**Wollaston School: 2021/2022 Curriculum Map for French MFL Curriculum Lead: H Berry**

***Curriculum Aim & Scope:***

***At Wollaston, the MFL curriculum provides students with opportunities to study their chosen language across a broad range of topics. They increase their knowledge of vocabulary and build their understanding of different language structures to become more independent in their communication. Students are taught how to express their opinions on a variety of topics relevant to their everyday lives. They are encouraged to see themselves as global citizens. We want them to recognise that language learning is a lifelong skill and that the skills they learn in their lessons (listening, concentration and social skills) will enhance their self-esteem, self-confidence and resilience in all aspects of their school life and beyond in the world of work.***

***All Key Stage 3 students are assessed in listening and reading and either speaking or writing at the end of each term. They are tested on 2 lists of vocabulary each term (Vocab A and B)***

***We believe that the majority of students would benefit in later life by having a formal GCSE qualification in a foreign language and encourage students to choose French as an option at Key Stage 4. We teach the Edexcel syllabus and ensure that our Key Stage 3 curriculum provides a firm basis for the vocabulary and grammar taught at Key Stage 4.***

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|  | **Autumn 1**  | **Autumn 2**  | **Spring 1**  | **Spring 2** | **Summer 1** | **Summer 2**  |
| **Year 7** | **Topic** **Introducing yourself****Key Vocab****Key phonics and spelling patterns****Simple greetings and exchange of details****Expressing likes and dislikes****Key Grammar****Simple question forms****Basic coordinating connectives (linking pos/ neg opinions)****Key Skills****Using cognates to identify details in listening/reading texts****Using phonic knowledge to pronounce words****Cultural Knowledge****Where is French spoken?****Links to other languages** **European Day of Language** | **Topic****Family and friend description and opinions****Key Vocab****Appearance****Family (siblings)****Freetime activities****Key Grammar****Common adjectives****Possessive pronouns****Third person****Key Skills** **Making basic notes to complete gap fill****Wr and Sp – linking sentences with connectives****Cultural Knowledge****Celebrating traditions in French speaking countries****Bake Off** | **Topic****School and routines** **Key Vocab****Opinions about school subjects; reasons for opinions****School day and times; routine activities****Key Grammar****Connectives****Simple comparatives****Time (basic)****Key Skills****Sp – reacting to others’ comments****Sp and Wr - Using memorised sentences to extend responses****Cultural Knowledge**Letter exchange 1**French school website****-uniform/ idea of repeating the year** | **Topic****House and home****Key Vocab****Describe area and house you live in; dream house****Family life; what you do at home / in different rooms****Key Grammar****Gender of nouns****Prepositions** **Present tense****Key Skills****Wr and Sp – extending responses with additional details****Li and Re - understanding a longer text****Cultural knowledge****TBC** | **Topic** **Tourism – Home and Away****Key Vocab****Countries****Weather****Asking for information in a tourist office****Key Grammar****Simple past tense****Frequency expressions****Qualifiers****Key Skills****Using 2 tenses** **Using questions to formulate answers****Cultural Knowledge**Francophone holiday destinations | **Topic****Revision Project – writing to partner school****Revision of vocabulary from Year 7 incorporating all new grammar****Key Skills****Writing a longer text****Listening and Reading to texts which incorporate new vocab and recycled vocab from previous topics****Cultural Knowledge****Research a francophone country** |
| **Year 8** | **Topic** **Town and local Area****Key Vocab****Places in town – visiting sights****Key Grammar****Gender of nouns** **Future tense****Key Skills****Li and Sp - Deducing meaning in longer texts****Writing in another tense****Cultural Knowledge**European day of LanguagesStudy of a French town | **Topic** **Music and Technology****Key Vocab****Musical interests****Discussing genre and reviewing songs****talking about festivals and concerts****Key Grammar****Adverbs****Comparatives****Past tense****Key Skills****Question words – identifying the correct information to answer a question****Cultural Knowledge****French music bands** | **Topic** **Food and parties****Key Vocab****Meals and food and drink preferences****Ordering food in a café****Party invitations and talking about a party in the past****Key Grammar****Additional past participles to build perfect tense repetoire****Key Skills****Identifying tenses** **Reading for gist – inferring meaning** **Cultural Knowledge****Food and recipes in francophone speaking countries**  | **Topic** **Fashion** **Key Vocab****describing clothes** **giving opinions and making suggestions about fashion****clothes shop****Key Grammar****Gender and adjectives****Comparatives****Key Skills****True or False activities****Translation (tricky little words)****Cultural Knowledge** **French fashion designer profile** | **Topic** **Health and Fitness****Key Vocab****Sports** **Healthy and Unhealthy activities** **Past tense activities****Key Grammar****frequency expressions****perfect tense****Key Skills****Identify past tense in li and re using word knowledge****Expressing opinions** **Cultural Knowledge****Authentic fitness routine**  | **Topic** **Revision project –****Key Vocab****Revision of all Year 8 vocab****Key Grammar****Revision of tenses/adjectives****Key Skills****Writing a longer text****Listening and Reading to texts which incorporate new vocab and recycled vocab from previous topics****Cultural Knowledge** |
| **Year 9** | **Topic** **The environment issues and solutions****Key Vocab****measures to protect environment****Key Grammar****Adverbs of time and frequency****3 tenses of key verbs****Modal verbs + infinitive****Key Skills****Li and Re – identifying who said what** **Writing 3 tenses****Cultural Knowledge**Global problems | **Topic** **Holidays** **Key Vocab****Holiday destinations with reasons****Holiday activities****Key Grammar****Infinitive structures** **3 tenses****Key Skills****Picture Description GCSE style****Extending responses with justification of opinions****Listening to a longer passage and answering in English****Cultural Knowledge****France as a holiday destination – eg skiing/beaches** | **Topic** **Cinema – film study** **Key Vocab****Giving opinions / reasons for liking / disliking different kinds of film****Discussing film-watching habits (cinema vs home viewing)****Giving key details about plot and character; review a film****Key Grammar****Future tense****Modal verbs****Key Skills****Opinion phrases**Formal phrases**Cultural Knowledge**French films eg les choritsesCinema trailers/dubbing  | **Topic** **Jobs and future plans****Key Vocab****Discuss ideal jobs, referring to personal qualities** **interview****Key Grammar****adjectives****Future tense** **clauses to refer to future****Key Skills****note taking – positives and negatives****Cultural Knowledge** **Job adverts** | **Topic** **Relationships with friends****Key Vocab****Discuss and write about the qualities of an ideal (boy/girl)friend****Using a range of sentence types to ask someone out** **Describe a disastrous date in the past tense****Key Grammar****Present tense 3rd person****Key Skills** Expressing opinions in a variety of ways**Decision making****Cultural Knowledge** | **Topic** **Revision Project –** **Key Vocab****Revision of Yr 9 vocab and grammar – emphasis on picture discussion/role play and tenses****Key Grammar****Key Skills****Cultural Knowledge** |
| **Year 10** | **Who am I?:** relationships; when I was younger; what my friends and family are like; what makes a good friend;  interests; socialising with friends and family;  role models**grammar** Present tense Possessive adjectives Reflexive verbs gender Adjectives **Key skills** **Picture description** **Grammar pattern spotting /awareness and self correction** **Conversation question preparation technique**  | **Daily Life**customs and everyday life;celebrations and festivals; reading; music; sport; film and television**Gramma**rPast tense3 tense consolidationPronouns le/la/lesDepuisFuture tense**Key skills**90 word writingGiving extended opinionsTranslation  | **● What school is like:** **school types; school day; subjects;** **rules and pressures;** **celebrating success****● School activities:** **school trips; events and exchanges Imperfect****Conditional****Comparative and superlative****il faut and il est interdit de + infinitive****– consolidation of the imperative** **– using a combination of tenses** | **social media and technology (use of, advantages and disadvantages)****shopping**  **Tense consolidation****Negatives****the present tense of pouvoir and devoir****– using en****– using tu and vous appropriately****– forming questions****– venir de + infinitive** **– using a combination of tenses Speaking spontaneously** | **● Holidays:** **preferences; experiences; destinations****● Travel and tourist transactions:** **travel and accommodation;** **asking for help and dealing with problems;** **directions;** **eating out;** **shopping Pluperfect –** **Subj – recognition and set patterns****Avant de****Apres avoir Role play – forming questions****Mark example mocks –past exam recordings** | **Healthy lifestyle****Cross topic revision and end of year exams****Possibility to research cultural aspect Consolidation Exam technique** |
| **Year 11** | **● Town, region and country:** **weather;****places to see; things to do****being ‘green’;** **access to natural resources**  **Revision of negatives** **Modal verbs****– il y a and il n’y a pas de****– using y****– negatives (ne … pas, ne … rien, ne … personne, ne … jamais, ne … plus, ne … que, ne … aucun, ne … ni … ni…)****– the imperative****– the simple future tense****Revision of tenses** | **● Bringing the world together:** **sports events; music events;** **campaigns and good causes the passive voice****– the conditional of modal verbs** | **● Using languages beyond the classroom:** **forming relationships; travel; employment****● Ambitions:** **further study; volunteering; training****● Work:** **jobs; careers and professions** **Comparative /superlative****– si clauses****– ce qui… and ce que…****– adverbs****– using a combination of tenses** | **Revision** **Exam question focus****Exemplar material in all skills****Use exam reports – more able** |  |  |
| **Year 12** | **Current trends** **Family structure** | **The place of voluntary work in francophone society** | **Artistic culture – heritage****Film study – un long dimanche or La Haine** | **Evolution of French cinema** | **Contempory French music****Cyber society** | **AS exam****Book – eg No et moi or sac de billes** |
| **Year 13** | **How criminals are treated.****Finish book study****Diversity** | **Political life and political engagement****Marginalisation** | **Role of the unions****Polical life and immigration** | **Planned revision of book,film and AS topics and Alevel exam technique** | **Planned revision of book,film and AS topics and Alevel exam technique** | **Exams** |