

French on a Page 2024 / 2025

French

Subject Leader: Sophie Allert

CURRICULUM INTENT:

Our aim is to offer an inspiring and academically challenging curriculum, where all language learners consider themselves as 'World Citizens' who belong in a multicultural, mutually respectful world and value different cultures.

We want our students to be able to express their ideas and thoughts in another language and to understand how to respond to its speakers, both in speech and writing. This will be achieved through teaching of subject knowledge such as vocabulary and cultural customs, which will be built upon with practice and embedding of linguistic skills, such as translation, reading, listening, speaking and writing.

The MFL department strives to make language learning meaningful, providing students with many opportunities for both collaboration and independent work in each lesson. The curriculum is designed to ensure that all four skills are covered in every unit, and that there are plenty of opportunities to revisit key skills and knowledge. All of the themes studied are taken from the Edexcel GCSE course. By the end of KS3, all students should know basic vocabulary from a range of topics, be able to write short paragraphs or say longer sentences using familiar vocabulary, and be able to listen for detail in short passages. By the end of KS4, students should also be able to use increasingly complex structures, manipulate verbs with fluency in different tenses, write at length on a variety of topics, and be able to understand longer, speedier passages.

Low stakes testing is carried out regularly through various means, such as in-class retrieval practice, and through careful planning by teachers to ensure understanding and progression. Knowledge and skills will be assessed at set points, with each unit focusing on specific skills.

Grammar skills are taught explicitly through every unit of work, revisited and built on every year in order to support students to speak and write more accurately.

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Year 7	Our languages department employs a range of strategies to ensure students learn in an enjoyable, positive and inclusive environment. Every lesson involves direct instruction and practice of all four skills wherever possible and relevant. The curriculum is focused on the 3 pillars of language learning: vocabulary, grammar and phonics. Every lesson also ensures several learning checks to support swift progress, as well as retrieval of previous knowledge to ensure misconceptions are reviewed. Detailed feedback of extended pieces of writing also ensures that students learn to write longer and more accurate paragraphs.																
	Term 1	Basics		Term 2	Family		Term 3	School		Term 4	House and home		Term 5	Where I live		Term 6	Consolidation and culture unit
	Year 7 learning is setting the building blocks for further language learning. We start with a huge focus on oracy and phonics to ensure confidence with reading and pronunciation. Topics are chosen with building of basic skills in mind. For example, the first few units focus on basic questions and answers. The unit on school then ensures we introduce complex opinions and sentences. There is regular interleaving of skills learnt, which culminates in a whole year topic and skills revision package. We also ensure that cultural capital is ever-present throughout the year in lessons (do now activities, cultural cross curricular units) and at home (cultural projects).																

Year 8	Our languages department employs a range of strategies to ensure students learn in an enjoyable, positive and inclusive environment. Every lesson involves direct instruction and practice of all four skills wherever possible and relevant. The curriculum is focused on the 3 pillars of language learning: vocabulary, grammar and phonics. Every lesson also ensures several learning checks to support swift progress, as well as retrieval of previous knowledge to ensure misconceptions are reviewed. Detailed feedback of extended pieces of writing also ensures that students learn to write longer and more accurate paragraphs.																
	Term 1	Holidays		Term 2	Holidays		Term 3	Going out and staying in		Term 4	Daily routine, Health and Fitness Going out and staying in		Term 5	School and future plans		Term 6	Consolidation and cultural unit
	Year 8 learning is continuing to increase practice and confidence to support further language learning. Topics are chosen with the building of more complex skills in mind. For example, the first few units focus on longer, more structured writing with the introduction of tenses. The unit on school then ensures we review complex opinions and sentences, and practise the future tense. There is regular interleaving of skills learnt, which culminates in a whole year topic and skills consolidation unit. We also ensure that cultural capital is ever-present throughout the year in lessons (do now activities, cultural cross curricular units) and at home (cultural projects).																

Year 9	Our languages department employs a range of strategies to ensure students learn in an enjoyable, positive and inclusive environment. Every lesson involves direct instruction and practice of all four skills wherever possible and relevant. The curriculum is focused on the 3 pillars of language learning: vocabulary, grammar and phonics. Every lesson also ensures several learning checks to support swift progress, as well as retrieval of previous knowledge to ensure misconceptions are reviewed. Detailed feedback of extended pieces of writing also ensures that students learn to write longer and more accurate paragraphs.																
	Term 1	Family and relationships		Term 2	Festivals and celebration		Term 3	City and region		Term 4	The world around us		Term 5	The world around us		Term 6	Preparation for GCSE and cultural unit
	Year 9 learning is continuing to increase practice and confidence to support further language learning. Topics are chosen with preparation for the GCSE in mind. We build on previously seen topics to ensure thorough review of tenses and grammar in order to then move on to more unfamiliar topics, like the World around us. There is regular interleaving of skills learnt, which culminates in a whole year topic and skills consolidation unit. We also ensure that cultural capital is ever-present throughout the year in lessons (do now activities, cultural cross curricular units) and at home (cultural projects).																

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Key Stage 4

Year 10	Our languages department employs a range of strategies to ensure students learn in an enjoyable, positive and inclusive environment. Every lesson involves direct instruction and practice of all four skills wherever possible and relevant. The curriculum is focused on the 3 pillars of language learning: vocabulary, grammar and phonics. Every lesson also ensures several learning checks to support swift progress, as well as retrieval of previous knowledge to ensure misconceptions are reviewed. Detailed feedback of extended pieces of writing also ensures that students learn to write longer and more accurate paragraphs.											
	Term 1	Lifestyle, media and technology	Term 2	My personal world	Term 3	Lifestyle and wellbeing	Term 4	Studying and my future	Term 5	Travel and tourism	Term 6	Consolidation and preparation for the speaking exams
	Year 10 learning is geared towards teaching of the GCSE topics in a way that builds on the previous learning from KS3 to ensure the complexity of the new content is supported by the students' knowledge. For example, the first unit builds on previous knowledge of hobbies and opinions to teach complex structures and a variety of tenses, thus ensuring interleaving of vocabulary, grammar and phonics. Most of the GCSE topics are taught in year 10 to ensure as much time as possible for revision and exam skills. In term 6, students get to prepare for their speaking exams to ensure they have as long as possible to practise the skill in class and at home.											

Year 11	Our languages department employs a range of strategies to ensure students learn in an enjoyable, positive and inclusive environment. Every lesson involves direct instruction and practice of all four skills wherever possible and relevant. The curriculum is focused on the 3 pillars of language learning: vocabulary, grammar and phonics. Every lesson also ensures several learning checks to support swift progress, as well as retrieval of previous knowledge to ensure misconceptions are reviewed. Detailed feedback of extended pieces of writing also ensures that students learn to write longer and more accurate paragraphs.											
	Term 1	Aspirations, study and work	Term 2	Cultural life	Term 3	Skills based revision of all themes	Term 4	Skills based revision of all themes	Term 5	Exam skills	Term 6	Year 11 New Knowledge will be complete by 20/12/2024 Year 11 Coursework deadline is 9/4/2025
	Year 11 learning is geared towards interleaving all topics and skills to ensure as much time as possible is left to revision and practice. Exam skills are paramount to our students' success, so from January onwards we organise lessons in the following manner: each fortnight is dedicated to one topic, and each lesson has a different focus: reading, listening, writing and speaking. Once we have revised all topics, we move onto speaking final review and practice as well as exam skills to ensure all students remember all of the tips and methodology necessary to maximise success.											

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Key Stage 5

Year 12	<p>In year 12, lessons have several foci due to the increased complexity of the curriculum. Flipped learning supports with vocabulary; learning of vocabulary happens before the lesson using Memrise so lessons can focus on practice. Every lesson includes as many exam skills practice exercises as possible to ensure students are familiar with both format and mark schemes. Listening and reading involve authentic sources to support the students' cultural and societal knowledge. Grammar is taught as standalone lessons with a focus on the students' weaknesses identified through the grammar checklist done at the start of the year. Assessment involves self and teacher assessed work to ensure misconceptions are identified as early as possible to maximise progress. Formal assessments are entirely based on past papers, with detailed feedback to ensure any gaps in knowledge are closed swiftly.</p>											
	Term 1	Changes in French society: family structures	Term 2	Changes in society: education and work	Term 3	Political and artistic culture: music, festivals and traditions	Term 4	Immigration and multicultural society: impact of immigration	Term 5	Immigration and multiculturalism: immigration and integration; the far-right	Term 6	Intouchables: film study and introduction to essay writing
	<p>Year 12 learning is a step up from year 11, so our curriculum starts on family, education and work to ensure some familiarity with basic vocabulary. Consequently, we can introduce social, historical and statistical knowledge to an already solid base of subject related knowledge. Prior knowledge is expanded through careful practice of new and reviewed grammatical points, and of how to construct longer paragraphs that demonstrate knowledge of sociological and cultural trends. The first half of year 12 is thus focused on bridging the grammatical and lexical gap and expanding knowledge of familiar subjects. This means that by the time we reach more complex subjects, like immigration, the students are linguistically ready for the challenge. At the end of year 12, we also study one of the films on the specification, which helps the students develop their critical and analytical skills with the view of writing extended essays.</p>											