**Modern Foreign Languages Curriculum Map**

**Year 7 French**

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| **Knowledge** * Display knowledge and understanding of French pronunciation
* Understand French grammar rules regarding adjectives, the present and future

 tenses, and use of articles. * Develop and apply a range of language to give personal information, express

 opinions, describe others and use cognates and prior knowledge Gather information on life in La Francophonie in terms of school, free-time, key  figures from popular culture, towns, and countries within La Francophonie. | **Curriculum Intent:** Students will study 4 areas pertinent to their life. They will focus on understanding and expressing descriptions and opinions. Grammatical knowledge will be built upon with key structures to each topic, such as adjectives and time, alongside a study of knowledge which is transferable and relevant for future learning such as opinions and verb conjugation. Continual skill development will occur through the inclusion of the four key areas of listening, speaking, reading, and writing. Students will make links between these areas to develop their understanding of how languages work. A range of skills within these key areas will be developed throughout each unit with repeated practice. Each assessment will be used to inform future learning in the next unit, allowing teachers to focus on areas of knowledge and understanding which may need more practice such as retrieval practice, drilling, recalling improving long-term memory. |
| **The Bigger Picture…**Pupils start learning language to describe themselves and the world around them for them to communicate with other speakers of French. They learn about topics relevant to them – school, free time, family, and local area. Where possible they build on KS2 learning of the same language but regardless of the language studies at KS2 they build on their awareness of phonics and language learning skills as a well as cultural aspect. Cultural aspect is explicitly referenced throughout the SOW as MFL broadens pupil awareness of the world around them and is an intrinsic part of language learning. | **Cross Curricular and Curriculum Enrichment Opportunities**Literacy: Use of grammatical terms when teaching and explaining grammar in relation to the English equivalentsUse of cognates and etymology to build knowledge of EnglishKnowledge organisers / sentence builders improve awareness of sentence formation.Starters to regularly include phonic focus.Numeracy: 1-100, telling the time in French, analysis of patterns, surveyGeography: La Francophonie – countries in the world / regions Cultural aspects: Saint days /Festivities in France (Noël, Pâques….)-/ School routines / Regions in France / Popular culture e.g. Astérix et Obélix  |

**Implementation:**

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| **Module titles** | **Moi et ma Famille****Introducing myself and my family** | **Mon Collège** **My school** | **Là où j’habite****Where I live** | **Mon temps libre / Mes Loisirs****My free time** |
| Timings | **Term 1 and Half of Term 2** | **Term 2/3** | **Term 4/5** | **Term 5/6** |
| Assessment OpportunitiesFrequent low stakes quizzing during modules | Listening – Narrow listening – Moi/Ma famille | Listening- Narrow listening – Mon Collège | Listening – Narrow listening - Là où j’habite | Listening –Narrow listening – Mes loisirs |
| Reading – Narrow reading – Moi/Ma famille | Reading- Narrow reading – Mon Collège | Reading – Narrow reading - Là où j’habite | Reading –Narrow reading – Mes loisirs |
| Speaking - Interview | Speaking - presentation | Speaking - Interview | Speaking – Interview/picture |
| Writing – Mid Module – quelle sorte de personne es-tu? End Module – Ma Famille | Writing – Mid Module – Mes matières End Module – Mon Collège | Writing – Mid Module chezmoi End Module – Ma Maison et ma Région | Writing – Mid Module – quels sports? End Mod – Mes loisirs |

**Year 8 French**

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| **Knowledge** * Deepen knowledge and apply understanding of French pronunciation, more

 complex grammatical structures and start to manipulate language more independently* Recall and further understanding of French grammar rules regarding adjectives

 agreement, the present, Past & Future tense, use of articles and opinions/  justifications.* Students can apply structures and manipulate written and spoken language with or

 without support. Cultural aspect: Routines, Carnaval de Québec, Food and Drink,  Paris | **Curriculum Intent:** In Year 8 students will study 4 areas pertinent to their life. They will focus on understanding and expressing events and opinions. Grammatical knowledge will be built upon with key structures to each topic, such as comparatives, alongside a study of knowledge which is transferable and relevant for future learning such as past and future tense. Continual skill development will occur through the inclusion of the four key areas of listening, speaking, reading, and writing. Students will make links between these areas, as well as explicit links to English and their previous experiences to develop their understanding of how languages work. A range of skills within these key areas will be developed throughout each unit with repeated practice. Each assessment will be used to inform future learning in the next unit, allowing teachers to focus on areas of knowledge and understanding which may need more practice. |
| **The Bigger Picture…**Pupils start to deepen and apply their knowledge of the language spoken and written to be able to extend their reply and to understand more complex structures.They learn about topics relevant to them. They build on previous acquired knowledge in Year 7 by developing further their four skills and use critical thinking and cognitive process to tackle challenges in their leaning process. Cultural aspect is explicitly referenced throughout the SOW with an opportunity to increase your knowledge about different culture, way of life and language acquisition. | **Cross Curricular and Curriculum Enrichment Opportunities**Literacy: Use of grammatical terms when teaching and explaining grammar in relation to the English equivalentsUse of cognates and etymology to build knowledge of EnglishKnowledge organisers / sentence builders improve awareness of sentence formation.Starters to regularly include retrieval practice/ recall from previous topics/areas of study/ grammatical structure etc...Numeracy: French numbers, telling time/dateGeography: Paris. Regions in France. QuébecCultural aspects: Festivities in France, Francophone countries/ Food & drink in France / French way of life. Popular culture e.g., Tintin, Technology in France |

**Implementation:**

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| **Module titles** | **Ma Routine** | **Tu veux sortir? Je suis connecté(e)****La Technologie** | **Bon Appétit****Food and Drink** | **À Paris****Describing a visit in past tense** |
| Timings | **Term 1 and Half of Term 2** | **Term 2/3** | **Term 4/5** | **Term 5/6** |
| Assessment OpportunitiesFrequent low stakes quizzing during modules | Listening – Narrow listening – Routine | Listening- Narrow listening – la technologie | Listening – Narrow listening - Mes repas  | Listening –Narrow listening – qu’est-ce que tu as fait à Paris? |
| Reading – Narrow reading – Routine | Reading- Narrow reading- la technologie | Reading – Narrow reading - Mes repas | Reading –Narrow reading – qu’est-ce que tu as fait à Paris? |
| Speaking - Interview | Speaking – Interview – tu veux sortir? | Speaking - Role play – au restaurant | Speaking – Role play – Tourist Office / Presentation |
| Writing – Mid Module – routine du matin End Module – Ma Routine | Writing – Mid Module – Mid Module – translation End Module – Quand je suis connecté | Writing – Mid Module - Mes repas End Module – une visite au resto | Writing – End Module Translation |

**Year 9 French**

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| **Knowledge:*** Further knowledge and understanding of French grammar, more

 complex structures and manipulating language more independently using key-processes to deal with the unknown.* Immersion in more complex grammatical structures with a better

 knowledge of how to manipulate sentences in different contexts and  areas of learning.* Students can apply structures and manipulate written and spoken

 language without support when possible.* Topics of study in correlation with GCSE requirements
* Cultural aspect: French culture/ films/music/ fashion/role models.

 Areas of France and La Francophonie | **Curriculum Intent:** In year 9 students will study 4 areas pertinent to their life which also link into GCSE content. They will focus on understanding and expressing previous, current, and future events, actualities, and intentions. Grammatical knowledge will be built upon from Y8 with key structures to each topic, such as expressing hopes, alongside a recap of past, future, and present tenses. Continual skill development will occur through the inclusion of the four key areas of listening, speaking, reading, and writing. Students will make links between these areas to develop their understanding of how languages work. A range of skills within these key areas will be developed throughout each unit with repeated practice. They will also develop a cultural insight into French film and the Francophone world. |
| **The Bigger Picture…**Pupils deepen and apply their knowledge of the language spoken and written to be able to cope with different levels of challenges.They build on previous acquired knowledge in Year 7 & Year 8 by developing further their four skills and start to understand the requirements for GCSE French. Students can communicate comfortably within 3 times frames in written and spoken language. Cultural aspect is explicitly referenced throughout the units of Work with an opportunity to increase cultural awareness and appreciate different cultures and way of life. | **Cross Curricular and Curriculum Enrichment Opportunities**Literacy: Use of grammatical terms when teaching and explaining grammar in relation to the English equivalents more explicitly.Use of cognates and etymology to build knowledge of EnglishKnowledge organisers / sentence builders improve awareness of sentence formation.Starters to regularly include retrieval practice/ recall from previous topics/areas of study/ grammatical structure etc...Numeracy: numbers/date/hours/ Geography: France/ tourist regions/ Cultural aspects: Festivities in France/ French movies/music / Culture in France & the Francophone world – / Role models from francophone world/ Common jobs |

**Implementation:**

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| **Module titles** | **Le Travail et Mes Rêves****(Work and Dreams)** | **La Vie D’Ados****(Teenage life and interests)** | **START GCSE COURSE****Mod 1 - Qui-suis-je? – Who am I?****Theme 1** | **Module 4 de la Ville à la Campagne** **( My area) Theme 2** |
| **Timings** | **Term 1 and Half of Term 2** | **Term 2/3** | **Term 4/5** | **Term 5/6** |
| **Assessment Opportunities****Frequent low stakes quizzing during modules** | Listening – Narrow listening  | Listening- Narrow listening – Year 9 Exams | Listening – End Module  | Listening –End Module |
| Reading – Narrow reading  | Reading- Narrow reading - Year 9 exams | Reading – End Module | Reading –End Module |
| Speaking – Picture Description | Speaking – Interview – Year 9 Exams | Speaking – Interview / picture | Speaking – Interview |
| Writing – Mid Module – Les Tâches ménagères End Module – Mes Rêves | Writing – Mid Module mes vêtements End Module – Y9 Exams | Writing – Mid Module - – Ma famille / un rendez-vous End Module – Mes copains | Writing – Ma ville –End Module – Ma Région |

**GCSE FRENCH EDEXCEL SPECIFICATION**

**Subject content Assessments**

Students study all the following themes on which the assessments are based: GCSE French has a Foundation Tier (grades 1-5) and Higher Tier (grades 4-9)

 Students must take all four question papers at the same tier. All questions papers must

* [**Theme 1:** Identity and culture](https://www.aqa.org.uk/subjects/languages/gcse/french-8658/subject-content/themes#id-Theme_1_Identity_and_culture_1_1_1) be taken in the same series.
* [**Theme 2:** Local, area,](https://www.aqa.org.uk/subjects/languages/gcse/french-8658/subject-content/themes#id-Theme_2_Local_national_international_and_global_areas_of_interest_1_1_2) Holidays and travel
* **Theme 3:** School Assessments – 4 Skills
* [**Theme 4:** Future aspirations, study and work](https://www.aqa.org.uk/subjects/languages/gcse/french-8658/subject-content/themes#id-Theme_3_Current_and_future_study_and_employment_1_1_3) Listening Exam 25% / Speaking Exam 25% / Reading Exam 25% / Writing Exam 25%
* **Theme 5:** International and Global Dimension

**ASSESSMENT CRITERIA**

Listening & Speaking

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| **Paper 1: Listening****What is assessed:**Understanding and responding to different types of spoken language**How it is assessed:**Written exam: 35 min including 5 min reading time (Foundation) - 45 min including 5 min reading time (Higher)50 marks (Foundation) - 50 marks (Higher)25% of GCSE(Each exam includes 5 minutes’ reading time of the question paper before the listening stimulus is played)**Questions - Foundation & Higher Tier**Foundation Tier Section A – Questions in English, to be answered in EnglishSection B – Questions in French, to be answered in FrenchHigher Tier Section A – Questions in French, to be answered in FrenchSection B – Questions in English, to be answered in English | **Paper 2: Speaking****What is assessed:**Communicating and interacting effectively in speech for a variety of purposes**How it is assessed:**End of course oral exam with teacher recorded and marked externally7–9 minutes (Foundation Tier) + 12 mn preparation time10–12 minutes (Higher Tier) + 12 mn preparation time70 marks (for each of Foundation Tier and Higher Tier)25% of GCSE**Questions**Foundation Tier and Higher TierRole-play – 10 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)Photo card – 24 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)General conversation – 36 marks (3–5 minutes atFoundation Tier; 5–7 minutes at Higher Tier) |

**ASSESSMENT CRITERIA**

Reading & Writing

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| **Paper 3: Reading****What is assessed:**Understanding and responding to different types of written l language**How it is assessed**:Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier), 50 marks (for each of Foundation Tier and Higher Tier) 25% of GCSE**Questions - Foundation & Higher Tier**Section A – questions in English, to be answered in EnglishSection B – questions in French, to be answered in French Section C – translation from French into English (5 short separated sentences for Foundation Tier and a short paragraph for Higher Tier) | **Paper 4: Writing****What is assessed:**Communicating effectively in writing for a variety of purposes**How it is assessed:**Written exam: 1 hour 10(Foundation Tier), 1 hour 20 minutes (Higher Tier)60 marks at Foundation Tier and 60 marks at Higher Tier 25% of GCSE**Questions - Foundation Tier**Question 1 – message (student produces 30 words in response to a photo) – 12 marksQuestion 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marksQuestion 3 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 20 marksQuestion 4 – translation from English into French -5 short, separated sentences for including reference to three time frames)– 12 marks**Questions - Higher Tier**Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 20 marksQuestion 2 – structured writing task (student responds to to four compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 28 marksQuestion 3 – translation from English into French short paragraph – 12 marks |

**Year 10 French**

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| **Knowledge** * Further knowledge and understanding of the requirements of French GCSE in the course of study
* Independently using key-processes to deal with the unknown and recycling pre-learnt key-concepts in various context including the 4 skills.
* Immersion and application in complex grammatical structures with a sound knowledge of how to manipulate sentences in different contexts and themes.
* Students can apply structures and manipulate written and spoken language without support and by using long-term memory.

Understanding 3 themes in correlation with GCSE requirements. | **Curriculum Intent:** In year 10 students will study 4 units as prescribed by the EDEXCEL exam board. They will focus on understanding and expressing descriptions and opinions. Grammatical knowledge will be built upon providing reinforcement from KS3, alongside understanding and application of more complex structures and verb conjugation. Continual skill development will occur through the inclusion of the four key areas of listening, speaking, reading and writing. Students will make links between these areas to develop their understanding of how languages work. A range of skills within these key areas will be developed throughout each unit with repeated practice. Each assessment will focus on a particular exam skill element usually a productive skill as these are commonly the hardest for students. This allows students and teachers to see particular areas of strength and areas to work on in terms of knowledge, understanding and skill. |
| **The Bigger Picture…**Pupils deepen further and apply consistently their knowledge of the language spoken and written to be able to cope with different levels of challenges.They build on previous acquired knowledge from KS3 areas of study by reinforcing and applying further their four skills and understand the requirements for GCSE French. Students can understand & express views on a range of more complex topics in speaking + writing. They will have end of module assessments and Y10 mock exams throughout the year related to the main components of the GCSE French course. | **Cross Curricular and Curriculum Enrichment Opportunities**Literacy: Use of grammatical terms when teaching and explaining grammar in relation to the English equivalents more explicitly.Use of cognates and etymology to build knowledge of EnglishGCSE Specification for French related to different topics & Themes.Knowledge organisers / sentence builders improve awareness of sentence formation.Starters to regularly include retrieval practice/ recall from previous topics/areas of study/ grammatical structure etc.Numeracy: same than KS3- Reinforcement higher numbersGeography: francophone world - France/ tourist regionsCultural aspects: Customs, Festivities and festivals in France and it’s multicultural society/ French movies/music / Culture in France & the Francophone world. Education In France. Use of Technology. |

**Implementation:**

Pupils start the GCSE course in March of Year 9 and complete Module 1 and Module 4 in Year 9

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| **Module Title** | **Les Temps de Loisirs****Module 2 - Theme 1** **(Leisure and Technology)** | **Jours ordinaires, Jours de Fêtes Module 3 - Theme 1**  | **Le Grand Large Module 5 - Theme 2 Holidays (+ Revision + Y10 exams)** | **Au Collège – Module 6 –** **Theme 3 School** |
| **Timings** | **Term 1 / 2** | **Term 2/3** | **Term 4 /5** | **Term 6 (Term 1 Y11)** |
| **Assessment****Opportunities** | End of Module Assessments | End of Module AssessmentsYear 10 Mock Oral Assessment | Year 10 Mock – Listening/Writing/Reading | Mid Module Task |

**Year 11 French**

**The Bigger picture…**

GCSE French helps you explore a wide range of topics, from celebrations and festivals, through getting by as a tourist in France to international campaigns and events. You will learn about French culture through a range of interesting topics which will add to your understanding of the languages and countries.

People with language skills and knowledge usually have an advantage over people without them. They stand out as talented and successful people, with broad and exciting horizons.  Taking GCSE French means you will:

* add an extra dimension to your personal skills profile which will impress anyone who reads your CV
* be in a stronger position to get a job in companies with international links or improve employability if you would like to work abroad
* be able to work or study in a French-speaking country in later life
* be able to study AS and A level French courses to further your knowledge of the languages and cultures
* find it easier to learn other languages later if you want to

**Knowledge**

* develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
* express and develop thoughts and ideas spontaneously and fluently
* listen to and understand clearly articulated, standard speech at near normal speed
* deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
* acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
* develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
* be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
* develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment
* develop language strategies, including repair strategies

**Implementation**

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| **Module titles** | **Au College****(Continued from Y10)** | **Un Oeil sur le monde Module 6 – Theme 5 (Environment****Global & Social issues, big events** | **Bon Travail – Module 7 – Theme 4****Work and future plans****MOCK exams** | **Revision + Oral exam** | **Revision + GCSE exams – May /June** |
| **Timings** | **Term 1**  | **Term 1/2** | **Term 2/3 – Year 10 Mocks** | **Term 4** | **Term 5/6 – GCSE Exams** |
| **Assessment Opportunities****Frequent low stakes quizzing during modules** | Listening Test | Listening Test | Mock Listening |  | GCSE Listening |
| Speaking Test | Mock Oral |  | GCSE Oral (April) |  |
| Reading Test | Reading Test | Mock Reading |  | GCSE Reading |
| Writing test | Writing Test | Mock Writing |  | GCSE Writing |

**FRENCH IMPACT**:

At KS3, progress in Listening, Speaking, Reading, and Writing skills is reflected upon and assessed throughout each module, so that pupils have acquired the necessary knowledge and skills to enable a smooth transition to KS4. At KS4 progress is measured through regular GSCE style tasks and activities in the four skills. The outcomes of these measures at both KS3 and KS4 are regularly evaluated and used to inform teaching and revision.

Through consistent modelling of language learning skills and knowledge, students are increasingly able to apply their learning to new contexts in order to demonstrate their progress. By building upon their previous education and life experiences, students are able to enjoy and engage in our subject and apply their metalinguistic awareness across the wider curriculum and beyond.

Cultural capital is achieved using the above methods. Another strand in developing their cultural capital, is recognising differences and similarities between different cultures and the Francophone culture, which is explicitly referenced throughout our curriculum. We believe that this cultural capital results in better student communication, empathy, and tolerance, essential if students are to become more rounded, global citizens.

Extra-curricular activities, such as visiting theatre company performances and the KS3 trip to France demonstrate student's enthusiasm, interest and understanding of others and their cultures.

Our students have continued to be successful in their GCSE French exams, leading to some students furthering their language study at A level and beyond.