be encouraged and praised to display leadership. All acts of leadership will be rewarded, from the smallest act (such as helping handing out the books) to taking charge of a revision session (such as creating an online game with the content to know before an assessment and making it available to all students).** **Young Citizens: Our curriculum discuss different cultures from all over the French Speaking world, not only France mainland. Tolerance and understanding of these cultures will make the students better citizens as they will have an increased knowledge of the world around them.**

What my child will learn in Year 9

Year 9	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Module 3	Module 4	Module 4	End of Module 4 + start of Module 5.	Module 5	End of Module 5
Previous knowledge recalled	. Use of negative form. . Vocabulary about cinema and TV programs.	TBAT understand and write in the Past, Present, Future about free time activities.	. French numbers. . Adjectives agreements (masculine, feminine, singular and plural).	Module 4 learning – ready for the assessment.	**End of KS3 Assessment** **+** **End of Module 5.**	The verb aller in the present tense.
New Knowledge	. How to describe a picture (GCSE skill). . Revision of the past – Perfect tense. . TBAT use the 3 tenses: Past – Present – Future.	END OF MODULE 3 ASSESSMENT. . Name of countries in French. . Weather. . Discussing my region. . Using on peut + infinitive. . Using je dois / il,elle,on doit. . Discussing jobs that I do at home to help. . Xmas in France.	. My daily routine – Using reflexive verbs in the present tense with all pronouns. . Using irregular adjectives. . Revision – End of Module Assessment next term.	. Cultural lesson about La Corse. . END OF MODULE 4 ASSESSMENT. . Discussing sport and activities. . Using jouer à / faire de accurately. . Revision for the end of KS3 Assessment.	END OF KS3 Assessment. . Adjective agreements – revision. . Using adjective agreements in a comparisons and with direct object pronouns.	. Places in town – using aller à / au accurately. . Giving and following directions. . Using il faut / il ne faut pas discussing healthy lifestyle. . Cultural lessons . Learn how to analyse a French movie (A level French skills – adapted to Year 9).
Key Knowledge Assessment	End of Module 3 Assessment next Term.	End of Module 3 Assessment.	End of Module 4 Assessment next term.	End of Modude 4 assessment.	End of KS3 Assessment.	
Links to literacy and numeracy	- Multiple links to English languages such as: cognates / the conjugation system / the use of infinitive verbs… Using the French number system: similar to the English system up to 69 and then numeracy skills are required (70 is “soixante-dix”, litteraly “sixty-ten”).					
Extra-Curricular opportunities	French clubs Guest speakers					
Links to careers/ aspirations	Multiple relation to jobs such as: the ability to have a conversation could be helpful in a customer service environment + multiple cover lessons created to link MFL with careers so that it can be taught by a non-specialist and encourage the students to aim for a multilingual job.					
Links to our Fulston	**Fortitude: Students need to get things wrong and persevere, that must be happening, as it is a brand new language they are learning from scratch. They will be encouraged and supported. They will also feel like it is a natural process. For example, toddler will say “yesterday, I goed to the parc” instead of “I went” = logical and natural mistake.**					



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What my child will learn in Year 10

Year 10	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Module 1	Module 2	End of Module 2 – start Module 3	Module 3 – start Module 4	Module 4	Module 5
Previous knowledge recalled	French pronouns + how to use verbs in the present / past / future (basic awareness – not 100% accurate yet).	All Module 1 knowledge tested on the Assessment. Adjective agreements.	How to give opinions & reasons + All specific vocabulary seen in previous terms. + Being able to discuss events in the past, present and future.	How to give opinions & reasons + All specific vocabulary seen in previous terms. + Being able to discuss events in the past, present and future.	How to give opinions & reasons + All specific vocabulary seen in previous terms. + Being able to discuss events in the past, present and future.	How to give opinions & reasons + All specific vocabulary seen in previous terms. + Being able to discuss events in the past, present and future.
New Knowledge	What does the GCSE look like Discussing French traditional events. Discussing free time activities such as: using the internet, watching tv, going out… Being able to use the negative form and use the perfect tense.	End of Module 1 Assessment Describing people/using adjectives. Discussing routines. Discussing friendship. Using Direct Object Pronouns. Exam skill: How to describe a picture.	Revision of the 3 tenses Past perfect tense / present / immediate future. End of Module 2 Assessment Discussing school subjects and rules. Be able to use comparisons. Using irregular verbs in the perfect tense.	Discussing the past using the imperfect tense. Use direct object pronouns (revision) Speaking preparation – ready for the PPEs. Start Module 4 – discuss food & healthy lifestyle SPEAKING PPEs.	Y10 PPEs. Discussing healthy lifestyle using modal verbs (devoir/pouvoir/vouloir). Discussing illness, injuries and accidents. Discover how to use the simple future. Revision of Module 3 and 4	Assessment of Module 3 and 4. Discussing holidays: . My ideal holiday. . Holiday's attractions. . Celebrations and festivals. . Weather and activities. . Review past holidays. Using the imperfect and perfect tense. Use Si + present + simple future
Key Knowledge Assessment	End of Module 1 Assessment in Term 2.	End of Module 2 in Term 3	Speaking PPEs next term.	PPEs next term.	Assessment of Module 3 and 4 next term	
Links to literacy and numeracy	- Multiple links to English languages such as: cognates / the conjugation system / the use of infinitive verbs… Using the French number system: similar to the English system up to 69 and then numeracy skills are required (70 is "soixante-dix", litteraly "sixty-ten").					

Extra-Curricular opportunities	French clubs Guest speakers
Links to careers/ aspirations	Multiple relation to jobs such as: the ability to have a conversation could be helpful in a customer service environment + multiple cover lessons created to link MFL with careers so that it can be taught by a non-specialist and encourage the students to aim for a multilingual job.
Links to our Fulston FAMILY values	**Fortitude: Students need to get things wrong and persevere, that must be happening, as it is a brand new language they are learning from scratch. They will be encouraged and supported. They will also feel like it is a natural process. For example, toddler will say "yesterday, I goed to the parc" instead of "I went" = logical and natural mistake.** **Ambition: The MFL team is teaching to the top. There are challenges / extension tasks available. Our curriculum is ambitious as it is tackling all the skills and content necessary to become a good linguist. There is no simplification, only scaffolding in our process.** **Mindfulness: Students will demonstrate understanding and be mindful of their peers and teachers. The teacher will model mindfulness, expect mindfulness to occur within the classroom and address issues proportionally when necessary.** **Integrity: The students are expected to display honesty and integrity in their attitude to work and towards their peers and teachers. Our team will work on building a strong relationship with the students in order to all work as a team for the entire year.** **Leadership: Students will be encouraged and praised to display leadership. All acts of leadership will be rewarded, from the smallest act (such as helping handing out the books) to taking charge of a revision session (such as creating an online game with the content to know before an assessment and making it available to all students).** **Young Citizens: Our curriculum discuss different cultures from all over the French Speaking world, not only France mainland. Tolerance and understanding of these cultures will make the students better citizens as they will have an increased knowledge of the world around them.**

What my child will learn in Year 11

Year 11	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	End of Module 5 – Start of Module 6	Module 7	End of Module 7 + start Module 8			
Previous knowledge recalled	How to give opinions & reasons + All specific vocabulary seen in Y10 + Being able to discuss events in the past, present and future.	How to give opinions & reasons + All specific vocabulary seen in previous terms. + Being able to discuss events in the past, present and future.	How to give opinions & reasons + All specific vocabulary seen in previous terms. + Being able to discuss events in the past, present and future.	How to give opinions & reasons + All specific vocabulary seen in previous terms. + Being able to discuss events in the past, present and future.	How to give opinions & reasons + All specific vocabulary seen in previous terms. + Being able to discuss events in the past, present and future.	How to give opinions & reasons + All specific vocabulary seen in previous terms. + Being able to discuss events in the past, present and future.
New Knowledge	Revision of Module 5 and revision of the 3 tenses. Start of Module 6 Revision of the number system. Using comparisons and superlatives. Discuss environmental issues and what I can do to protect the environment.	Speaking assessment and PPEs. Start of Module 7: Discuss what there is in my region using the pronoun "y". Be able to ask, give and understand directions. Discussing clothes and discuss	Revision of the conditional tense. Discuss about my city/village in the past and future. Revision of Module 5-6-7 Assessment of Module 5-6-7 Start of Module 8: Discuss summer plans using the simple future.	Discuss future careers and give opinions and reasons about different jobs. End of Module 8. Revision of all Modules + preparation for the Speaking GCSE (next term).	Speaking GCSE. Revision of all Module / exam skill practice.	

	Exam skill: Getting ready for the PPEs – Reading Listening Speaking Writing	previous purchases. Discuss about my ideal home.	Discuss “mes projets” (my plans) for the future. Using avant de + infinitive / apres avoir + past participle.			
Key Knowledge Assessment	Y11 PPEs next term.	PPEs.	End of Module 5-6-7 Assessment	End of Module 8 Assessment	Speaking GCSE.	
Links to literacy and numeracy	- Multiple links to English languages such as: cognates / the conjugation system / the use of infinitive verbs… Using the French number system: similar to the English system up to 69 and then numeracy skills are required (70 is “soixante-dix”, litteraly “sixty-ten”).					
Extra-Curricular opportunities	French clubs Guest speakers					
Links to careers/ aspirations	Multiple relation to jobs such as: the ability to have a conversation could be helpful in a customer service environment + multiple cover lessons created to link MFL with careers so that it can be taught by a non-specialist and encourage the students to aim for a multilingual job.					
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Curriculum Impact	Our students will become confident linguist by the end of our program. - They will be able to converse in different tenses confidently. - They will be aware of the phonic system and be able to use it accurately. - They will be able to recognise the key vocabulary, which will allow them to understand conversations or readings in the target language. - They will have an improved cultural awareness and be able to reflect on their own culture too.