

French

Year 7 Curriculum

ASPIRE – ENDEAVOUR - SUCCEED

Purpose and aims

Purpose of study Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. Learning a modern foreign language allows students to use their prior English knowledge in French and expand their understanding of the origins of modern languages. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

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

- understand and respond to spoken and written language from a variety of authentic sources
- 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
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Threshold concepts

The French curriculum allows students to learn a great quantity of vocabulary and sentences structures in both spoken and written form. All content is structured around some main concepts about the construction of the language itself and are revisited throughout the curriculum and year groups. The main concepts that we concentrate on to help create inquisitive linguists are as follows:

- All words originating from Latin have a gender, masculine or feminine. This impacts a variety of elements from spelling to pronunciation and needs to be understood and considered at all times when speaking and writing in French.
- French phonics and the repetition of vowel combinations – Considering and learning these patterns allow our students to become competent linguists and give them the knowledge to access a wide variety of authentic French texts and read with fluency and confidence.
- Understanding and purpose of pronouns, tenses and articles. This allows students to write, speak and read comfortably in French and understand how text must be manipulated for different purposes such as speaking in past or future or in a variety of persons.
- No word exists in isolation- it is part of speech, it has derivatives and they often behave in predictable ways (e.g. words ending in -ment are usually adverbs, nouns ending in -ion are always feminine).
- Verbs come from the infinitive, and need to be conjugated.
- Key collocations (word for word translations) don't always work (j'ai treize ans = I "have" 13 years and il fait chaud = he does hot), word orders (adjectives and nouns), etc
- Grammatical differences between the French and English languages such as capital letters or not (for months, days of the week, etc.), gender issues, word orders (adjectives and nouns), plural nouns, etc.

Sequence of learning

What goes in this section?

The decision to deliver this material is based on our schemes of work where the grammar and exam skills are introduced sequentially.

The first topic is “Classroom Instructions”. This enables us to use more target language in class and understand instructions in French. This ensures that students can communicate and understand basic instructions given in target language during a lesson and allow them to immerse themselves completely in the French language whilst in lessons. It also helps with students listening for understanding skills which they will need throughout the whole French KS3 curriculum.

Following on from this topic, the second is talking about themselves and others in a personal context. Using the pronouns “I”, “he” and “she”, they will learn to describe themselves and family members, physically and personally. They will be introduced to basic connectives and qualifiers to add emphasis and authenticity to their French. This topic will also allow students to look at photos and describe what they see and describe individuals

The third topic is to discuss hobbies and pass times, again from a personal point of view and using the pronouns “he” and “she” to talk about others. In this unit, students will be given the opportunity to express an opinion and justify it using reason. They are also introduced to basic idioms such as, “la honte” to introduce them to authentic French expressions. They will also be taught key expressions in the perfect past tense, to be able to express something they have done in the past.

The fourth topic/booklet is describing a town. Here students will be introduced to a variety of adjectives and understand the difference of spellings depending on the gender of a word. They will also be exposed to model verbs using the pronoun “On” to discuss what pass times one can partake in an area.

To finish the year, the students will use a combination of prior learning to discuss relationships by using all pronouns seen (he/she/we) with verbs that allow students to discuss how the relationship between two individuals and themselves and others.

Skills:

SK1 : Repetition of French texts seen in class with emphasis on pronunciation

SK2 : Speaking sentences seen in class independently.

SK3 : Dictation of different texts.

SK4 : Translation from and to both languages

SK5 : Text comprehension skills.

SK6 : Independent writing

Subject knowledge (K)

K1- Classroom Instructions

K1.1- To learn classroom instructions

K1.2- To understand spoken classroom instructions

K1.3- To give one another classroom instructions

K1.4 - To respond to given classroom instructions in French

K1.5 To use classroom instructions in a question form

K1.6 - Using the imperative tense (giving instructions)

K1.7 - How intonation in French changes depending on the context of speaking

K2- Describing yourself, others and a photo

K2.1- Learning to pronounce key French sounds

K2.2 - Using authentic French text (Harry Potter in French) to read aloud and recognise the phonics with fluency and accuracy

K2.3 - Understanding how French words have genders and how we recognise these

K2.4- Saying your name and learning numbers

K2.5- Talking about brothers, sisters and age with “avoir” (to have) and using previous numbers to say how many

K2.6 - Introduction to negatives in French and the pattern they follow

K2.7- Describing a classroom using the indefinite (a/an/some) and the definite (the) articles

K2.8- Talking about likes and dislike with justification

- K2.9 - Using likes and dislike with a variety of nouns that are relevant to age and interests of the students
- K2.10 - Using likes and dislikes with different pronouns (you/he/she)
- K2.11- Describing yourself and others with “être” (to be) using adjective agreement
- K2.12- Saying what there is/isn't on a photo using “Sur la photo, il y a” (there is) and “il n’y a pas de” (there isn't) and how to agree and disagree

K3- Talking about your town

- K3.1 - Revisiting the phonics and spelling of words with new vocabulary
- K3.2 - Introduction to new verb “J’habite” (I live) followed by location
- K3.3- Talking about places in a town or village.
- K3.4 - Reading a description of a town and recognising what things are there. (Tripadvisor/regional website description)
- K3.5 - Understanding prices in French using prior learning of numbers.
- K3.6- Saying where you go at the weekend using the verb “aller” (to go) with pronouns I, you, he and she from prior learning.
- K3.7- Inviting someone out using the verb “vouloir” (to want) and the change of voice and intonation in question form (K1.7 learning)
- K3.8- Ordering drinks and snacks in a café using the “tu” and “vous” (both meaning “you”) form of the verb.
- K3.9 - Using an authentic menu from a restaurant in France to order food and drinks and discuss prices.
- K3.10 - Listening to an individual ordering food and drink and write down their order (transcribe)
- K3.11- Saying what you are going to do using the near future tense using pronouns I, you, he and she from prior learning
- K3.12- Talking about plans for a special weekend using two tenses together. Using present tense from K3.5 and near future from K3.9 with pronouns from K2.8
- K3.13 - Using adjectives to describe a town (lively, interesting, boring) with the justification word “parce que” (because)
- K3.14 - Justifying an opinion from K2.6 with verb from K3.2 followed by justification and adjective (K3.11)

K4- Talking about your free time

- K4.1-Talking about weather and seasons
- K4.2- Learning more key French sounds and phonics (K2.1 recap)
- K4.3- Talking about which sports you and other play using “jouer à” (to play) with pronouns I, you, he and she (K3.6)
- K4.4- Talking about activities you and others do using “faire” (to do)
- K4.5 - Using time expressions such as “in the morning, every weekend”
- K4.5- Discovering sport in French-Speaking countries using cognates
- K4.6- Talking about what you like doing using “aimer + infinitives” (liking to do something) using prior learning from K2.6
- K4.7 - Introducing past tense with I, you, he and she
- K4.8 - Using the past tense to express and understand hobbies that have been done in the past
- K4.9 - Read a French interview with a celebrity for recognising phonics and sounds
- K4.10 - Using the same interview for written transcript and text comprehension tasks.
- K4.11 - Introduction to basic, current idioms.

K5 – Discussing relationships

- K5.1 - Different family members, such as step and half siblings using prior learning from K2.4
- K5.2 - Adjectives to describe a person such as chatty, selfish, generous...
- K5.3 - Changing adjectives from K5.2 into adverbs using –ent
- K5.4 - Revisiting how adjectives change spelling depending on genders using prior learning from K2.3
- K5.5- Looking at irregular adjectives and their location in a text change
- K5.6 - Looking at reflexive verbs such as “I myself get on with”
- K5.7 - Changing reflexive verbs depending on pronoun used from prior learning in K3.6
- K5.8 - Using negatives (from K2.5) and connectives to create complex sentence structures
- K5.9 - Including justification to relationships using “parce que” prior learning from K3.13
- K5.10 - Reading an article about relationships in French and pulling key information
- K5.11 - Researching Fred sirieux at discussing his family relationships and accomplishments

K5.12 - Presentation in class of research project in target language

Grammar covered in the booklets:

- **Word genders**
- **Phonics and vowel combinations**
- **Word order**
- **Adjective agreement**
- **Likes/dislikes**
- **A variety of connectives**
- **A variety of modifiers**
- **Justification of the opinions**
- **Near future tense as well as the present tense**
- **Perfect past tense**

Curriculum links to careers

Journalism- K2.1

Sports- K4

Restauration- K5

Careers in the curriculum

This curriculum offers two separate occasions to learn and investigate different careers in MFL. In the first term the students are studying to prepare questions and anticipate answers. This links into the career of journalism where students can investigate diverse types of journalism (written, radio...) and the vast choices of specialism (sports, fashion, news...). They are to use Unifrog and watch a video from students at Sheffield Hallam University in their third year of journalism as part of their homework.

Once they have completed their research the students will be given the opportunity to prepare and record their own interview in French using the skills they have learnt about.

In term three, the students can investigate the variety of careers in hospitality in which speaking two languages may be beneficial. They are to research famous maître D (Fred Sirieix from first dates restaurant) and learn about his journey from working Michelin star restaurant to being the face of a TV show. (research project at home and one lesson on using MFL in hospitality jobs).

Procedural knowledge

Reading:

R1- Understand and respond in French to simple texts

R2- Translate sentences into English, demonstrating an understanding that sometimes word for word translations won't work

R3- Identify overall message, key points, details, and opinions, identifying tenses

R4- Decode texts that are unfamiliar using comprehension

Listening:

L1- Understand and respond (occasionally in French) to passage at near native speed

L2- Identify overall message, key points, details, and opinions, identifying tenses

L3- Decode passages that are unfamiliar using comprehension strategies

L4- Answer questions, extract information, evaluate and draw conclusions, based on simple texts.

Writing:

W1- Produce clear text to present descriptions, facts and varied time frames, and to express ideas and opinions

W2- Write 4 sentences about a picture

W3- Translate short sentences into French, demonstrating an awareness of grammar

Speaking:

S1- Communicate and interact effectively on a range of familiar of topics

S2- Speak spontaneously, responding to visual stimulus (photo card), unexpected questions

S3- Asking and answering simple questions

S4- Attempt to make use of appropriate vocabulary and grammatical structures, making some reference to more than 1 time frame

S5- Attempt to use accurate pronunciation and intonation

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