

**St. Sampson High School  
Subject Curriculum Overview**

Department	MFL (French)	HoD	JFL
<b>Intent</b>	<p>In Key Stage 3, we want our pupils to develop into inquisitive learners and aspiring linguists, who understand the building blocks of language. Pupils will be able to narrate events and ideas in different time frames, in both written and spoken form. They will be able to read and listen to a range of materials on familiar topics. They will understand that communication is more important than perfection in MFL and have the confidence to make their thoughts and opinions known. Pupils will lay the foundations for GCSE, but more importantly be equipped with the verbal, written and comprehension skills which will allow them to communicate with native speakers.</p> <p>At Key Stage 4, pupils will build upon their foundation of knowledge to become more confident linguists. Pupils will begin to manipulate language to suit a range of purposes, in both written and spoken form. Pupils will have the comprehension skills to read and listen to more complex materials on a range of topics which are relevant and appropriate for their age. By the end of the GCSE, pupils will be able to communicate their thoughts, ideas and opinions in a range of tenses. Pupils will approach language challenges as linguists; seeking understanding through their prior learning and making grammatical and semantic links.</p>		
<b>Big Ideas</b>	<p><i>Reading, writing, listening, speaking, Translation Grammar, vocabulary</i></p>	<b>Key tier 2 and 3 vocabulary</b>	<p><i>Noun Adjective Verb Adverb Pronoun Tense Infinitive Past participle Cognate Semi-cognate Translate Tense</i>  <b>For tier 3, see Knowledge Organisers.</b></p>

<b>Enrichment or Opportunities for out of class learning</b>		<p>MFL Film club  Language Leaders scheme  French Pop Music Video Competition</p>					
<b>Links to Rights Respecting School</b>		<p>Children have the right to <b>share freely</b> with others what they <b>learn, think and feel</b>, by <b>talking, drawing, writing</b> or in any other way unless it harms other people.  Children have the right to <b>get information</b> from the <b>Internet, radio, television, newspapers, books and other sources</b>.  Children's education should help them fully develop their <b>personalities, talents and abilities</b>. It should teach them to understand their own rights, and <b>to respect other people's rights, cultures and differences</b>. It should help them to live peacefully and <b>respect the environment</b>.</p>					
<b>The key aspects of pupil achievement</b>		<b>Knowledge</b>	<i>What should students know?</i>	<b>Understanding</b>	<i>What should students understand?</i>	<b>Skills</b>	<i>What should students be able to do?</i>
By age 11 students should		<b>Knowledge</b>	<b>There is no consistent MFL teaching in Primary Schools</b>	<b>Understanding</b>		<b>Skills</b>	
<b>KS3</b>	<b>Year 7</b>		<b>Year 8</b>		<b>Year 9</b>		
<b>Implement Autumn</b>	Accès Studio – Covering the basics. Greetings, introductions, birthdays / age, colours, family members, pets.	Module 1 – <i>C'est perso</i> – Talking about likes and dislikes, hobbies, personality, appearance including some third person	Module 1 – <i>T'es branché(e)?</i> – Discussing and giving extended opinions about types of media (films, tv, books), describing hobbies, weather, making plans using the future tense.	Module 2 – <i>Paris, je t'adore!</i> – How to say what you can do, using the past tense to say what you did, describing events and giving opinions in the past.	Module 1 – <i>Ma vie sociale d'ado</i> – Discussing use of social media, describing friends using adjectives and direct object pronouns (him, her, them, it), making plans in the future tense, describing dates and events with friends in three tenses.	Module 2 – <i>Bien dans sa peau</i> – Parts of the body, illness and injury, discussing the importance of sport and exercise, healthy eating, using the simple future tense to make resolutions, combining tenses.	
<b>Assessment</b>	Baseline vocabulary test  Reading - Up to L3	Speaking  Listening	Speaking  Listening	Reading  Writing	Speaking  Listening	Reading  Writing	

<b>Implement Spring</b>	Module 2 – <i>Mon college</i> – School subjects, giving opinions with reasons, food and drink, describing places.	Module 3 – <i>Mes pasetemps</i> – Using the present tense, giving opinions with reasons about activities, using time phrases, using the third person	Module 3 – <i>Mon identité</i> - Discussing personality and relationships with friends and family, describing people in the third person, agreeing and disagreeing with each other, talking about fashion, using the near future tense.	Describing your town and home, using prepositions to describe the location of things, explaining eating habits.	Module 3 – <i>À l’horizon</i> – jobs and careers, the importance and benefits of language learning, using modal verbs to describe job requirements, using the imperfect tense to compare past, present and future.	Module 4 – <i>Spécial vacances</i> – Holiday destinations and activities, using the conditional to describe an ideal holiday, using reflexive verbs to plan what to pack, describing tourist attractions and activities in the past tense.
<b>Assessment</b>	Reading Writing	Speaking Listening	Speaking Listening	Reading Writing	Speaking Listening	Reading Writing
<b>Implement Summer</b>	Module 4 – <i>Ma zone</i> – Places in town, giving directions, describing where you live, saying what you can do and what you want to do.	Module 5 – 3, 2, 1... <i>Partez!</i> – Holiday destinations and activities, using the near future tense.	Module 5 – <i>Quel talent?!</i> – Describing passions and talents, using modal verbs – could, must, should, want, giving instructions, using comparatives and superlatives to compare.	SPLIT CURRICULUM – Those not opting for GCSE – Project-based work about elements of French culture.  Those continuing with GCSE – AQA GCSE Module 1 Module 1 – <i>Qui suis-je?</i> (Identity and culture) – Friendships and relationships – using descriptions and reflexive verbs, making plans in the near future tense, describing days out with friends in the perfect (past) tense, using the imperfect tense to talk about life as a child.		

<b>Assessment</b>	Reading	All four skills	Speaking	All four skills	Reading	All four skills
	Writing		Listening		Writing	
By age 14 students should	Knowledge	Know a range of vocabulary about topics. Know what tenses are and how to form the most common tenses.	Understanding	Be able to comprehend written and verbal French at level A1 on the Common European Framework of Reference for Languages	Skills	Write simple paragraphs. Translate A1 level language from French to English and English to French. Speak about familiar topics, with some planning time.
<b>KS4</b>	<b>Year 10</b>			<b>Year 11</b>		
<b>Implement Autumn</b>	Module 2 – <i>Le temps de loisirs</i> (Identity and culture) Sport and hobbies, using <i>depuis</i> in the present tense, the internet and social media, reading habits, television and cinema, using comparatives and superlatives, direct object pronouns.	Module 3 – <i>Jour ordinaires, jours de fête</i> (Identity and culture) Food and shopping, using quantities, daily routine, using modal verbs, family celebrations, <i>venir de</i> + infinitives.	Preparing for speaking exams. Developing a broad range of answers on the different themes. Practising spontaneous speaking.	Module 7 – <i>Bon travail!</i> (Future aspirations, study and work) Jobs and workplaces, comparisons, recognising the subjunctive, applying for jobs, using direct object pronouns in the perfect tense		
<b>Assessment</b>	Speaking Listening	Writing Reading	Speaking Listening	Writing Reading		
<b>Implement Spring</b>	Module 4 – <i>De la ville à la campagne</i> (Local area, holiday and travel) Places in town, weather, describing a region, using	Module 5 – <i>Le grand large...</i> (Local area, holiday and travel) Past, usual and future holidays, countries and destinations, using the conditional mood, making hotel	Module 8 – <i>Un œil sur le monde</i> (International and global dimension) Environmental issues, protecting the environment, ethical	Skills work/exam-style practice – specific to the needs of the class.		

	the pronoun 'y', asking questions, using the simple future tense.	reservations, dining in a restaurant, modes of transport, shopping, using the pluperfect tense.	shopping, poverty and homelessness, volunteering. using the passive voice.			
<b>Assessment</b>	Speaking Listening	Reading Writing	Mock exams - all four skills	Past papers - all four skills		
<b>Implement Summer</b>	Module 6 – <i>Au collège</i> (School) School subjects and timetable, describing a school, comparing schools in English and French speaking countries, school rules, healthy living, smoking and alcohol.					
<b>Assessment</b>	End of year exams - All four skills					
<b>By age 16 students should</b>	<b>Knowledge</b>	Know a breadth of vocabulary about a wider range of topics. Know how to form common and some uncommon tenses for regular and familiar irregular verbs.	<b>Understanding</b>	Be able to comprehend written and verbal French at level A2 (Foundation tier) / B1 (Higher tier) on the Common European Framework of Reference for Languages.	<b>Skills</b>	Write extended pieces (150 words) on a range of topics. Translate A2 / B1 level language from French to English and English to French. Speak about familiar topics spontaneously, with more complex conversations achievable with planning time.