

## Subject: French

Faculty Leader		Subject Leader		
Mr D. Sutton		Mrs S. O’Boyle		
National Curriculum				
<p><b>The Ecclesbourne School follows the National Curriculum</b></p> <p>Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.</p>				
Curriculum Intent				
<p>To Identify and use tenses and other structures which convey the present, past, and future.</p> <p>To use and manipulate a variety of key grammatical structures and patterns.</p> <p>To develop and use a wide-ranging and deepening vocabulary that goes beyond immediate needs and interests, allowing students to give and justify opinions and take part in discussion about wider issues.</p> <p>To use accurate grammar, spelling and punctuation.</p> <p>To listen to a variety of forms of spoken language to obtain information and respond appropriately.</p> <p>To speak coherently and confidently, with increasingly accurate pronunciation and intonation.</p> <p>To initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address.</p> <p>To express and develop ideas clearly and with increasing accuracy, both orally and in writing.</p> <p>To read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide accurate English translations of short and suitable material.</p> <p>To read literary texts in the language to stimulate ideas, develop creative expression and expand understanding of the language and culture.</p> <p>To write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.</p>				
Curriculum Implementation				
	Term		Content	Assessment
	Year 7	Autumn Term	1	<p>Greetings and Introductions</p> <p>Phonics and the Alphabet</p> <p>Numbers 0-31 and how to say your age and when your birthday is</p> <p>The verb ‘avoir’ and saying what you have in your survival kit</p> <p>Classroom Language</p> <p>Some students will have prior knowledge of French but we begin the course with some core language, which is quickly developed. Students will learn how to form sentences, so that they can soon talk about themselves and learn the importance of being able to ask and answer questions. We encourage them to speak in French during lessons and highlight the importance of phonics to enable them to perfect their pronunciation.</p>

		2	<p>The verb 'habiter' and talking about where you live Countries and nationalities Family Physical Descriptions Christmas Traditions</p> <p>Students are introduced to the concept of personal pronouns and 'er' verbs through studying the verb 'habiter'. They also learn about adjectival agreement when talking about nationalities. These core concepts will be revisited throughout their language learning. Students also learn to describe family members. We look at Christmas traditions in France and compare this with our own experiences.</p>	Baseline assessments in Listening, Reading and Writing
	Spring Term	3	<p>Describing Personality Talking about your pets School Subjects and Opinions Describing teachers</p> <p>Students develop their ability to use adjectives in French, by describing others and their pets. They produce longer pieces of writing. They learn to extend sentences by giving opinions, which is a key requirement at GCSE level.</p>	Peer Speaking Assessment
		4	<p>The School Day and Time Cultural Aspects of School Life The verb 'jouer' and talking about the sports you play</p> <p>Students learn to describe their school day and are introduced to telling the time. They compare and contrast cultural differences with respect to education in France and Britain. They learn the verb 'jouer' which helps revisit the core concept of 'er' verbs.</p>	Formal assessments in Listening, Reading and Writing
	Summer Term	5	<p>Free Time Activities and the verb 'faire' Saying where you go at the weekend, using the verb 'aller' Talking about how you use technology 'ER' verbs</p> <p>Students develop their ability to discuss the topic of free time, which is a key element of the GCSE. They begin to understand when to use aller/faire or jouer to talk about activities they do. They also revisit 'er' verbs in the Present Tense.</p>	Peer Speaking Assessment
		6	<p>Talking about television including opinions Town and Descriptions Saying what you can do in a town Describing where things are in a town Research project on a French town or city</p> <p>Students work towards producing longer pieces of writing on the topic of free time, to include giving opinions about tv. They learn to say what you do in a town, revisiting adjectival agreement. This is another key element of the GCSE. Students also research a French town or city and develop their cultural knowledge of France.</p>	Formal assessments in Speaking and Writing
	<b>Term</b>	<b>Content</b>		<b>Assessment</b>

Year 8	Autumn Term	1	<p>Talking about Hobbies Arranging to Go Out Modal verbs Saying how long you have known how to do something.</p> <p>In Year 8 we begin with talking about hobbies to recap the core learning from Year 7. Students develop their confidence in using the present tense of 'er' verbs. Students then learn to invite people out and accept or decline an invitation and practise their skills through roleplay. Students also learn the 'depuis' construction to say how long they have been doing something.</p>	Peer Speaking Assessment
		2	<p>Daily Routine Telling the Time Talking about your house and types of accommodation</p> <p>Students learn reflexive verbs and how to describe their daily routine. They learn how to describe where they live and use adjectival agreement and prepositions. They prepare a piece of writing about where they live.</p>	Formal assessments in Reading and Writing
	Spring Term	3	<p>Food, Drink and Likes/Dislikes Saying what you eat for different meals Ordering at a café and shopping Healthy Living Parts of the body and Illnesses Role play at the doctor and at the shops</p> <p>Students learn about the partitive articles through describing what they eat and drink for different meals. They learn to enact roleplays at a café and shopping for food. They learn about food in French culture. Students learn 'avoir' expressions, in particular relating to saying what's wrong with them.</p>	Peer Speaking Assessment
		4	<p>Countries and the verb 'aller' Transport and Accommodation The Near Future Tense Holiday Plans</p> <p>Students learn to talk about holiday plans in the Future tense, a key element of GCSE. They learn the 2<sup>nd</sup> Verb Infinitive construction. They produce a piece of writing about their holiday plans.</p>	Formal assessments in Listening, Reading and Writing
	Summer Term	5	<p>The Perfect Tense Last Weekend</p> <p>Students learn all elements of using the Perfect Tense with 'avoir' verbs. They are introduced to the Perfect Tense with 'être'. They learn to describe what happened last weekend.</p>	
		6	<p>Clothes and accessories The verb 'porter' Fashion in France</p>	Formal assessments in Speaking and Writing

			Students learn to describe the clothes they wear, how frequently and when. They revisit adjectival position and agreement. They revisit the present continuous tense. Students research fashion in France and may perform a fashion show or produce a project.	
	Term		Content	Assessment
Year 9	Autumn Term	1	Personal Information Family and Relationships Free time Activities – Present Tense Students begin the year with a focus on the Present Tense. They draw on prior knowledge to describe themselves and their interests. Students develop the level of language used to describe family, focussing on describing their relationships with family members as required for the GCSE.	Peer Speaking Assessment
		2	Free time Activities – Last Weekend New Year’s resolutions & 2 <sup>nd</sup> Verb Infinitive Construction Students are taught to switch between Present and Past time frames through talking about their free time activities. We then revisit the Future tense, describing plans for the new year.	Formal assessments in Reading and Writing
	Spring Term	3	School Subjects and Opinions The School Day School Rules Future Plans School is a core topic at GCSE. Students learn to develop the complexity of language they can use to talk about all aspects of school. Students compare and contrast the education system in France with that of Great Britain.	Peer Speaking Assessment
		4	Home and Local Area My Ideal Town The Environment Students learn the Conditional Tense and use it to describe an ideal town. They learn to say what you can do in different areas. They learn key vocabulary to describe environmental problems and solutions.	Writing Task
	Summer Term	5	The Environment The Future Tense Free Time including Music, Cinema and T.V. Students learn to say what they do personally to help the planet and also how they will change their habits in the future. Students study music and cinema interests in France and express their opinions.	End of Year Assessments in Listening, Reading and Writing
		6	Holidays – Present and Perfect Tense Food and Eating Out Festivals and Celebrations Students develop the skills needed for GCSE by talking about present and past holidays. They do role play activities so that they can order meals in a restaurant and learn about the importance of food in French culture. Students find out about key festivals and celebrations in France.	Formal assessments in Speaking and Writing
Extra-Curricular Opportunities				

We run an immersion trip to Nice during Year 10. This offers students the opportunity to attend lessons taught by native speakers and to go on visits, as well as to experience real French life by staying with a family.

### Resources

Teacher produced materials accompany each unit of work.

In Year 7 there is a booklet containing all vocabulary and grammar for the year.

In Year 8 there is a booklet which corresponds to the topics for each unit of work.

In Year 9 we begin using the GCSE resources, which students can access via an online resource called 'Kerboodle'.