MFL Department Intent - French:

To encourage students to become citizens of the world by enabling them to communicate effectively in other languages and by promoting curiosity, diversity and tolerance of other cultures.

Mastery at Year 13

- Analysing and extracting information from a variety of sources
- * <u>Summarising</u> information from a spoken and written sources
- * Researching, presenting and discussing topics relevant to the Francophone world

Mastery at Year 12

^t <u>building</u> knowledge about matters central to the society and culture, past and present, of Frenchspeaking countries deepening knowledge of language

ʻ <u>improving</u> grammar accuracy to enhance

language produced

Mastery at Year 11

- * <u>Identifying</u> and extracting information from a variety of spoken and written sources
- * inferring the meaning of unknown words from context <u>producing</u> accurate language in writing and speaking

Mastery at Year 10

- * <u>Using</u> SSCs to identify information in audio files
- `<u>analysing</u> texts accurately using vocabulary and grammar knowledge producing extensive
- writing about a variety of topics * <u>speaking</u> with accurate tone and pronunciation

Mastery at Year 9

* <u>Blending</u> more SSCs in order to **read** confidently

* <u>using</u> reflexive verbs and impersonal verbs, using the imperfect tense, direct object pronouns (grammar) Building verb lexicon further, <u>using</u> prefixes and suffixes (vocabulary)

Mastery at Year 8

* <u>Decoding</u> and blending more SSCs (phonics)

Conjugating in the perfect tense, forming past participles, using prepositions

(grammar) <u>Identifying</u> word patterns between

English and French (vocabulary)

Mastery at Year 7

* <u>Decoding</u> and <u>blending</u> key SSCs (phonics)

Conjugating regular and irregular verbs in the present tense, <u>understanding</u> adjective agreement, using articles, asking questions (**grammar**) * <u>Learning</u> high frequency vocabulary, <u>developing</u> a verb lexicon

- young people and politics history of the right to vote
- the power of trade unions and political tensions caused by strikes

Can you <u>explain</u> how young people feel about political life in France? Can you recall key dates about voting rights in France? Can you <u>evaluate</u> the power held by trade unions in France?

Aspects of \ political life in the French-speaking world

- revision of essential grammar rules types of modern families, recent changes in
- relationships and marriage
- technology in everyday life, dangers of e-society, technological Africa

Can you memorise key dates in legislation relating to family rights? Can you <u>evaluate</u> the changes happening in modern families? Can you <u>list</u> advantages and dangers of technology? Can you use accurate grammar to support your arguments?

- marginalisation in society, the law and attitudes
- towards it judicial and prison system in France

Can you $\underline{\text{define}}$ multiculturalism and $\underline{\text{list}}$ examples of approaches in various francophone countries? Can you <u>explain</u> what marginalisation is and people's attitudes towards it? Can you <u>evoluate</u> the struggles faced by the French judicial and prison system?

French-speaking society: current issues

Literature No et moi

LEARNED:

Study:

WISE:

writing features social context and impact

their role in the book?

Can you <u>explain</u> the social context o

main themes of the novel? Can you describe the characters and evaluate

cinematographic terms

Can you <u>explain</u> the social

and historical context of the

movie? Can you <u>summarise</u> the main themes of the film?

slang: origins and impact

social context and impact

the book? Can you summarise the

- heritage: a cultural and physical phenomenon, UNESCO World Heritage sites, architecture and gastronomy in French heritage
- modern francophone heritage
 Contemporary music: protection and diversity, Canadian music, African music and festivals

Can you define heritage and give examples of French heritage? Can you <u>explain</u> the importance of heritage in French culture? Can you <u>evaluate</u> the situation of contemporary francophone music? Can you <u>use</u> the subjunctive and the passive voice to express yourself more fluently?

Can you <u>describe</u> the characters and <u>evaluate</u> their role in the film?

Artistic culture

in the French-

speaking world

healthy living and vices

Frenchspeaking society: current trends

- global issues: environment, ethical
- shopping, volunteering
 big events and their impact
 WISE:

Can you <u>list</u> problems facing the world?

Can you <u>explain</u> your opinion on volunteer work? Can you <u>use</u> modal verbs to say what we must/should do to protect the environment?

LEARNED:

- career chaices jobs studies
- plans, hopes and wishes subjunctive mood (H)
- Can you <u>explain</u> what studies/jobs you want to pursue? Can you apply to a job vacancy using formal writing? Can you

use the subjunctive to express wishes for the future? (H)

Au collège

food and meals, clothes

family celebrations and festivals

Can you explain the origin of

Can you <u>describe</u> your daily life?

festivals and <u>describe</u> them? Can you <u>compare</u> traditions?

reflexive verbs

LEARNED:

WISE:

holidays activities and

tenses to talk about

LEARNED:

Jours

ordinaires, jours

de fête

LEARNED:

Revision

family and friends, going out, life when you were little

Un œil sur le

monde

present, imperfect and near future tenses

Voyage

dans le

temps

Les

décisions

importantes

LEARNED:

WISE:

Direct object

Government policies

Can you <u>identify</u>things

we can do to help each other at school? Can

about your future? Can you <u>evaluate</u>

Vouloir,

pouvoir,

common irregular present tens

Can you <u>ask</u> questions? Can you <u>use</u> –ir and –re verbs accurately in

savoir

LEARNED:

of -ir and -re verbs

the present tense?

something?

interrogatives

you explain decisions

government policies and decisions?

pronouns Decisions about the

Can you <u>describe</u> yourself? Can you <u>explain</u> how you get on with your family? Can you <u>discuss</u> plans for the weekend? Can you compare life when you were little to now?

LEARNED:

pronouns WISE:

imperfect tense

Gender-neutral

Can you <u>use</u> the imperfect to explain what used to happen

in the past? Can you

combine perfect and imperfect tenses to contrast past events?

Le

système

scolaire

français

LEARNED: 🖊

pronouns WISE:

Can you <u>use</u>the

imperfect tense

Gender-neutral

imperfect to explain

what used to happen in the past? Can you

combine perfect and imperfect tenses to

contrast past events?

- vocabulary about leisure: sports, music, technology, reading, TV and cinema comparative (plus... que) and
- superlative (le plus...)
- Can you explain what your hobbies are?

LEARNED:

WISE:

- French Revolution

Can you <u>describe</u> how often you do things online and what you <u>use</u> your mobile for? Can you <u>compare</u> actors, films, TV programmes using the comparative and superlative?

Qui suis-je?

Le temps des loisirs

LEARNED:

- travel activities & hotel stay Nationality and religion
- Places in town Hobbies and pastimes Senegal Perfect tense
 - WISE: Can you talk about your day?

Can you <u>recall</u> the masculine and feminine versions of Can you recall year 7 and 8 vocabulary? Can you <u>use</u> the perfect tense nationalities in French? Can you <u>create</u> a fact file about to retell events of the Senegal? Can you <u>identify</u> the similarities and differences past? Can you <u>identify</u> known vocabulary in a between Christmas

/ La Révolution Française Voyage en France et dans

LEARNED:

LEARNED:

Une

journée de

ma vie

- identity: describing self and others
- cultural events: festival de Dieppe what, where and who you know
- frequency: always, sometimes,

WISE:

Can you <u>describe</u> yourself and others? Can you use frequency to

explain how often you do things? Can you <u>discuss</u> the cultural importance of the festival de

Identité, festivals en France

LEARNED: - irregular plural - moďal verbs

- tourist activities WISE:
- Can you <u>form</u> irregular plurals? Can you <u>use</u> modal verbs to express wishes. duties and

La routine

de l'école

LEARNED: - present tense –er verbs - activities and verb *faire* (to do) WISE: Can you <u>recall</u> key SSCs and read fluently?

audio? Can you <u>use</u> the present tense to describe something happening now?

Can you <u>identify</u> words in an

Décrire les Qu'est-ce objets

LEARNED:

être, avoir, faire, adjectives,

indefinite and definite articles can you describe a thing or

gens et les

person? Can you <u>distinguish</u> between having and being?

Can you describe your school? Can you compare schools in the

WISE:

UK and francophone countries? Can you <u>discuss</u> school rules? Can you <u>evaluate</u> the benefits of school exchanges? Can you <u>explain</u> how to live healthily and why vices are dangerous?

school life: subjects, teachers, rules and school exchanges

education system in francophone countries

Le grand accommodations, travelling large

Film

study:

La Haine

past, present, future and conditional tense WISE: Can you <u>describe</u> your usual/ideal holiday? Can you order in a restaurant or book a hotel? Can you combine 3

past/future holidays? De la ville àla

campagne

natural features, landmarks advantages and disadvantages of a region/town

- future tense, *si* sentences WISE: Can you <u>describe</u> your town/region?
- Can you <u>discuss</u> plans for the weekend based on the weather? Can you <u>evaluate</u> a town's pros and



Et... action!

C'est

comment?

LEARNED:

WISE:

between

languages? Can you

and people?

comparative more adverbs

Can you <u>identify</u> differences

compare things



le monde

LEARNED:

Dis

pourquoi...

LEARNED:

modal verbs

Qu'est-ce qu'on fait?

On y va!

LEARNED:

- countries - *aller* (to go)

prepositions

LEARNED:

- near future tense
WISE: Can you <u>explain</u> what you can/can't/must/mustn't/know/ don't know how to do? Can you <u>express</u> future intentions by using aller + infinitive?

LEARNED: - // y a (there is/are) - numbers - adjectives WISE:

can you <u>say</u> how many there are? Can you distinguish between having and being?

passé

Un, deux, trois...

qu'on fait?

Can you ask questions? Can you explain what places and countries people go to?

'UNLOCKING BELIEF IN ALL'