

French

Curriculum Team Vision

Education should equip students with the necessary knowledge, skills, qualifications and mind-set to contribute positively to society, irrespective of their backgrounds.

In the MFL department, we strive to be outstanding educators who inspire our pupils through an ambitious and varied curriculum. We aim to shape fluent, confident and literate learners with a deep understanding of language and culture, who can share their knowledge and challenge the wider world as global citizens. We are passionate in our drive to impart new knowledge, which is embedded through practice. Learning a language opens up opportunities, regardless of background, and will give all learners the chance to explore a culture different to their own, and the links they can make with their own lives and experiences.

At KS3, students will learn how to describe themselves, talk about school life, free-time activities, life at home, the local area, holidays, festivals and celebrations, future plans and jobs, environmental and ethical issues and the wider world. The curriculum is taught as a spiral, so students never learn a topic once – they will encounter the topic at least once more before the end of KS4. Every topic area includes the four main language learning skills – reading, listening, speaking and writing. At KS3, students will also learn a Foundation of key grammar, including communicating in the perfect, present, near future, simple future and conditional tenses (also touching on the imperfect in Year 9) as well as encountering reflexive and modal verbs. By the end of KS3, students are expected to be able to communicate in three tenses, use some complex phrases (such as a subjunctive phrase), be able to justify opinions including using connectives and accurately include negatives and adjectives in their work.

KS4 builds on the topics, skills and grammar studied at KS3. Students will learn more about describing themselves, their family and friends, leisure activities, festivals and celebrations, their home and local area, holidays, school life, future plans and jobs and environmental and ethical issues. Every topic has been encountered at least once before at KS3. The same four skills apply at KS4 – reading, listening, speaking, writing – with an exam in each skill at the end of Year 11. By the end of KS4, students are expected to be able to communicate in a mixture of the perfect, imperfect, present, near future, simple future and conditional tenses, use complex phrases (including some in the subjunctive), justify opinions and use negatives, adjectives, connectives and modal verbs accurately.

Where can studying languages take you? Click on the link below:

https://resources.careersandenterprise.co.uk/sites/default/files/2021-02/1438_MLMF_PPT_MFL_Final_110221.pptx

Subject: French Year 9 Curriculum Map 2023-2024			
Terms	Topics covered and core knowledge and skills	Links to careers	Links to the Knowledge organiser and other additional resources
Half term 1	<p>Mon monde à moi – Talking about my life</p> <p><i>Point de Départ – Revision of Year 7/Year 8 topics : opinions and justifying them, leisure activities</i> To identify aimer, adorer and détester and use them in the present tense to give opinions on leisure activities</p> <p><i>Qu'est-ce que tu fais comme activités extrascolaires? – Talking about after-school clubs and enrichment</i> To identify at least 4 different after-school enrichment activities in the present tense To give an opinion about at least one activity</p> <p><i>Amis pour toujours ! – Describing friends</i> To describe the hair and eye colour of other people To recognise a reflexive verb and use at least two with the pronoun je.</p>	<p>Careers that link to this topic include : travel agent, teacher, holiday representative, cabin crew, translator, interpreter, marketing manager, content writer, reviewer, journalist, tour guide, museum staff.</p> <p>Link to Bitesize page about what jobs use languages: https://www.bbc.co.uk/bitesize/tags/zk39nrd/jobs-that-use-modern-foreign-languages/1</p>	www.languagenut.com
Half term 2	<p>Continued: Mon monde à moi – Talking about my life</p> <p><i>Comment as-tu fete ton anniversaire ? – Talking about celebrating your birthday</i> Identifying different activities that you could do on your birthday Forming the perfect tense using regular and irregular verbs</p> <p><i>Qu'est-ce que tu vas porter? – Describing what you're going to wear to a special occasion</i> Identifying different types and styles of clothing Forming the near future tense with je</p> <p>Projets d'avenir – Talking about jobs & future plans</p>	<p>This topic is based around jobs and careers, and so links to Gatsby Benchmark 4.</p> <p>Students look at the real-world labour market and job adverts in French in Do Now tasks and as reading comprehension tasks. There will also be links to jobs in the local labour market to compare and link to the Maritime Curriculum.</p>	www.languagenut.com

	<p>Point de Départ – Revision of Year 7/Year 8 topics : near future tense, modal verbs (je peux/je dois) use of pour + the infinitive To identify how the near future tense is formed To use ‘on peut’ accurately with the infinitive</p> <p>Qu’est-ce que tu veux faire ? – Talking about different jobs To identify at least three different jobs To use je veux and je ne veux pas with the infinitive to say what you want and don’t want to do for a job</p>	<p>Careers that link to this topic include : travel agent, teacher, holiday representative, cabin crew, translator, interpreter, marketing manager, content writer, reviewer, journalist, tour guide, museum staff.</p> <p>Link to Bitesize page about what jobs use languages: https://www.bbc.co.uk/bitesize/tags/zk39nrd/jobs-that-use-modern-foreign-languages/1</p>	
Half term 3	<p>Continued: Projets d’avenir – Talking about jobs & future plans</p> <p>Qu’est-ce que tu feras à l’avenir ? – Your future plans To identify how to form the simple future tense with habiter, avoir, aller, être, travailler and acheter and ‘je’ To use the simple future tense to say what your future plans will be</p> <p>Retours vers le future – Your future plans Using the simple future tense accurately with ‘on’ and regular verbs (as well as ‘aller’) Talking about your future plans</p>	<p>Careers that link to this topic include : travel agent, teacher, holiday representative, cabin crew, translator, interpreter, marketing manager, content writer, reviewer, journalist, tour guide, museum staff.</p> <p>Link to Bitesize page about what jobs use languages: https://www.bbc.co.uk/bitesize/tags/zk39nrd/jobs-that-use-modern-foreign-languages/1</p>	www.languagenut.com

<p>Half term 4</p>	<p>Ma vie en musique – My life in music</p> <p><i>Point de Départ – Instruments, adjectives, opinions</i> To identify different instruments To accurately agree adjectives To say who your favourite singer/group is</p> <p><i>Qu'est ce que tu écoutes ? – Who do you listen to ?</i> Discussing your musical preferences Using the present and near future tenses</p> <p><i>De jeunes réfugiés – The near future tense</i> Describing plans using the near future tense Giving opinions and reasons in the near future</p> <p><i>Je suis allé(e) à un concert ! – I went to a concert !</i> Describing a trip to a concert Using the perfect tense</p>	<p>Careers that link to this topic include : travel agent, teacher, holiday representative, cabin crew, translator, interpreter, marketing manager, content writer, reviewer, journalist, tour guide, museum staff.</p> <p>Link to Bitesize page about what jobs use languages: https://www.bbc.co.uk/bitesize/tags/zk39nrd/jobs-that-use-modern-foreign-languages/1</p>	<p>www.languagenut.com</p>
<p>Half term 5</p>	<p>Le meilleur des mondes – The environment</p> <p><i>Point de Départ – Food</i> To identify different types of food To look at food in Francophone school canteens and compare to our own</p> <p><i>Est-ce que tu manges de la viande? – Do you eat meat ?</i> To identify different types of food and diets Justification of different diets that people choose Using negatives accurately</p> <p><i>Action pour la nature – Endangered animals</i> To identify different endangered animals Using il faut + the infinitive to explain what we can do to help animals</p>	<p>Careers that link to this topic include : travel agent, teacher, holiday representative, cabin crew, translator, interpreter, marketing manager, content writer, reviewer, journalist, tour guide, museum staff.</p> <p>Link to Bitesize page about what jobs use languages: https://www.bbc.co.uk/bitesize/tags/zk39nrd/jobs-that-use-modern-foreign-languages/1</p>	<p>www.languagenut.com</p>

<p>Half term 6</p>	<p>Continued: Le meilleur des mondes – The environment</p> <p><i>Mission écolo! – Eco-friendly life</i> To identify what you can do to help the environment To say what you have done in the past to help using the perfect tense</p> <p><i>J'aimerais changer le monde – I would like to change the world</i> To identify how to form the conditional tense Use the conditional tense to say how you would like to change the world</p> <p>Le monde francophone – The French speaking world</p> <p><i>Quels pays voudrais-tu visiter? – Countries you'd like to visit</i> To identify different French speaking countries Using different articles (definite and indefinite) Using both the conditional and near future tenses</p> <p><i>On va voir des choses extraordinaires! – Visiting UNESCO world heritage sites</i> To identify what UNESCO world heritage sites are To say what it would be like to visit a UNESCO site Researching UNESCO sites across the Francophone world</p>	<p>Careers that link to this topic include : travel agent, teacher, holiday representative, cabin crew, translator, interpreter, marketing manager, content writer, reviewer, journalist, tour guide, museum staff.</p> <p>Link to Bitesize page about what jobs use languages:</p> <p>https://www.bbc.co.uk/bitesize/tags/zk39nrd/jobs-that-use-modern-foreign-languages/1</p>	<p>www.languagenut.com</p>
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