

## Overall Curriculum Aim:

Students explore French culture, leading to a love of languages. Students are encouraged to be independent when learning new vocabulary with an emphasis on use of target language spontaneously, to build confidence early on in KS3.

## Scheme for Learning

### Curriculum Area – Modern Foreign Languages

### Overview – Year 7 French 2021-22

Personnel Responsible – Kate Williamson (CD for MFL)

Quality Assured by – Mrs Abbey Underhill (AVP)

Exam Board/Qualification at KS4 – AQA GCSE French

Assessment Cycle	Topic Title/ Big Question	Rationale/Skill Development	Link to Assessment Objectives/Progression Scales Skills
1	Le Collège – What is your school life like?  <b>Comment est ta vie scolaire?</b>	Sub topics – Equipment, school subjects, teachers, timetable, routines, facilities, school rules, school uniform. Language/grammar introduced - Opinions, reasons, common verbs – avoir and être, present tense, adjectival agreement, time, introduction to the perfect tense and conditional tense.  Students are introduced to everyday classroom instructions in the target language in term 1. Student use of TL is then encouraged as much as possible e.g. taking the register, asking the Learning Consultant questions.  Assessment – Reading and writing skills.  <u>Cultural capital:</u> ‘Avoir’ not ‘être’ for ages; can students tell the time; different types of house; routines may vary.	 Students arrive at KS3 at different starting points. Starting this topic will enable all students to use Target language (TL) early on.  Students are encouraged to use TL spontaneously. In the new GCSE specification, there is more of a focus on unrehearsed exchanges that can be applied in an everyday setting.
2	La Santé – Do I lead a healthy lifestyle?  <b>Comment peut-on vivre sainement ?</b>	Students are able to talk about their diet, giving opinions and reasons. The past and present tenses are introduced in year 7, enabling students to produce language in two time frames.  Sub topics – body parts, food and drink, recipes, illnesses, resolution. Language/grammar introduced – opinions, reasons, adjectival agreement, du/de la/des, present tense and past tense with –er, –re verbs and –ir verbs, imperative.  Assessment – Listening and speaking skills.  <u>Cultural capital:</u> How to order in a restaurant; layout & terminology of a recipe; how to live healthily, unknown sports.	Students build/develop vocabulary and grammar that they will use in KS3 and beyond.  Students develop a grammar competence in year 7 (looking at formation with higher ability students and patterns/set phrases with lower ability students) and are encouraged to use the technical terms that they will need in KS4, e.g. infinitives.
3	Moi Même – Who am I?  <b>Qui suis-je?</b>	Students are able to talk about themselves in detail, building on the language studied in Assessment Cycles 1 and 2 and giving information such as passions and hobbies.  Sub topics – personality, appearance, family, animals, where I live, passions, and hobbies. Language/grammar introduced – opinions, adjectival agreement, present tense, past tense, near future tense.	Students build/develop vocabulary and grammar that they will use in KS3 and beyond.  Students develop oracy skills and confidence around speaking which will have a 25% weighting at GCSE.

		<p>Assessment – Listening and writing skills.</p> <p><u>Cultural capital:</u> Non-nuclear family; what a family tree looks like; how to read an architectural plan; do they know players/positions; do they know any French traditions.</p>	
4	<p>Les Médias – What type of media do you prefer?</p> <p><b>Quels types de médias préfères-tu ?</b></p>	<p>Students discover cinema, music, literature and theatre in French using the different tenses.</p> <p>Sub topics – Cinéma, littérature (conte de fées), théâtre (Molière), musique, poésie (calligrammes).</p> <p>Language/grammar introduced – descriptions, talking about others, present tense, past tense.</p> <p>Assessment – Reading and speaking skills. [Writing to be assessed during Silent Study task.]</p> <p><u>Cultural capital:</u> Known genres; fairy tales; what a theatre looks like; French music; types of poetry; how poetry works.</p>	<p>Students build/develop vocabulary and grammar that they will use in KS3 and beyond.</p> <p>Students are introduced to authentic texts and works in year 7 as this will form part of the new GCSE specification.</p>