



MFL Department French

Programme of Study: Key stage 3 to Key stage 5

In Key Stage 3 students will study **either** French **or** German, for 5 hours per fortnight. We cover a range of topics which enable students to understand and communicate personal and factual information, developing their competence in listening, speaking, reading and writing. Our curriculum offers opportunities to explore the target language culture in lessons as well as through our residential trip to Belgium and Germany. We aim to foster students' curiosity and deepen their understanding of the world.

We believe in the importance of introducing language through communicable 'chunks' in order to embed grammatical structures implicitly, prior to any explicit grammar teaching.

There is heavy emphasis on phonics and listening to improve pronunciation skills and sound/spelling links.

Our explicit teaching of memorisation techniques should provide a solid foundation for language study in KS4 & 5 and beyond.

Each SOW is reviewed frequently and lessons are planned to include a wide variety of activities for deliberate practice leading to automaticity in producing written and spoken language.

Assessment and homework

The learning of key structures is an essential part of language acquisition. Students should expect to have a set of key phrases to practise at least fortnightly, which will be tested in class.

We recommend using the website Quizlet to aid memorisation of the key structures and teachers will provide weblinks to study sets via ClassCharts. Students are expected to complete regular practice at home (ideally 10 minutes per day).

At the end of each unit of work students will complete summative assessments.

In Key Stage 4 we build on prior knowledge from KS3 – students opting for language study will follow the AQA GCSE course in French or German. Both languages have a Foundation tier (grades 1-5) and a Higher tier (grades 4-9). There are four components to the exam (listening, speaking, reading and writing) which are each worth 25% of the final grade. Students must take all four question papers at the same tier. All skills are assessed in these final examinations. There is no coursework element to the course.

Key Concepts -

A - Giving and seeking information	B - Describing people, places and events	C - Expressing & justifying opinions and feelings	D - Discussing future plans and possibilities	E - Narrating and describing events in the past
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Key Themes KS3&4

1. Identity and Culture	2. Local, national, international and global areas of interest.	3. Current and future study and employment.
Topic 1.1a Me, my family and friends 1.1b Relationships with family and friends 1.1c Marriage/partnership Topic 1.2a Technology in everyday life 1.2b Social media 1.2c Mobile technology Topic 1.3a Free-time activities 1.3b Music 1.3c Cinema and TV 1.3d Food and eating out 1.3e Sport Topic 1.4 Customs and festivals in French-speaking countries/communities	Topic 2.1 Home, town, neighbourhood and region Topic 2.2a Social issues 2.2b Charity/voluntary work 2.2c Healthy/unhealthy living Topic 2.3a Global issues 2.3b The environment 2.3c Poverty/homelessness Topic 2.4 Travel and tourism	Topic 3.1a My studies 3.2a Life at school/college 3.3a Education post-16 Topic 3.4a Jobs, career choices and ambitions

Key Stage 3

YEAR: 7

<i>Term 1 & 2</i>	<i>Term 3&4</i>	<i>Term 5&6</i>
Qui suis-je?	Ma vie scolaire	Ça, c'est mon truc
<i>Key themes</i>	<i>Key themes</i>	<i>Key themes</i>
Intro to French phonics, greetings, saying how you feel, introducing oneself (name, age, birthday, nationality, languages spoken), describe appearance and personality, Introduce family members, describe family and friends, talk about pets, make comparisons, talk about jobs of different family members Noël en France	Talk about school equipment Give opinions on subjects/teachers Talk about timetable, what lessons on what day at what time Describe your school, pros and cons, Understand cultural differences between school in UK and France/Francophone countries	Talking about daily routine After school and weekend activities Talk about what clothes I wear and when Hobbies and food likes and dislikes Film study 'Le Petit Nicholas'
<i>Assessment method</i>	<i>Assessment method</i>	<i>Assessment method</i>
Continuous formative assessment, weekly tests on key phrases End of unit summative assessment	Continuous formative assessment, weekly tests on key phrases End of unit summative assessment	Continuous formative assessment, weekly tests on key phrases End of unit summative assessment

YEAR: 8

<i>Term 1 & 2</i>	<i>Term 3&4</i>	<i>Term 5&6</i>
Que fais-tu de ton temps libre ?	Autour de moi – mon quartier	À table!
<i>Key themes</i>	<i>Key themes</i>	<i>Key themes</i>
Talk about what clothes you wear, when and how frequently, give opinions. Say what I and others do in free time, what I do in different weather, talk about a past weekend, daily routine, describe my home and what I do around the house, household chores Film study 'Les Choristes'	Talk about where you live What there is/isn't in your town/area Pros & cons of where you live Transport Ideal town Where you'd like to live in the future	Talking about food and drink, likes and dislikes Eating out Healthy/unhealthy food Typical French food/food from Francophone countries Buying food - quantities Understanding recipes
<i>Assessment method</i>	<i>Assessment method</i>	<i>Assessment method</i>
Continuous formative assessment, weekly tests on key phrases End of unit summative assessment	Continuous formative assessment, weekly tests on key phrases End of unit summative assessment	Continuous formative assessment, weekly tests on key phrases End of unit summative assessment

YEAR: 10

<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>	<i>Term 5</i>	<i>Term 6</i>
Local & national areas of interest	Environmental issues – local and global	Charities and voluntary work	Social issues	Mock exams Lifestyle choices	Lifestyle choices cont
<i>Key themes</i>	<i>Key themes</i>	<i>Key themes</i>	<i>Key themes</i>	<i>Key themes</i>	<i>Key themes</i>
Talking about where you live, different types of housing, local area, problems, advantages and disadvantages of different regions/neighbourhoods	Discuss local and global environmental issues, what do you do to help the environment, what should one do to help, what are the biggest environmental problems in the world today?	Talk about different charities and what they do. Talk about voluntary work and what you do/can do to help your community/those in need.	Talk about poverty and homelessness, what is the situation where you live/in different Francophone countries? What can be done to help?	Mock exams Discuss healthy/unhealthy lifestyles, Compare your lifestyle now to when you were younger, discuss what you should do to stay healthy Smoking, drugs, alcohol.	Discuss healthy/unhealthy lifestyles, Compare your lifestyle now to when you were younger, discuss what you should do to stay healthy Smoking, drugs, alcohol.
<i>Assessment method</i>	<i>Assessment method</i>	<i>Assessment method</i>	<i>Assessment method</i>	<i>Assessment method</i>	<i>Assessment method</i>
Continuous in-class formative assessment on all 4 skills. Weekly tests on key phrases End-of-unit summative writing/speaking assessment	Continuous in-class formative assessment on all 4 skills. Weekly tests on key phrases End-of-unit summative writing/speaking assessment	Continuous in-class formative assessment on all 4 skills. Weekly tests on key phrases End-of-unit summative writing/speaking assessment	Continuous in-class formative assessment on all 4 skills. Weekly tests on key phrases End-of-unit summative writing/speaking assessment	Mock exams in all four skills	Continuous in-class formative assessment on all 4 skills. Weekly tests on key phrases End-of-unit summative writing/speaking assessment

YEAR: 11

<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>	<i>Term 5</i>
My studies	Future plans Prep for speaking exam	Mock exams	Revision and preparation for speaking exams in April.	Exam preparation, past paper practice, focus on exam skills.
<i>Key themes</i>	<i>Key themes</i>	<i>Key themes</i>		
Talking about school subjects, choices, giving opinions, comparing school life in France/Francophone countries to England, Pros and cons of school rules. Ideal school	Post-16 options and choices, the world of work, apprenticeship, university, work experience			
<i>Assessment method</i>	<i>Assessment method</i>	<i>Assessment method</i>	<i>Assessment method</i>	<i>Assessment method</i>
Continuous in-class formative assessment on all 4 skills. Weekly tests on key phrases End-of-unit summative writing/speaking assessment	Continuous in-class formative assessment on all 4 skills. Weekly tests on key phrases End-of-unit summative writing/speaking assessment	Mock exam papers - summative	Continuous in-class formative assessment on all 4 skills. Weekly tests on key phrases Exam questions timed practice in lessons	Continuous in-class formative assessment on all 4 skills. Weekly tests on key phrases Exam questions timed practice in lessons

Key Stage 5

In **Key Stage 5** we follow the AQA A level syllabus. The A-level specification builds on the knowledge, understanding and skills gained at GCSE. Students study technological and social change, looking at diversity and the benefits it brings. They will study highlights of French-speaking artistic culture, including francophone music and cinema, and learn about political engagement and who wields political power in the French-speaking world. Students also explore the influence of the past on present-day French-speaking communities. Throughout their studies, they will learn the language in the context of French-speaking countries and the issues and influences which have shaped them. Students will study texts and film and have the opportunity to carry out independent research on an area of their choice. Assessment tasks will be varied and cover listening, speaking, reading and writing skills

We use the Oxford University Press AQA Kerboodle course for French and German.

YEAR: 12

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>La famille en voie de changement</u>	<u>La cybersociété</u>	<u>Le rôle du bénévolat</u>	<u>Une culture fière de son patrimoine</u>	<u>La musique francophone contemporaine</u>	<u>Le septième art</u> <u>Film study - La Haine</u>
<u>Assessment method</u> Weekly tests on key vocabulary Continuous in-class formative assessment	<u>Assessment method</u> Weekly tests on key vocabulary Continuous in-class formative assessment	<u>Assessment method</u> Weekly tests on key vocabulary Continuous in-class formative assessment	<u>Assessment method</u> Weekly tests on key vocabulary Continuous in-class formative assessment	<u>Mock exam</u>	<u>Assessment method</u> Weekly tests on key vocabulary Continuous in-class formative assessment Timed essay on La Haine

YEAR: 13

Term 1	Term 2	Term 3	Term 4	Term 5
<u>Quelle vie pour les marginalisés ?</u> <u>No et moi study of novel</u>	<u>Les aspects positifs d'une société diverse.</u>	<u>Comment on traite les criminels</u> <u>Les ados, le droit du vote et l'engagement politique.</u>	<u>Manifestations, grèves, à qui le pouvoir ?</u> <u>La politique et l'immigration</u>	<u>Exam prep, speaking exam prep, past paper practice, timed essay practice.</u>
<u>Assessment method</u> Weekly tests on key vocabulary Mock exam October	<u>Assessment method</u> Weekly tests on key vocabulary	<u>Assessment method</u> Weekly tests on key vocabulary	<u>Assessment method</u> Weekly tests on key vocabulary	

	Continuous in-class formative assessment Timed essay on No et moi	Continuous in-class formative assessment	Continuous in-class formative assessment	
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