



# CURRICULUM PLAN

MFL FRENCH  
BRAMHALL HIGH SCHOOL

## **Curriculum Intent**

Modern and Ancient languages provide a way of transcending cultural barriers, allowing students to view their world from a different viewpoint. It prompts them to question what is “normal” and provides them with the ability to embrace that fact that the world is a rich and diverse place filled with different customs, perspectives, history, arts, literature and ways of communicating.

It also affords students the chance to understand the codes, which exist behind languages, and how these might interplay, or be at odds with English. They will be able to recognise that rules and patterns exist throughout languages and that these may well be influenced by the impact of culture. Students can start to build a more powerful understanding of their own language through questioning how we put together words, sentences and text.

One particularly powerful skill that is developed in language learning is the ability to speak and think simultaneously.

**Academic Year: 2023-2024**

**Review Date: September 2024**

**Author: Mr J Austin – Head of MFL**

## YEAR 7

Term	Programme of Learning	Links to the National Curriculum	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy (* = retrieval)
<b>Term 1a</b>	<p><b><u>Welcome To BHS</u></b>  <u>What's your name?</u>  <u>How are you?</u></p> <p><b><u>School</u></b>  <u>What do you study?</u>                      School subjects, definite articles</p> <p><u>What do you like/not like to study?</u>                      Opinions, reasons, connectives, intensifiers, quantifiers, negatives, favourites</p> <p><u>Who is your favourite teacher?</u>                      Opinions, reasons, adjectives, connectives, intensifiers, quantifiers, negatives, connectives</p>	<p>See National Curriculum references below</p> <p>NC 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8</p>	<p>Weekly vocab tests</p> <p>CPR Task</p> <p>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson</p> <p>Regular phonics practice</p>	<p>European day of languages activities (26<sup>th</sup> September)</p> <p>School life in France</p>	<p>Term 1</p> <ul style="list-style-type: none"> <li>• Noun</li> <li>• Verb</li> <li>• Adjective</li> <li>• Gender</li> <li>• Intensifier</li> <li>• Infinitive</li> </ul> <p>&amp; all topic specific vocab</p>

<p><b>Term 1b</b></p>	<p>What do you study on Monday? Days of the week, telling the time, opinions, reasons</p> <p><u>Describe your uniform</u> Indefinite articles, clothes, plurals, adjectival agreement, colours, opinions</p> <p><u>What do you do at break?</u> Present tense verbs (<i>eat, drink, play, chat</i>), snack items, adverbs of time and frequency, opinions</p> <p><b>Include yesterday – perfect tense of above verbs to be taught as phrase only</b></p>	<p>NC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8</p>	<p>Weekly vocab tests</p> <p>CPR Task</p> <p>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson</p> <p>Regular phonics practice</p> <p>Reading Task</p>	<p>MFL Christmas Card competition</p> <p>Christmas in France</p>	<p>Term 1</p> <ul style="list-style-type: none"> <li>• Noun</li> <li>• Verb</li> <li>• Adjective</li> <li>• Gender</li> <li>• Intensifier</li> <li>• Infinitive</li> </ul> <p>&amp; all topic specific vocab</p>
<p><b>Term 2a</b></p>	<p><b>Sports and Hobbies</b> What hobbies do you have? (incl. Sport)</p> <p><b>Focus on infinitives before any present tense.</b> -&gt; 1<sup>st</sup> and 3<sup>rd</sup> p.s. present tense verbs (<i>play, do, go, listen, read, watch</i>), <b>explicit mention of how to conjugate from infinitive talking about the endings (1<sup>st</sup> and 3<sup>rd</sup> p.s.)</b> opinions, reasons, adverbs of time</p> <p><u>What did you do last weekend?</u> Preterite tense verbs as above taught at phrase level, past tense adverbs of time, past tense, opinions and reasons</p>	<p>NC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8</p>	<p>Weekly vocab tests</p> <p>CPR Task</p> <p>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson</p> <p>Regular phonics practice</p>	<p>Learn about a French speaking sportsperson</p> <p>Do a biography and watch some YouTube clips</p>	<p>Term 2</p> <ul style="list-style-type: none"> <li>• Perfect Tense</li> <li>• Definite/indefinite article</li> <li>• Irregular Verb</li> <li>• Contrasting opinions</li> <li>• Adverbs of frequency</li> <li>• Plural noun</li> </ul> <p>&amp; all topic specific vocab</p>

<p><b>Term 2b</b></p>	<p><b>Family</b>  <u>Describe yourself and your family.</u>                  Name, alphabet (to spell name), age, cardinal numbers 1-31, birthday, months, hair and eyes, characteristics (1<sup>st</sup> person)                  Brothers and sisters, other family members, characteristics and physical appearance, opinions (3<sup>rd</sup> person)  <b>Teach full verbs to have (avoir) and to be (être)</b></p>	<p>NC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8</p>	<p>Weekly vocab tests                  CPR Task                  Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson                  Regular phonics practice                  Reading Task</p>		<p>Term 2</p> <ul style="list-style-type: none"> <li>• Perfect Tense</li> <li>• Definite/indefinite article</li> <li>• Irregular Verb</li> <li>• Contrasting opinions</li> <li>• Adverbs of frequency</li> <li>• Plural noun</li> </ul> <p>&amp; all topic specific vocab</p>
<p><b>Term 3a</b></p>	<p><b>Family</b>  <u>What do you do with your family?</u>                  Review verbs from sports and hobbies and introduce we form of verbs, opinions and reasons    <u>What will you do next weekend with your family?</u>                  Review sport/hobbies language and teach <b>phrase level (real) future activities (go, do, play, watch, listen, visit)</b>, future adverbs of time, future opinions</p>	<p>NC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8</p>	<p>Weekly vocab tests                  Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson                  Y7 Exams                  Regular phonics practice</p>	<p>Tango book – read the book and discuss the LGBT focussed issues that arise</p>	<p>Term 3</p> <ul style="list-style-type: none"> <li>• Past participle</li> <li>• Preposition</li> <li>• Present tense</li> <li>• Pronunciation</li> <li>• Conjugate</li> <li>• Future tense</li> </ul> <p>&amp; all topic specific vocab</p>

<p><b>Term 3b</b></p>	<p><b>My Home</b>  <u>Where do you live?</u>                  Compass points, location within Britain, compare to nearby cities (<i>outskirts</i> etc.)</p> <p><u>Describe your house and bedroom</u>                  Rooms, <i>there is / there are</i>, <i>upstairs / downstairs / outside</i>, adjectives (<i>modern, old fashioned</i> etc.), furniture, prepositions, opinions</p>	<p>NC 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8</p>	<p>Weekly vocab tests</p> <p>CPR Task</p> <p>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson</p> <p>Regular phonics practice</p> <p>Reading Task</p>	<p>Compare French houses/housing with UK housing</p> <p>Look at estate agent adverts</p>	<p>Term 3</p> <ul style="list-style-type: none"> <li>• Past participle</li> <li>• Preposition</li> <li>• Present tense</li> <li>• Pronunciation</li> <li>• Conjugate</li> <li>• Future tense</li> </ul> <p>&amp; all topic specific vocab</p>
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## YEAR 8

Term	Programme of Learning	Links to the National Curriculum	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
<b>Term 1a</b>	<p><u>Holidays</u>  <u>Where do you normally go on holiday?</u>                      Countries (small focus on geography), correct prepositions with countries, types of accommodation, modes of transport, who do you travel with, opinions and reasons,</p> <p><u>What do you normally do on holiday?</u>                      Revision of verbs from year 7, extras: <i>sunbathe, sight see, buying souvenirs, take photos, bathe, hiking/walking</i>                      Include we                      Weather phrases, focus on <i>when it's sunny, if it rains</i> etc.  <b>Explicit teaching of present tense conjugation (<i>jouer</i> and key irregulars)</b></p>	<p>See National Curriculum references below</p> <p>NC 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8</p>	<p>Weekly vocab tests</p> <p>CPR Task</p> <p>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson</p> <p>Regular phonics practice</p>	<p>European day of languages activities</p>	<p>Term 1</p> <ul style="list-style-type: none"> <li>• Noun*</li> <li>• Verb*</li> <li>• Adjective*</li> <li>• Gender*</li> <li>• Intensifier*</li> <li>• Infinitive*</li> </ul> <p>&amp; all topic specific vocab</p>
<b>Term 1b</b>	<p><u>Where did you go on holiday last year?</u>                      Teach perfect tense of <i>go, stay, play, do, eat, drink, listen, read, talk, watch, find</i>                      Adapt <i>where do you normally go</i> into the past                      (<i>I, he/she</i> and <i>we</i>)                      Use the activities from <i>what do you normally do</i> and adapt for the past</p>	<p>NC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8</p>	<p>Weekly vocab tests</p> <p>CPR Task</p> <p>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson</p>	<p>MFL Christmas Card research competition</p> <p>Research a holiday resort in France (IT room)</p>	<p>Term 1</p> <ul style="list-style-type: none"> <li>• Noun*</li> <li>• Verb*</li> <li>• Adjective*</li> <li>• Gender*</li> <li>• Intensifier*</li> <li>• Infinitive*</li> </ul>

	<p><u>Describe your ideal holiday in the future</u> Use some basic conditional <i>I would like to</i> ..., teach real future tense (draw on knowledge of infinitives), future tense opinions</p>		<p>Regular phonics practice</p> <p>Reading Task</p>		<p>&amp; all topic specific vocab</p>
<b>Term 2a</b>	<p><b>Town</b> <u>Where do you live?</u> Types of house, types of area, compass points, prepositions</p> <p><u>What is there in your town and what can you do?</u> List of buildings and shops, <i>il y a</i> and adjective endings, <i>on peut</i> (modal verbs), activities in town (infinitives), <i>où on peut ...</i> , opinions, reasons</p>	<p>NC 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8</p>	<p>Weekly vocab tests</p> <p>CPR Task</p> <p>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson</p> <p>Regular phonics practice</p>	<p>Research Paris</p> <p>Watch videos and discuss</p>	<p>Term 2</p> <ul style="list-style-type: none"> <li>• Adjectival agreement</li> <li>• Negative</li> <li>• Pronunciation*</li> <li>• Conditional</li> <li>• Conjugate*</li> <li>• Future tense*</li> </ul> <p>&amp; all topic specific vocab</p>
<b>Term 2b</b>	<p><u>Where did you live when you were younger?</u> Introduce concept of imperfect tense, <i>quand j'étais petit(e), j'habitais</i>, comparatives to compare old town to where you live now, opinions, <i>c'était</i></p> <p><u>Where would you like to live / will you live in the future?</u> Review future tense (draw on knowledge of infinitives), future tense opinions</p>	<p>NC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8</p>	<p>Weekly vocab tests</p> <p>CPR Task</p> <p>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson</p> <p>Regular phonics practice</p> <p>Reading Task</p>		<p>Term 2</p> <ul style="list-style-type: none"> <li>• Adjectival agreement</li> <li>• Negative</li> <li>• Pronunciation*</li> <li>• Conditional</li> <li>• Conjugate*</li> <li>• Future tense*</li> </ul> <p>&amp; all topic specific vocab</p>



CURRICULUM PLAN – MFL FRENCH

<p><b>Term 3a</b></p>	<p><b>La francophonie</b>          Appreciating the global nature of French          Appreciating cultural differences          Understand the concept of empire and independence</p>	<p>NC 3.7</p>	<p>Weekly vocab tests           CPR Task           Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson           Regular phonics practice</p>	<p>Cultural study</p>	<p>Term 3</p> <ul style="list-style-type: none"> <li>• Formal and informal terms of address</li> <li>• Translate</li> <li>• French Spk World</li> <li>• Preposition*</li> <li>• Definite/indefinite article*</li> <li>• Plural noun*</li> </ul> <p>&amp; all topic specific vocab</p>
<p><b>Term 3b</b></p>	<p><b>Fashion</b>  <u>What do you like to wear?</u>          Kerboodle Allez 1, pages 94-97          Clothes, opinions           At the Café          Kerboodle Allez 1, pages 62-63          Review types of foods          Asking for items (do you have, I'd like, how much is)</p>	<p>NC 1.1, 1.2, 1.3, 1.4</p>	<p>Weekly vocab tests           Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson           Y8 Exams           Regular phonics practice           Reading Task</p>		<p>Term 3</p> <ul style="list-style-type: none"> <li>• Formal and informal terms of address</li> <li>• Translate</li> <li>• French Spk World</li> <li>• Preposition*</li> <li>• Definite/indefinite article*</li> <li>• Plural noun*</li> </ul> <p>&amp; all topic specific vocab</p>

## YEAR 9

Term	Programme of Learning	Links to the National Curriculum	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
<b>Term 1a</b>	<p><b>My Free Time</b></p> <p><u>What do you do in your spare time?</u> Discussion of sports and hobbies, regular and irregular present tense verbs, separable verbs <b>Include yesterday</b></p> <p><u>What are you going to do next weekend?</u> Review of future tense, sports, hobbies, activities</p>	<p>See National Curriculum references below</p> <p>NC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8</p>	<p>Weekly vocab tests</p> <p>CPR Task</p> <p>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson</p> <p>Regular phonics practice</p>		<p>Term 1</p> <ul style="list-style-type: none"> <li>• Noun*</li> <li>• Verb*</li> <li>• Adjective*</li> <li>• Gender*</li> <li>• Intensifier*</li> <li>• Infinitive*</li> </ul> <p>&amp; all topic specific vocab</p>
<b>Term 1b</b>	<p><b>Food and Eating Out</b></p> <p><b>Customs and Festivals in France</b></p> <p><u>What's your favourite festival in France?</u> Look at French festivals. Discuss one in more detail, opinions and reasons</p> <p><u>How will you celebrate Christmas?</u> Future and conditional tense, where will you go, who will you visit, what gifts may you get?</p> <p><u>How did you celebrate your last birthday?</u> Past tense activities, what gifts did you get, who was there, opinions and reasons</p>	<p>NC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8</p>	<p>Weekly vocab tests</p> <p>CPR Task</p> <p>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson</p> <p>Regular phonics practice</p> <p>Reading Task</p>	<p>Research and discuss a French festival</p>	<p>Term 1</p> <ul style="list-style-type: none"> <li>• Noun*</li> <li>• Verb*</li> <li>• Adjective*</li> <li>• Gender*</li> <li>• Intensifier*</li> <li>• Infinitive*</li> </ul> <p>&amp; all topic specific vocab</p>

CURRICULUM PLAN – MFL FRENCH

<p><b>Term 2a</b></p>	<p><b>Celebrity Culture</b>  <u>Who is your favourite celebrity?</u>                      Key phrases on physical and character description. Nationality, birthday, age, family. Reasons for being a celebrity/number of followers etc.  <b>Past tense:</b> where/when born. Where they used to live and achievements/awards to date.   <u>Would you like to be a celebrity?</u>                      Can include advantages and disadvantages of being famous.  <b>Conditional:</b> if I were famous, I would live/buy/have/do...</p>	<p>NC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8</p>	<p>Weekly vocab tests                       Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson                       Year 9 Exams                       Regular phonics practice</p>	<p>Research some French celebrities.</p>	<p>Term 2</p> <ul style="list-style-type: none"> <li>• Question words</li> <li>• Pronunciation*</li> <li>• Conjugate*</li> <li>• Translate*</li> <li>• Future tense*</li> <li>• Intonation</li> </ul> <p>&amp; all topic specific vocab</p>
<p><b>Term 2b</b></p>	<p><b>The Virtual World</b>  <u>What do you use your phone for?</u>                      Key phrases about using phone  <b>Include last night</b>   <u>Do you like social media?</u>                      Opinions and reasons   <u>What are the (dis)advantages of social media?</u>                      List of (dis)advantages, comparatives, superlatives</p>	<p>NC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8</p>	<p>Weekly vocab tests                       CPR Task                       Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson                       Regular phonics practice                       Reading Task</p>		<p>Term 2</p> <ul style="list-style-type: none"> <li>• Question words</li> <li>• Pronunciation*</li> <li>• Conjugate*</li> <li>• Translate*</li> <li>• Future tense*</li> <li>• Intonation</li> </ul> <p>&amp; all topic specific vocab</p>

<p><b>Term 3a</b></p>	<p><b>The Media in my Life</b>  <u>What do you watch on TV?</u>                  Types of TV programme, opinions and reasons</p> <p><u>Describe your last visit to the cinema.</u>                  What you saw, opinions on the film, the food you ate etc. was it noisy?</p>	<p>NC 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8</p>	<p>Weekly vocab tests</p> <p>CPR Task</p> <p>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson</p> <p>Regular phonics practice</p>		<p>Term 3</p> <ul style="list-style-type: none"> <li>• Conditional*</li> <li>• Connective*</li> <li>• Preposition*</li> <li>• Definite/indefinite article*</li> <li>• Plural noun*</li> <li>• Ambiguity</li> </ul> <p>&amp; all topic specific vocab</p>
<p><b>Term 3b</b></p>	<p><b>The Media in my Life</b>  <u>What sort of music do you like?</u>                  Types of music, include a previous concert visit</p> <p><u>Who is your favourite singer/actor?</u>                  Descriptions of people, physical and characteristics, opinions and reasons, what film/group were they in? What are they famous for?</p> <p><b><u>Include concert/cinema plans for the future</u></b></p>	<p>NC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8</p>	<p>Weekly vocab tests</p> <p>CPR Task</p> <p>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson</p> <p>Regular phonics practice</p> <p>Reading Task</p>	<p>Discuss French music</p> <p>Find a French song and write a review of it</p>	<p>Term 3</p> <ul style="list-style-type: none"> <li>• Conditional*</li> <li>• Connective*</li> <li>• Preposition*</li> <li>• Definite/indefinite article*</li> <li>• Plural noun*</li> <li>• Ambiguity</li> </ul> <p>&amp; all topic specific vocab</p>

## YEAR 10

Term	Programme of Learning	Links to the GCSE Specification	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
<b>Term 1a</b>	<p>Food and Eating Out                      Customs and Festivals in France  <u>What's your favourite festival in France?</u>                      Look at French festivals. Discuss one in more detail, opinions and reasons</p> <p><u>How will you celebrate Christmas?</u>                      Future and conditional tense, where will you go, who will you visit, what gifts may you get?</p> <p><u>How did you celebrate your last birthday?</u>                      Past tense activities, what gifts did you get, who was there, opinions and reasons</p>	<p>As per the GCSE specification, students will routinely practise the four skills of Listening, Reading, Speaking and Writing.</p> <p>They will learn and practise the required grammar.</p> <p>3.2.1, 3.2.2, 3.2.3, 3.2.4 &amp; 3.3</p> <p>Themes 1.3, 1.4</p>	<p>Weekly vocab tests</p> <p>A Week: Translation test, B Week: alternate between Role Play and Photo Card practice</p> <p>CPR Tasks</p>	<p>Research and discuss a French festival</p>	<p>Term 1</p> <ul style="list-style-type: none"> <li>• Role play</li> <li>• Photo card</li> <li>• Justify opinions</li> <li>• Message conveyed</li> <li>• Range of language</li> <li>• Translate*</li> </ul> <p>&amp; all topic specific vocab</p>
<b>Term 1b</b>	<p>Home, Me, My Family &amp; Friends, Technology and Free Time Activities  <u>Describe your house.</u>                      Rooms, size of house, garden, opinions and reasons, compare to previous houses</p> <p><u>Where did you used to live?</u></p>	<p>3.2.1, 3.2.2, 3.2.3, 3.2.4 &amp; 3.3</p> <p>Themes 2.1, 1.1, 1.2, 1.3</p>	<p>Weekly vocab tests</p> <p>A Week: Translation test, B Week: alternate between Role Play and Photo Card practice</p> <p>CPR Tasks</p>	<p>IT Room                      Research and compare France and UK house prices</p>	<p>Term 1</p> <ul style="list-style-type: none"> <li>• Role play</li> <li>• Photo card</li> <li>• Justify opinions</li> <li>• Message conveyed</li> </ul>

CURRICULUM PLAN – MFL FRENCH

	<p><i>When I was younger ...</i>, imperfect tense, opinions, comparatives (make up if always lived in same area)</p> <p><u>Describe your ideal house.</u> Future and conditional tense, comparatives, superlatives, opinions, reasons</p>		Reading Task		<ul style="list-style-type: none"> <li>• Range of language</li> <li>• Translate*</li> </ul> <p>&amp; all topic specific vocab</p>
<p><b>Term 2a</b></p>	<p><b>Town and Where You Live</b> <u>Where do you live?</u> <i>near to, 20 miles from, NW England,</i> opinions and reasons</p> <p><u>Describe your town.</u> <i>il y a, on peut, où on peut ..., je ne pense pas que</i> + subjunctive</p> <p><u>What did you do in town at the weekend?</u> Activities in town, cinema, restaurants etc. past tense, opinions and reasons</p>	<p>3.2.1, 3.2.2, 3.2.3, 3.2.4 &amp; 3.3</p> <p>Theme 1.3, 2.1</p>	<p>Weekly vocab tests</p> <p>A Week: Translation test, B Week: alternate between Role Play and Photo Card practice</p> <p>CPR Tasks</p>	<p>IT Room Research a city in Canada (Québec, Montréal)</p>	<p>Term 2</p> <ul style="list-style-type: none"> <li>• Communicates clearly</li> <li>• Spontaneity</li> <li>• Fluency</li> <li>• Ambiguity*</li> <li>• Pronunciation*</li> <li>• Intonation*</li> </ul> <p>&amp; all topic specific vocab</p>

CURRICULUM PLAN – MFL FRENCH

<p><b>Term 2b</b></p>	<p><b>Environment and Social Issues, Poverty and Homelessness</b>  <u>What are the biggest environmental problems?</u>                  Drought, floods, famine etc.,</p> <p><u>What do you and your family do for the environment?</u>                  Recycling, electric car etc, 3rd person verbs, separable verbs</p> <p><u>Teach homelessness – NO PGPH</u>                  Modal verbs, <i>one can, one should</i></p>	<p>3.2.1, 3.2.2, 3.2.3, 3.2.4 &amp; 3.3</p> <p>Theme 2.2, 2.3</p>	<p>Weekly vocab tests</p> <p>A Week: Translation test, B Week: alternate between Role Play and Photo Card practice</p> <p>Y10 Exams</p> <p>Reading Task</p>	<p>Research and discuss some environmental issues in France</p>	<p>Term 2</p> <ul style="list-style-type: none"> <li>• Communicates clearly</li> <li>• Spontaneity</li> <li>• Fluency</li> <li>• Ambiguity*</li> <li>• Pronunciation*</li> <li>• Intonation*</li> </ul> <p>&amp; all topic specific vocab</p>
<p><b>Term 3a</b></p>	<p><b>Healthy and Unhealthy Living, Sport</b>  <u>Describe a healthy lifestyle.</u>                  Modal verbs, what you should do and not do, good eating habits, include sports and bad habits, smoking, alcohol etc.</p> <p><u>What could you do to be healthier?</u>                  Conditional of modal verbs, include food, activity/exercise and bad habits</p>	<p>3.2.1, 3.2.2, 3.2.3, 3.2.4 &amp; 3.3</p> <p>Themes 2.2, 1.3</p>	<p>Weekly vocab tests</p> <p>A Week: Translation test, B Week: alternate between Role Play and Photo Card practice</p> <p>CPR Task</p>		<p>Term 3</p> <ul style="list-style-type: none"> <li>• Question words*</li> <li>• Connective*</li> <li>• Formal and informal terms of address*</li> <li>• Contrasting opinions*</li> <li>• Adverbs of frequency*</li> <li>• Conjugate*</li> </ul> <p>&amp; all topic specific vocab</p>

<p><b>Term 3b</b></p>	<p><b>Holidays, Regions of France</b>  <u>Where do you normally go on holiday?</u>                  Where do you go, where do you stay, who with, how do you get there?</p> <p><u>Where did you go on holiday last year?</u>                  Where did you go, what did you do?                  Opinions and reasons. Include future/conditional.</p>	<p>3.2.1, 3.2.2, 3.2.3, 3.2.4 &amp; 3.3</p> <p>Theme 2.4</p>	<p>Weekly vocab tests</p> <p>A Week: Translation test, B Week: alternate between Role Play and Photo Card practice</p> <p>CPR Tasks</p> <p>Reading Task</p>	<p>IT Room</p> <p>You have £1,000 – plan a mini-break</p>	<p>Term 3</p> <ul style="list-style-type: none"> <li>• Question words*</li> <li>• Connective*</li> <li>• Formal and informal terms of address*</li> <li>• Contrasting opinions*</li> <li>• Adverbs of frequency*</li> <li>• Conjugate*</li> </ul> <p>&amp; all topic specific vocab</p>
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## YEAR 11

Term	Programme of Learning	Links to the GCSE Specification	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
<b>Term 1a</b>	<p><b>Holidays, Regions of France</b></p> <p><u>Where do you normally go on holiday?</u> Where do you go, where do you stay, who with, how do you get there?</p> <p><u>Where did you go on holiday last year?</u> Where did you go, what did you do? Opinions and reasons. Include future/conditional.</p>	<p>As per the GCSE specification, students will routinely practise the four skills of Listening, Reading, Speaking and Writing.</p> <p>They will learn and practise the required grammar.</p> <p>3.2.1, 3.2.2, 3.2.3, 3.2.4 &amp; 3.3</p> <p>Theme 2.4</p>	<p>Weekly vocab tests</p> <p>A Week: Translation test, B Week: alternate between Role Play and Photo Card practice</p> <p>CPR Tasks</p>	<p>IT Room</p> <p>You have £1,000 – plan a mini-break</p>	<p>Term 1</p> <ul style="list-style-type: none"> <li>• Question words*</li> <li>• Connective*</li> <li>• Formal and informal terms of address*</li> <li>• Contrasting opinions*</li> <li>• Adverbs of frequency*</li> <li>• Conjugate*</li> </ul> <p>&amp; all topic specific vocab</p>

<p><b>Term 1b</b></p>	<p><b>School and College</b>  <u>Describe your school</u>                  Size, location, facilities, opinions and reasons</p> <p><u>What subjects do you like?</u>                  Review subjects, include teachers, opinions and reasons</p> <p><u>What was your primary school like?</u>                  Imperfect tense, mention subjects and teachers, compare to high school, opinions and reasons, comparative adjectives</p> <p><u>What did you do yesterday at school?</u>                  Activities at break, lessons studied, opinions and reasons</p> <p><u>How will you celebrate your last day of school?</u>                  Future tense</p> <p><u>What do you think about your uniform/rules?</u>                  Modal verbs, <i>one must, one can, one should</i>, and negatives, opinions and reasons, <i>I agree/disagree</i> and why, <i>fair, unfair</i></p>	<p>3.2.1, 3.2.2, 3.2.3, 3.2.4 &amp; 3.3</p> <p>Themes 3.1, 3.2</p>	<p>Weekly vocab tests</p> <p>A Week: Translation test, B Week: alternate between Role Play and Photo Card practice</p> <p>CPR Tasks</p> <p>Y11 Mock Exams</p> <p>Reading Task</p>		<p>Term 1</p> <ul style="list-style-type: none"> <li>• Question words*</li> <li>• Connective*</li> <li>• Formal and informal terms of address*</li> <li>• Contrasting opinions*</li> <li>• Adverbs of frequency*</li> <li>• Conjugate*</li> </ul> <p>&amp; all topic specific vocab</p>
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<p><b>Term 2a</b></p>	<p><b>University and Future Plans including Voluntary Work and Charity</b>  <u>What are your plans for September?</u>                  Future and conditional tenses, college, apprenticeship?</p> <p><u>Do you want to go do university?</u>                  Include apprenticeships, (dis)advantages of university</p> <p><u>What would your ideal career be?</u>                  Jobs and workplace vocab, future and conditional tenses</p> <p><u>What do you parents do?</u>                  Review of jobs, 3<sup>rd</sup> person verbs, 3<sup>rd</sup> person opinions and reasons</p>	<p>3.2.1, 3.2.2, 3.2.3, 3.2.4 &amp; 3.3</p> <p>Themes 3.3, 3.4, 2.2</p>	<p>Weekly vocab tests</p> <p>A Week: Translation test, B Week: alternate between Role Play and Photo Card practice</p> <p>CPR Task</p> <p>Y11 Second Mocks</p>	<p>IT Room</p> <p>Which French university would you like to go to? Why?</p>	<p>Term 2</p> <ul style="list-style-type: none"> <li>• Communicates clearly*</li> <li>• Spontaneity*</li> <li>• Fluency*</li> <li>• Ambiguity*</li> <li>• Pronunciation*</li> <li>• Intonation*</li> </ul> <p>&amp; all topic specific vocab</p>
<p><b>Term 2b</b></p>	<p>Revision</p> <p>Skill based and topic-based revision.</p>		<p>Weekly vocab tests</p> <p>A Week: Translation test, B Week: alternate between Role Play and Photo Card practice</p> <p>CPR Task</p> <p>Y11 Second Mocks</p> <p>Reading Task</p>		<p>Term 2</p> <ul style="list-style-type: none"> <li>• Communicates clearly*</li> <li>• Spontaneity*</li> <li>• Fluency*</li> <li>• Ambiguity*</li> <li>• Pronunciation*</li> <li>• Intonation*</li> </ul> <p>&amp; all topic specific vocab</p>

<b>Term 3a</b>	Revision Skill based and topic-based revision.		GCSEs		
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**Languages Programme Of Study: Key Stage 3, National Curriculum, England. September 2013**

The national curriculum for languages aims to ensure that all pupils:

- 1.1 understand and respond to spoken and written language from a variety of authentic sources
- 1.2 speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- 1.3 can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- 1.4 discover and develop an appreciation of a range of writing in the language studied.

Pupils will be taught to:

**Grammar and vocabulary**

- 2.1 identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- 2.2 use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
- 2.3 develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- 2.4 use accurate grammar, spelling and punctuation

**Linguistic competence**

- 3.1 listen to a variety of forms of spoken language to obtain information and respond appropriately
- 3.2 transcribe words and short sentences that they hear with increasing accuracy
- 3.3 initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
- 3.4 express and develop ideas clearly and with increasing accuracy, both orally and in writing
- 3.5 speak coherently and confidently, with increasingly accurate pronunciation and intonation
- 3.6 read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material

- 3.7 read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture
- 3.8 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

**AQA GCSE Specification:**

At GCSE students will be expected to develop the following skills:

3.2.1 Listening: understand and respond to spoken language.

3.2.2 Speaking: communicate and interact in speech.

3.2.3 Reading: understand and respond to written language including translating from the Target Language into English.

3.2.4 Writing: communicate in writing including translating from English into the Target Language.

3.3 Grammar