



MFL- French



Curriculum Vision

Students at Holderness Academy will experience a broad and ambitious MFL curriculum, rich in vocabulary and grammar, which provides the building blocks for lifelong language fluency and learning.

Curriculum Principles	Curriculum Purpose
Curiosity of MFL	We want students to develop a love and curiosity for learning and understanding MFL. We will ensure we foster a lifelong interest in languages and the French/ Spanish speaking world.
Breadth, depth & application of grammar and vocabulary knowledge	The curriculum model centres around re-visiting topics sequentially, offering opportunity to further increase, embed and secure knowledge, skills and understanding throughout. Carefully embedded speaking opportunities encourage students to actively take part in foreign language conversations and spontaneous speaking. Students will be able to manipulate language to share their own ideas and beliefs with grammatical information that builds from Y7 through to Y11, and Y13.
High aspirations for careers in a modern, multicultural Britain and abroad	Discussions on life at school, further education and future careers are intricately woven into the curriculum from Y7 to Y13. The importance of learning a language and MFL specific careers are repeatedly shared with students, to raise aspirations for all students. Exposure to authentic materials, show students real life applications of the language.
Outstanding future linguists	We want to inspire and encourage students to build cultural capital, have an appreciation and understanding of the French and Spanish speaking worlds and importance that MFL has on the local community and wider world.
Transferrable linguistic skills	We aim to give students a greater understanding of English as well as French and Spanish, with regards to grammar, literacy skills, active listening, presentation and conversation skills and translation into English and the target language. Students develop the ability to work with a partner or as part of a team, as well as the ability to work independently and become reflective learners.



Curriculum Implementation

Key Principles

The French curriculum is heavily knowledge based which means the sequencing of our teaching must be designed to allow students to develop **disciplinary knowledge** alongside the **substantive knowledge**.

At Holderness Academy, the key principles of effective teaching focus on promoting active engagement and fostering long-term understanding. These principles include.

- **reviewing prior learning** to build on what students already know and **connect new concepts**
- **assessing comprehension** through questioning and feedback to **check understanding** throughout the lesson
- **scaffolding and modelling** by providing support, clear examples as students develop new skills & knowledge

offering opportunities for both **guided and independent practice** to reinforce learning.

MFL Knowledge Rich Curriculum Structure

Subject Discipline	Domain Knowledge Threads	Domain Concepts
People and Lifestyle	Identity and relationship with others Discussions on our families and friends. Discussions on our personalities and identity.	Linguistic Attitudes The desire to know and understand the culture and history that shapes the French and Spanish speaking world. Grammatical Skills The understanding and application of a range of grammatical structures and ideas, in French and Spanish, as well as English.
	Healthy living and Lifestyle Discussions on how to live a healthy life with reference to nutrition, sport, and dangerous substances.	
	Education and Work Discussions on our life at school and our future education and career plans.	
Popular Culture	Free-time activities Discussions on what we do in our free time, including sport, music, film and TV.	Communication Skills Understanding how to manipulate language to discuss your ideas and beliefs. To develop the ability to read aloud, present your opinions and actively take part in a conversation.
	Customs, festivals, and celebrations Discussions on local, national, and international (in target language countries) celebrations, festivals and traditions.	
	Celebrity Culture Discussions on role models and international celebrities, with reference to musicians, actors, and athletes.	
Communication and the World around us	Travel and Tourism Discussions on our past and future holidays and tourism in our local area.	Literacy Skills The ability, confidence, and willingness to engage with language (target language and native) to acquire, construct and communicate meaning in all aspects of daily living.
	Media and Technology Discussions on current technology and the advantages and disadvantages of these technologies.	
	The environment and where people live Discussions on local and international environmental issues and how we can be environmentally friendly	

Building on prior learning – What can learners do by the end of Key Stage 2?

The statutory requirement to teach a modern or ancient language in primary schools from the age of 7 took effect from September 2014. Teaching at key stage 2 may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language.

The focus of MFL teaching in primary schools is on introducing children to basic language skills, such as listening, speaking, reading, and writing. The aim is to develop children's communication skills in a foreign language and to foster an interest in and enthusiasm for language learning.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

What are the knowledge gaps from Key Stage 2?

As there is not a requirement to teach a specific language, the primary school decides this themselves. We therefore have a mixture of French and Spanish taught at Key Stage 2 in our feeder schools. Therefore, some students will have no previous knowledge of the language they are learning in Y7.

Students need to further develop:

- the use of dictionary skills to find new words in a bilingual dictionary.
- as there is not always a specialist MFL teacher in the primary school, students can sometimes struggle to use accurate pronunciation in the target language.
- recall high frequency nouns and adjectives such as colours, numbers and pets but often students struggle to write these in full sentences using pronouns and verbs.
- asking and answering questions in the target language.
- their confidence when speaking in the target language and having a positive attitude to learning a language.
- their understanding of the French or Spanish speaking world (to be able to name French or Spanish speaking countries, discuss famous cuisines and famous festivals or traditions).

French Key stage 3 – Long Term Planning

Knowledge type	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Y7 Concepts	<p>7.0 Phonics Foundation Unit An introduction to French phonics. Introduction of French: greetings, colours and numbers. Introduction to the French speaking world.</p> <p>7.1 An Introduction to Me Present tense conjugations of irregular verbs <i>avoir</i> and <i>être</i> in the first and third person in singular and plural forms, to discuss personality and appearance. Introduction of personal pronouns, as well as the comparative and superlative to discuss personality and appearance.</p>	<p>7.2 School Subjects Present tense conjugations of the regular verb <i>'aimer'</i> to express likes and dislikes. Use of <i>'car'</i> and <i>'parce que'</i> to develop opinions and reasons on school subjects. Use of the negative structure <i>'ne... pas'</i> Revision of comparatives and superlatives to compare school subjects.</p> <p>7.3 My Town Use of <i>'il y a'</i> and <i>'il n'y a pas'</i> to describe what there is and isn't in your town. Present tense conjugation of the irregular verb <i>'aller'</i> and use of the prepositions <i>'au/ à la/ aux'</i> to describe where you go in town. Use of the modal phrase: <i>'on peut'</i> to describe what you can do in your town. Introduction to adjectives in French.</p> <p>Discussions of Christmas in the French Speaking world</p>	<p>7.4 Sports and Free Time Activities Present tense conjugation of the regular verb <i>'jouer'</i>. Present tense conjugations of the irregular verb <i>'faire'</i> Revision of the comparative and superlative to discuss sports and hobbies. Introduction to time phrases in French. Discussion of French athletes and sport role models.</p> <p>7.5 School Times and Facilities Revision of the phrases <i>'il y a'</i> and <i>'il n'y a pas'</i> to describe the facilities in your school. Telling the time in English and French. Revision of the present tense conjugation of <i>'avoir'</i> and the present tense conjugation of <i>'apprendre'</i> and <i>'étudier'</i>. Introduction to dual verb opinion phrases to express opinions on your school.</p>	<p>7.6 My Family Revision of comparatives and superlatives to describe our family members. Third person conjugation of <i>'avoir'</i> and <i>'être'</i>. Adjective agreements when using <i>être'</i>, as well as masculine and feminine nouns.</p> <p>7.7 Easter in the French Speaking World Discussion of Easter celebrations across the French speaking world. Use of <i>'il y a'</i> to describe what there is during Easter celebrations.</p>	<p>7.8 Breakfast Present tense conjugation of <i>'manger'</i> and <i>'boire'</i>. Use of time phrases to discuss what you eat and drink and when. Use of opinion phrases and dual verb opinion phrases. Use of <i>'car'</i> and <i>'parce que'</i> to justify our opinions.</p> <p>7.9 Weather Introduction of the verb <i>'faire'</i> and <i>'il y a'</i> to describe the weather in French. Use of <i>'quand'</i> and <i>'si'</i> to express what we do in different weather conditions (retrieval of sports and hobbies). Retrieval of the modal phrase: <i>'on peut.'</i></p>	<p>7.10 Music and Musical Instruments Use of opinion phrases to express the music we listen to and don't listen to. Use of <i>'car'</i> and <i>'parce que'</i> to justify our opinions. Present tense conjugation of <i>'écouter'</i>. Introduction to the near future tense, using the present tense conjugation of <i>'aller'</i> to discuss a future music event. Discussions on French musicians and musical role models.</p> <p>7.11 Holidays Discussion on French speaking countries. Use of the irregular verb <i>'aller'</i> to describe where we go on holiday. Retrieval of the near future tense to discuss what we are going to do in the summer holidays. Introduction of the conditional phrase <i>'je voudrais'</i> to discuss what we would like to do.</p>

<p>Tier 3 Vocab</p>	<p>French English Bonjour! Hello!/Good morning! Salut! Hi! Ça va ? How are you? Ça va bien. I am fine. Ça va mal. I am not great. Comme ci, comme ça. So-so. Au revoir! Goodbye! À plus tard! See you later! Comment t'appelles-tu ? What is your name? Je m'appelle... My name is... un one deux two trois three quatre four cinq five six six sept seven huit eight neuf nine dix ten rouge red bleu blue jaune yellow vert green noir black blanc white gris grey orange orange violet</p> <p>Les nombres 1 un 2 deux 3 trois 4 quatre 5 cinq 6 six 7 sept 8 huit 9 neuf 10 dix 11 onze 12 douze 13 treize 14 quatorze 15 quinze 16 seize 17 dix-sept 18 dix-huit 19 dix-neuf 20 vingt Salut ! Hi Bonjour ! Good morning Au revoir ! Goodbye À plus tard ! See you Ça va bien. I'm doing well Ça va mal. It's going bad Comme ci, comme ça. so so Ça va très bien I'm very good Ça va très mal It is not going well Je m'appelle... My name is Je me présente I introduce</p>	<p>A l'école (At School) à l'école at school Non, je n'aime pas ... No, I do not like ... parce que because le français French Non je déteste ... No, I hate l'anglais English J'aime ... I like ... dessin art J'adore ... I love ... c'est... it is... le sport P.E Je n'aime pas ... I do not like ... cependant however la musique music Je déteste ... I hate ... mais but la géographie geography amusant fun Quelle est ta matière préférée ? What is your favourite subject? l'histoire history utile useful Ma matière préférée c'est... My favourite subject is... les maths maths intéressant interesting les sciences science facile easy l'informatique ICT ennuyeux boring Est-ce que tu aimes...? Do you like...? difficile difficult Oui, j'aime ... Yes, I like ... inutile pointless Oui, j'adore ... Yes, I love ...</p>	<p><i>Normalement, je joue au foot deux fois par semaine. – Normally I play football twice a week.</i> <i>Je joue au basket tout le temps. - I play basketball all the time.</i> <i>Nous allons jouer au volley. – We're going to play volleyball.</i> <i>Hier, j'ai joué au hockey pour mon équipe et j'ai marqué un but. – Yesterday I played hockey for my team and I scored a goal.</i> <i>Je jouais au rugby. – I used to play rugby.</i> <i>Nous jouons au cricket une fois par semaine. – We play cricket once a week.</i> <i>J'aimerais jouer au netball de temps en temps. – I would like to play netball from time to time.</i> <i>Tu joues au tennis ? – Do you play tennis?</i> <i>Mon frère ne joue jamais au squash. – My brother never plays squash</i></p>	<p>Ma Famille (My Family) a mère the mother le père the father le frère the brother la sœur the sister a grand-mère grandmother le grand-père grandfather la tante the auntie l'oncle the uncle</p>	<p>un croissant a croissant une crêpe a crepe un pain au chocolat a pain au chocolat une salade a salad un sandwich au jambon a ham sandwich une omelette an omelette un sandwich au fromage a cheese sandwich une tartelette a small tart un croque-monsieur a ham and cheese toastie une limonade a lemonade un café a coffee une grenadine a grenadine un café au lait a coffee with milk un thé a tea Bonjour ! Hello! Au revoir ! Goodbye! un jus d'orange an orange juice Vous désirez ? What would you like? un coca-cola a coca-cola Je voudrais... I would like... un chocolat chaud a hot chocolate merci thank you</p>	<p>l'hiver Winter le printemps Spring l'été Summer l'automne Autumn il neige it's snowing il fait froid it's cold il fait chaud it's hot les fleurs poussent the flowers grow les oiseaux chantant the birds sing il y a du soleil there is the sun les arbres perdent leurs feuilles trees lose their leaves</p> <p>la trompette trumpet la guitare guitar la batterie drum la flûte à bec flute la clarinette clarinet la harpe harp les cymbales cymbals le violon violin le piano piano le triangle triangle</p>
<p>Assessment</p>	<ul style="list-style-type: none"> Learners are continually assessed in lessons including quick quizzes, application of knowledge to exam style questions and use of whiteboards to show retrieval. Learners complete one formative assessment comprising of 1 or 2 GCSE skills for each unit where they are asked to apply their knowledge to an exam style question. Learners complete one summative assessment each HT which comprises of all 4 GCSE skills. The retrieval questions ask students to apply the meaning of the words from the tier 3 vocabulary list. An end of year assessment will be carried out in June. This will be a 1-hour assessment comprising of short and longer answer questions including all topics covered in year 7. 					

French Key stage 3 – Long Term Planning

Knowledge type	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Y8 Concepts	<p>8.1 Grammar Recovery Unit Present tense conjugations of high frequency regular and irregular verbs (aller, avoir, faire and être). Present tense opinion phrases. Negative structures with the present tense Forming the near future tense.</p> <p>8.2 Celebrating Birthdays</p> <p>Present tense conjugation of 'venir'. Use of the conditional tense to describe what you would like for your birthday and what you would like to do.</p>	<p>8.3 Countries and Travelling Present tense conjugation of the verb 'aller' and 'voyager' to describe where you go on holiday. Use of 'y' to express 'there'. Introduction to the past tense using 'avoir' and 'être'. Discussion of French speaking countries.</p> <p>8.4 School uniform Present tense conjugation of the verb 'porter'. Dual verb opinion phrases and the use of 'car' and 'parce que' to justify your opinions. Use of adjectives in French to describe your school uniform. Use of the modal phrase: 'on doit' Discussions about Christmas in the French speaking world</p>	<p>8.5 At the market Expressions of quantity in French to discuss food. Use of the partitive article (du/ de la/ des) when discussing food and drink. Dual verb opinion phrases to express what we like and don't like to eat Use of the conditional tense to order items at the market.</p> <p>8.6 Transport and problems Retrieval of the past tense using avoir and être. Use of the prepositions 'en' and à' when discussing modes of transport. Use of the modal phrase 'on doit'</p>	<p>8.7 Jobs and future plans Use of the conditional tense (je voudrais être) to describe future career plans. Use of 'car' and 'parce que' to justify opinions Retrieval of the near future tense to explain future career plans.</p> <p>8.8 Easter and Ramadan in the French Speaking world Discussions of how Easter and the Muslim celebrations of Ramadan and Eid are celebrated in the French speaking world.</p>	<p>8.9 Fashion and Shopping Retrieval of the present tense conjugation of 'porter' Dual verb opinion phrases to discuss what we like to wear. Use of negative structures to discuss what we do not wear Retrieval of the usage of adjectives in French.</p> <p>8.10 Television and Film Discussions on the types of TV shows we watch and don't watch. Present tense conjugation of 'regarder'. Use of the past tense to describe what they have watched and discuss a previous trip to the cinema. Discussions of French actors and entertainment role models.</p>	<p>8.11 School in French Speaking Countries Use of the modal verbs 'devoir' and 'falloir' to discuss school rules. Use of the idiomatic phrase: 'il faut' when discussing school rules. Discussions on the differences between schools in England and in the French speaking world.</p> <p>8.12 Eating out Use of the verbs 'manger' and 'boire' in 3 different tenses (present, past, near future) Use of 'je voudrais' to order food. Introduction to negative structures (ne... plus/ ne... re/ ne... jamais) Discussion of French cuisine</p>
Tier 3 Vocab	<p>La date the date Les jours de la semaine the days of the week lundi Monday mardi Tuesday mercredi Wednesday jeudi Thursday vendredi Friday samedi Saturday dimanche Sunday Aujourd' hui c'est quel jour? What day is it</p>	<p>les vêtements the clothes des gants a pair of gloves ils portent they wear (masculine or mixed group) un pantalon a pair of trousers des bottes boots elles portent they wear (feminine group) un maillot de bain a swimming costume des</p>	<p>une pomme an apple une prune a plum une cerise a cherry une fraise a strawberry une orange an orange une pêche a peach une banane a banana une poire a pear un abricot an apricot un kiwi a kiwi des tomates tomatoes les petits pois peas les courgettes courgette les</p>	<p>acteur (actor (m)) adolescent/ado (teenager, adolescent) aidant (carer) ami (friend (m)) apprentissage (apprenticeship) argent (money) autobus/bus (bus)</p>	<p>les vêtements the clothes des gants a pair of gloves ils portent they wear (masculine or mixed group) un pantalon a pair of trousers des bottes boots elles portent they wear (feminine group) un maillot de bain a swimming costume des</p>	<p>cœur (heart) corps (body) danger (danger) déjeuner (lunch) dîner (dinner) dos (back) effort (effort) exercice (written exercise, physical exercise)</p>

	<p>today? Aujourd' hui c'est... Today it is.... janvier January fevrier February mars March avril April mai May juin June juillet July aout August septembre September octobre October novembre November decembre December 1-un 2-deux 3- trois 4-quatre 5-cinq 6-six 7-sept 8-huit 9- neuf 10- dix 11-onze 12- douze 13- treize 14-quatorze 15- quinze 16-seize 17-dix sept 18-dix-huit 19-dix- neuf 20-vingt 21-tvingt-et- un 22- vingt-deux 23- vingt-trois 24-vingt- quatre 25-vingt-cinq 26- vingt-six 27-vingtsept 28- vingt-huit 29-vingtneuf 30-trente 31-trenteet-un</p>	<p>collants tights lundi (on) Monday un pull a jumper des sandales sandals mardi (on) Tuesday un tee shirt a tee shirt es lunettes glasses mercredi (on) Wednesday un manteau a coat un chemisier a blouse jeudi (on) Thursday un short a pair of shorts des chaussures a pair of shoes vendredi (on) Friday une robe a dress des chaussettes a pair of socks samedi (on) Saturday une cravate a tie je porte I wear dimanche (on) Sunday une écharpe a scarf tu portes you wear À l'école je porte... For school I wear... une jupe a skirt il porte he wears Quand il fait beau je porte... When it is nice weather I wear... une veste a jacket elle porte she wears Quand il neige je porte... When it snows I wear... une chemise a shirt nous portons we wear Quand je suis en vacances je porte... When I am on holiday I wear.. une casquette a cap vous portez you all wear mon my</p>	<p>haricots verts green beans les carottes carrots les champignons mushrooms les pommes de terre potatoes les oignons the onions les épinards spinach les aubergines aubergines/ eggplants</p>	<p>avenir (future) baccalauréat/bac (high school final exam (like A levels)) bâtiment (building) boulot (work, job) bureau (desk, office) but (goal, aim, objective, purpose) candidat (candidate) chanteur (singer) chef (boss, cook (m)) chemin (way, path) choix (choice) chômage (unemployment)</p>	<p>collants tights lundi (on) Monday un pull a jumper des sandales sandals mardi (on) Tuesday un tee shirt a tee shirt es lunettes glasses mercredi (on) Wednesday un manteau a coat un chemisier a blouse jeudi (on) Thursday un short a pair of shorts des chaussures a pair of shoes vendredi (on) Friday une robe a dress des chaussettes a pair of socks samedi (on) Saturday une cravate a tie je porte I wear dimanche (on) Sunday une écharpe a scarf tu portes you wear À l'école je porte... For school I wear... une jupe a skirt il porte he wears</p>	<p>expert (expert) fast-food (fast food) fromage (cheese) fruit (fruit) gâteau (cake) goût (taste, flavour) hôpital (hospital) kilomètre (kilometre) lait (milk) légume (vegetable) lit (bed) mal (ache) médicament (medicine, drug) pain (bread)</p>
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Assessment

- Learners are continually assessed in lessons including quick quizzes, application of knowledge to exam style questions and use of whiteboards to show retrieval.
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- Learners complete one summative assessment each HT which comprises of all 4 GCSE skills. The retrieval questions ask students to apply the meaning of the words from the tier 3 vocabulary list.
- An end of year assessment will be carried out in June. This will be a 1-hour assessment comprising of short and longer answer questions including all topics covered in year 8.

French Key Stage 3 – Long Term Planning

Knowledge type	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p>Y9 Conceptual Knowledge</p>	<p>9.1 Grammar Recovery Unit Retrieval of present tense opinion phrases and use of <i>'car'</i> and <i>'parce que'</i> to justify opinions. Retrieval of negative structures with three different tenses. Retrieval of the past tense with both <i>'avoir'</i> and <i>'être'</i>. Retrieval of the near future tense.</p> <p>9.2 Jobs and Ambitions Retrieval of the conditional tense to describe jobs we would like to do in the future.</p> <p>Use of conditional opinion phrases such as <i>'ce serait'</i>.</p> <p>Introduction to the simple future tense, using the verb <i>'travailler'</i>.</p>	<p>9.3 Unhealthy Lifestyles Retrieval of negative structures to discuss unhealthy lifestyles. Use of irregular verbs (<i>'aller/ avoir/ faire/ être'</i>) to discuss what activities we do to keep healthy. Use of <i>'pour'</i> to express 'in order to' Retrieval of modal verbs (<i>devoir</i> and <i>falloir</i>) to express what we should do to stay healthy. Use of the idiomatic phrase: <i>'il faut'</i> to express what we must do to stay healthy</p> <p>9.4 Technology Present tense verb conjugation of the verbs <i>'partager, prendre, télécharger'</i> Use of time phrases and negative structures to discuss what we do online.</p> <p>Discussions of the advantages and disadvantages of the internet</p> <p>Discussion of Christmas in the French speaking world</p>	<p>9.5 Life when Younger Introduction to the imperfect tense with regular and irregular verbs. Use of <i>'quand j'étais petit/e'</i> to discuss past lifestyles. Retrieval of the comparative to compare healthy lifestyles.</p> <p>9.6 Disastrous Holidays Introduction to reflexive verbs, to discuss what we do on holiday. Reflexive verbs in the past tense, to discuss a past holiday. Use of the perfect tense using both <i>'avoir'</i> and <i>'être'</i>. Discussion of French speaking holiday destinations.</p>	<p>9.7 Ordering Food and French Gastronomy Retrieval of quantities to discuss food and drink. Present tense conjugation of <i>'prendre'</i> to order food and drink items in French. Discussion of French cuisine.</p> <p>Use of all three tenses to describe a recent restaurant visit (past, present and future)</p> <p>9.8 Celebrations in the French speaking world Discussions on different festivals and traditions that take place in the French speaking world, including carnival, Bastille Day and <i>La Chandeleur</i>.</p> <p>Present tense conjugation of <i>'aller'</i> to discuss which festivals they attend.</p>	<p>9.9 Friends and Ideal Partners Retrieval on the use of adjectives to describe people. Introduction to relative pronouns to enhance descriptions. Retrieval of the conditional tense with regular and irregular verbs to describe ideal friends and partners. Retrieval of the comparative and superlative.</p> <p>9.10 Problems at School Discussion on the current problems in school (too much homework, friendship issues, stress etc.) Retrieval of modal verbs to discuss current school rules (<i>devoir</i> and <i>falloir</i>).</p> <p>Use of the idiomatic phrase <i>'il faut'</i> to discuss school rules.</p>	<p>9.11 Global Environmental Problems Discussions of current global environmental problems using the present tense. Use of <i>'si'</i> clauses using the present and future tense. Retrieval of the future and conditional tense to give future solutions.</p> <p>9.12 French Speaking Towns and Cities Retrieval of <i>'il y a'</i> and <i>'il n'y a pas'</i> to discuss different towns and cities.</p> <p>Use of the future and conditional tense to describe where you would like to live in the future.</p>

<p>Tier 3 Vocab</p>	<p><i>Je voudrais habiter à l'étranger</i> - I would like to live abroad <i>Je voudrais travailler</i> - I would like to work <i>Je voudrais voyager</i> - I would like to travel <i>Je voudrais étudier à l'université</i> - I would like to study at university <i>Je voudrais faire un apprentissage</i> - I would like to do an apprenticeship <i>Je voudrais avoir ma propre entreprise</i> - I would like to run my own business <i>J'ai l'intention d'avoir ma propre entreprise parce que je préfère être indépendant(e)</i>. - I intend to have my own business because I prefer to be independent. <i>Je veux être le patron/la patronne</i>. - I want to be the boss. <i>Je rêve de voyager dans le monde entier car j'adore voir de nouveaux pays</i>. - I dream of travelling around the world because I love seeing new countries. <i>J'aimerais rencontrer de nouvelles personnes</i>. - I would like to meet new people. <i>Je voudrais gagner beaucoup d'argent</i>. - I would like to earn lots of money. <i>J'habiterai en Californie parce que je déteste le temps pluvieux</i>. - I'll live in California because I hate rainy weather. <i>En dehors de mon travail, je ferai du bénévolat</i>. - Alongside my job, I'll do charity work. <i>Ma plus grande ambition est d'enseigner à l'étranger</i>. - My biggest ambition is to teach abroad. <i>S'il faut faire un stage, je le ferai</i>. - If I have to do an internship, I will do it. <i>Il est probable que je choisirai de faire un apprentissage</i>. - It is probable that I will choose to do an apprenticeship.</p>	<p>manger et bouger eat and move des céréales some cereal Je joue au foot. I play football. manger to eat des légumes some vegetables Je fais des promenades. I go for a walk. boire to drink des fruits some fruit Je fais de la natation. I go swimming. je mange I eat des noix some nuts e fais du cyclisme. I go cycling. je bois I drink de la viande rouge some red meat Je fais du judo. I do judo. Pour ma santé... To stay in good health I... du lait entier some whole fat milk Je fais du tennis. I play tennis. Pour ma santé je mange... To stay in good health I eat... du pain blanc some white bread Je ne regarde pas la télévision. I do not watch television. Pour ma santé je bois... To stay in good health I drink... du chocolat some chocolate Je ne joue pas aux jeux électroniques. I do not play electronic games. Pour ma santé je ne mange pas de... To stay in good health I don't eat... du beurre some butter une recette saine a healthy recipe Pour ma santé je ne bois pas de... To stay in</p>	<p>J'y vais avec... I'm going (there) with... ma famille - my family mes copains - my friends mes parents - my parents mon père et ma belle-mère - my dad and stepmother Pour... For... un week-end - a weekend une semaine - a week dix jours - ten days quinze jours - a fortnight (in French you say 'fifteen days') un mois - a month Je vais faire... I'm going to do / go... du camping - camping de la natation - swimming des pique-niques - picnicking Je vais jouer... I'm going to play... au foot - football au golf - golf au badminton - badminton</p>	<p>un croissant a croissant une crêpe a crepe un pain au chocolat a pain au chocolat une salade a salad un sandwich au jambon a ham sandwich une omelette an omelette un sandwich au fromage a cheese sandwich une tartelette a small tart un croque-monsieur a ham and cheese toastie une limonade a lemonade un café a coffee une grenadine a grenadine un café au lait a coffee with milk un thé a tea Bonjour ! Hello! Au revoir ! Goodbye! un jus d'orange an orange juice Vous désirez ? What would you like? un coca-cola a coca-cola Je voudrais... I would like... un chocolat chaud a hot chocolate merci thank you</p>	<p><i>Ma sœur a les cheveux blonds et raides</i>. - My sister has straight, blond hair. <i>J'ai les cheveux noirs et longs</i>. - I have long, black hair. <i>J'ai les cheveux roux et bouclés</i>. - I have curly, ginger hair. <i>Mon ami a les cheveux mi-longs et ondulés</i>. - My friend has medium length, wavy hair. (Higher vocabulary.) <i>J'ai les cheveux violets et courts</i>. - I have short, purple hair. <i>Mon grand-père a les cheveux gris et courts</i>. - My grandfather has short grey hair. <i>J'ai les yeux bleus/verts/gris/marron/noisette</i>. - I have blue/green/brown/hazel eyes. Words for colours do not agree with <i>clair</i> (light) or <i>foncé</i> (dark). For example: <i>J'ai les yeux bleu clair</i>. - I have light blue eyes. <i>J'ai les cheveux brun foncé</i>. - I have dark brown hair</p>	<p><i>Le chômage</i> - Unemployment <i>La pauvreté</i> - Poverty <i>Le sans-abri / SDF (sans domicile fixe)</i> - Homeless person <i>L'immigré</i> - Immigrant <i>L'eau potable</i> - Drinking water <i>Une association caritative</i> - A charity <i>Je voudrais aider les personnes défavorisées</i>. - I would like to help disadvantaged people. <i>Je vais essayer de faire du travail bénévole</i>. - I'm going to try to do voluntary work.</p>
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		<p>good health I don't drink... des bonbons some sweets Épluchez ! Peel! du poisson some fish des chips some crisps Coupez ! Cut! de la viande blanche some white meat des frites some ch</p>				
Assessment	<p>Learners are continually assessed in lessons including quick quizzes, application of knowledge to exam style questions and use of whiteboards to show retrieval.</p>	<p>Learners complete one formative assessment comprising of 1 or 2 GCSE skills for each unit where they are asked to apply their knowledge to an exam style question.</p>	<p>Learners complete one summative assessment each HT which comprises of all 4 GCSE skills. The retrieval questions ask students to apply the meaning of the words from the tier 3 vocabulary list. An end of year assessment will be carried out in June. This will be a 1-hour assessment comprising of short and longer answer questions including all topics covered in year 9.</p>			

French Key Stage 4 - Long Term planning

Knowledge type	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p>Y10 Conceptual Knowledge</p>	<p>10.1 Grammar Recovery Unit Retrieval of advance negative structures (<i>ne... plus/ ne... jamais/ ne... que/ ne... rien</i>) Present tense with high frequency regular and irregular verbs Perfect and Imperfect Tense Near and Simple future</p> <p>Healthy living and Lifestyle Present, past and future time phrases reinforced. Discussion on a healthy lifestyle discussing nutrition, exercise and harmful substances. Use of the comparative and superlative to compare lifestyles. retrieval of the past tense with irregular past participles. Use of 'pour' to express 'in order to'</p>	<p>10.3 Partnerships Revisiting adjectives to describe an ideal partner. Use of relative pronouns to enhance descriptions. Use of the simple future to outline future plans, regarding marriage and children. Discussions on the advantages and disadvantages of marriage. Use of possessive adjectives, to discuss different family members.</p> <p>10.4 Pollution in Town Discussions of local environmentally problems. Use of '<i>si</i>' clauses with the present and future tense. Retrieval of modal verbs to discuss what we should do to protect the environment. Retrieval of the future and conditional tense to give future solutions.</p>	<p>10.5 Free Time and Leisure Discussion of free time activities including sports, music and TV, using the present tense conjugation of regular and irregular verbs. Use of the perfect and imperfect past tense to discuss what you did when you were younger and last weekend. Use of adverbs of frequency to explain how often we complete certain activities.</p> <p>10.6 Future Plans after School Use of the near and simple future to discuss future study and job plans, with a focus on irregular verbs. Expressing future opinions with the use of negative structures. retrieval of the conditional tense to discuss future desires.</p>	<p>10.7 Mobile Technology Discussion of the advantages and disadvantages of social media. Use of dual verb opinion phrases to discuss opinions on mobile technology. Use of the perfect and imperfect tense to discuss previous mobile habits.</p> <p>10.8 Protecting the environment Use of '<i>en</i>' and '<i>y</i>' to discuss environmental issues. Use of direct and indirect object pronouns. Retrieval of the conditional tense with irregular verbs to discuss solutions to environmentally problems</p>	<p>10.9 Charity Work Retrieval of reflexive verbs in the present and past tense to discuss daily routines. Introduction to '<i>ce que</i>' to add extra detail to our sentences. Discussion on the advantages of completing charity work in our local community and abroad. Use of present participles of regular verbs.</p> <p>10.10 Parent and Sibling Relationships Revisiting direct and indirect object pronouns. Use of '<i>dont</i>' to express 'whose'. Revision of the comparative and superlative to compare family members. Use of the imperfect tense to describe past relationships.</p>	<p>10.11 Ideal school Revisiting the use of '<i>y</i>' and '<i>en</i>' Use of the conditional tense with regular and irregular verbs to describe our ideal schools. Retrieval of modal verbs to discuss deal school rules. Discussion of school in France.</p> <p>10.12 Future Holiday Plans Consolidation of the near and simple future tense using regular and irregular verbs. Consolidation of modes of transport and the use of '<i>en</i>' and '<i>à</i>' to express 'by'. Use of opinion phrases in the future and conditional tense Discussion of French speaking holiday destinations.</p>

Tier 3 Vocab	Adjectives actif (active, energetic (m)) dangereux (dangerous (m)) difficile (difficult (m, f)) équilibré (balanced (m)) faible (weak (m, f)) fatigué (tired (m)) fort (strong (m), loud) fraiche (fresh (f)) frais (fresh (m)) grave (serious, grave (m, f)) inquiétant (worrying, disturbing (m)) jeune (young (m, f)) malade (ill (m, f)) mauvais (bad, wrong (m)) médical (medical (m)) mort (dead (m)) sain (healthy (m)) sportif (athletic, competitive, sporty, sporting (m)) végan (vegan (m)) végétarien (vegetarian (m)) cœur (heart) corps (body) danger (danger) déjeuner (lunch) dîner (dinner) dos (back) effort (effort) exercice (written exercise, physical exercise) expert (expert) fast-food (fast food) fromage (cheese)	chaud (hot, warm (m)) courant (current, common (m)) dangereux (dangerous (m)) droit (right (m)) énorme (enormous (m, f)) froid (cold (m)) grave (serious, grave (m, f)) inquiet (worried, anxious (m)) inquiétant (worrying, disturbing (m)) inquiète (worried, anxious (f)) international (international (m)) moral (moral (m)) mort (dead (m)) national (national (m)) naturel (natural (m)) pauvre (poor (m, f)) pire(s) (worse, worst (m, f) (pl)) pratique (practical (m, f)) propre (clean, proper, own (m, f)) sale (dirty (m, f)) doute (doubt) déchets (rubbish) effort (effort) espoir (hope) environnement (environment)	ordinateur (computer) pantalon (trousers) parc (park) passe-temps (hobby) personnage (character, individual, person) poisson (fish) prix (price, prize) repas (meal) restaurant (restaurant) roman (novel) sac (bag, sack) serveur (waiter, server) shopping (shopping) soleil (sun) soir (evening) sport (sport) stade (stadium, stage) style (style) tableau (board, picture, painting) temps (time, weather) thé (tea) théâtre (theatre, drama) acteur (actor (m)) ami (friend (m)) amour (love) après-midi (afternoon) article (article, item) billet (ticket) but (goal, aim, objective, purpose) café (café, coffee) camping (camping) centre (centre)	cher (expensive (m)) dangereux (dangerous (m)) disponible (available (m, f)) facile (easy (m, f)) gratuit (free (of charge) (m)) inquiétant (worrying, disturbing (m)) jeune (young (m, f)) moderne (modern (m, f)) populaire (popular (m, f)) rapide (fast, quick (m, f)) social (social (m)) sûr (safe (m), sure) influenceur (influencer) internet (internet) jeu (game) mail/e-mail (e-mail) message (message) mot (word) ordinateur (computer) outil (tool) portable (mobile phone, laptop) réseau (network) selfie (selfie) shopping (shopping) site (site) SMS (SMS) streaming (streaming) téléphone (telephone) texte (text)	manifestation (demonstration, event) menace (threat) mort (death) nature (nature) pauvreté (poverty) planète (planet) politique (politics) pollution (pollution) population (population) poubelle (rubbish bin) réduction (reduction) ressource (resource) révolution (revolution) société (society) solution (solution) terre (earth, world, soil, land) usine (factory) (aux) mort (died (have, has) died) aider ((... à + infinitive) (to) help (someone + verb) helping (someone + verb)) améliorer ((to) improve improving) augmenter; s'augmenter ((to) increase, raise increasing, raising; (to) grow, expand growing, expanding) construire ((to) build, construct building, constructing) détruire ((to) destroy destroying) développer ((to) develop developing) diminuer ((to) lower, decrease lowering, decreasing)	histoire (history, story) indépendance (independence) information (information) informatique (computer science, computing) intention (intention) inquiétude (worry, anxiety) journée (day) langue (language, tongue) leçon (lesson) lecture (reading) madame (Mrs, Ms, (sing), madam, lady) Mademoiselle (Miss, Ms, (sing), miss) matière (subject) mode (way, fashion) musique (music) note (mark, grade) occasion (chance, opportunity) organisation (organisation) physique (physics) policière (policewoman) politique (politics) aide (help) bibliothèque (library) carrière (career) chaise (chair) chance (luck) classe (class) communication (communication)
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	fruit (fruit) gâteau (cake) goût (taste, flavour) hôpital (hospital) kilomètre (kilometre) lait (milk) légume (vegetable) lit (bed) mal (ache) médicament (medicine, drug) pain (bread)	expert (expert) gaz (gas) gouvernement (government) monde (world) niveau (level) plastique (plastic) poisson (fish) problème (problem) progrès (progress) réchauffement (warming) recyclage (recycling) soleil (sun) souci (worry, concern) système (system) vent (wind) vote (vote)	chanteur (singer) cinéma (cinema) club (club) concert (concert) concours (entrance exam, competition) copain (friend (m), boyfriend) danger (danger) défi (challenge) dîner (dinner) euro (euro) événement (event)			compétence (competence, skill) confiance (confidence, trust) construction (construction, building) cour (courtyard, playground) discussion (discussion) école (school) éducation (education) égalité (equality) entreprise (company) équipe (team) erreur (mistake, error) expérience (experience) faute (mistake, error, fault) géographie (geography) grève (strike)
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Assessment

- Learners are continually assessed in lessons including quick quizzes, application of knowledge to exam style questions and use of whiteboards to show retrieval.
- Learners complete one formative assessment comprising of 1 or 2 GCSE skills for each unit where they are asked to apply their knowledge to an exam style question.
- Learners complete one summative assessment each HT which comprises of all 4 GCSE skills. The retrieval questions ask students to apply the meaning of the words from the tier 3 vocabulary list. An end of year assessment will be carried out in June. This will be a 1-hour assessment comprising of short and longer answer questions including all topics covered in year 10.

French Key Stage 4 - Long Term planning

Knowledge type	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Y11 Conceptual Knowledge	<p>10.1 Grammar Recovery Unit</p> <p>Retrieval of advance negative structures (<i>ne... plus/ ne... jamais/ ne... que/ ne... rien</i>)</p> <p>Present tense with high frequency regular and irregular verbs</p> <p>Perfect and Imperfect Tense</p> <p>Near and Simple future</p> <p>Direct and indirect object pronouns</p> <p>11.1 Jobs and Ambitions</p> <p>Consolidation of the future and conditional tense to discuss future career plans.</p> <p>Consolidation of the perfect tense to discuss previous work experience.</p> <p>Use of 'si' with the future tense to discuss future job preferences.</p>	<p>11.2 Social Issues</p> <p>Discussion on local and international social issues.</p> <p>Use of '<i>il faut +infinitive</i>' to describe what actions need to be done to improve our society.</p> <p>10.My Town</p> <p>Using 'il y a' in three tenses to describe what there is in our town.</p> <p>Consolidation of the pronoun 'y' to express 'there'.</p> <p>Use of the future and conditional tense to explain where you will and would like to live I the future.</p>	<p>10.5 Celebrations in Life</p> <p>Discussion of French speaking celebrations and traditions, as well as discussions on Christmas and Easter in France.</p> <p>Use of the conditional tense to describe what you would like to do for your birthday.</p> <p>Consolidation of the past tense to describe a past celebration.</p> <p>Recognising and using the pluperfect tense.</p> <p>10.6 A Past Holiday</p> <p>Use of the past and pluperfect tense to describe a past holiday.</p> <p>Use of opinion phrases in three tenses.</p> <p>Use of '<i>avant de+ the infinitive</i>'</p>	<p>10.7 At Home</p> <p>Descriptions of pur homes and the house work we complete</p> <p>Consolidation of negative structures (<i>ne... pas/ ne... jamais/ ne... que/ ne... plus</i>)</p> <p>Consolidation of reflexive verbs when describing our daily routines</p> <p>.</p> <p>10.8 Speaking exam preparation and revision</p> <p>Speaking revision consisting of role plays, photo cards and general conversation questions.</p>	Catch up and revision	

Tier 3 Vocab	<p>nul (rubbish (m)) nulle (rubbish (f)) paresseux (lazy (m) (mpl, mixed gender pl)) passionnant (exciting, thrilling (m)) pratique (practical (m, f)) riche (rich (m, f)) scolaire (school (m, f)) sérieux (conscientious, responsible (m)) simple (simple (m, f)) strict (strict (m)) sympathique/sympa (nice, kind, friendly (m, f)) terrible (terrible, dreadful (m)) travailleur (hard-working (m)) travailleuse (hard-working (f)) utile (useful (m, f)) acteur (actor (m)) adolescent/ado (teenager, adolescent) aidant (carer) ami (friend (m)) apprentissage (apprenticeship) argent (money) autobus/bus (bus) avenir (future) baccalauréat/bac (high school final exam (like A levels)) bâtiment (building) boulot (work, job)</p>	<p>actuel (current (m)) beau/bel (beautiful (m)) beaux (beautiful (mpl, mixed gender pl)) belle (beautiful (f)) calme (calm, quiet (m, f)) commercial (commercial, shopping (m)) égal (equal (m)) gauche (left (m, f)) historique (historic (m, f)) idéal (ideal (m)) industriel (industrial (m)) jeune (young (m, f)) joli (pretty, attractive (m)) juste (right, true, correct, fair (m, f)) local (local (m)) moderne (modern (m, f)) public (public (m)) publique (public (f)) vide (empty (m, f)) église (church) faim (hunger) fenêtre (window) ferme (farm, firm) fleur (flower) forêt (forest) France (France) gare (station, railway station) géographie (geography) histoire (history, story) île (island) information (information) La Réunion (Reunion Island)</p>	<p>allemand (German (m)) américain (American (m)) anglais (English (m)) beau/bel (beautiful (m)) beaux (beautiful (mpl, mixed gender pl)) belle (beautiful (f)) britannique (British (m, f)) calme (calm, quiet (m, f)) canadien (Canadian (m)) chaud (hot, warm (m)) cher (expensive (m)) espagnol (Spanish (m)) étranger (foreign (m)) français (French (m)) froid (cold (m)) historique (historic (m, f)) idéal (ideal (m)) industriel (industrial (m)) international (international (m)) national (national (m)) propre (clean, proper, own (m, f)) fête (party, festival) forêt (forest) France (France) gare (station, railway station) géographie (geography) glace (ice cream, ice) identité (identity) île (island) La Réunion (Reunion Island) langue (language, tongue) Manche (English Channel)</p>	<p>toilette (washing, toilet, lavatory, bathroom, restroom) vente (sale) ville (town) violence (violence) visite (visit, tour) voiture (car) décrire ((to) describe describing) décris décris! ((I) describe (I) am describing (you (sing informal)) describe (you (sing informal)) are describing describe! (sing informal)) décrit (aux) décrit ((she, he, it, one) describes (she, he, it, one) is describing (we (informal, impersonal)) describe (we (informal, impersonal)) are describing described (have, has) described) donner ((to) give giving) désirer ((to) want, desire wanting, desiring) exister ((to) exist existing) habiter ((to) live (somewhere) living (somewhere)) organiser; s'organiser ((to) organise organising; (to) get organised getting organised)</p>		
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	bureau (desk, office) but (goal, aim, objective, purpose) candidat (candidate) chanteur (singer) chef (boss, cook (m)) chemin (way, path) choix (choice) chômage (unemployment)	liberté (liberty, freedom) lumière (light) maison (house, home) Manche (English Channel) Méditerranée (the Mediterranean) mer (sea) montagne (mountain) mosquée (mosque) nature (nature)	Méditerranée (the Mediterranean) mer (sea) montagne (mountain) mosquée (mosque) natation (swimming) nature (nature) neige (snow) nourriture (food) photo (photo) piscine (swimming pool) place (room, space, square, place)			
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Assessment

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- Learners complete one summative assessment each HT which comprises of all 4 GCSE skills. The retrieval questions ask students to apply the meaning of the words from the tier 3 vocabulary list. An end of year assessment will be carried out in June. This will be a 1-hour assessment comprising of short and longer answer questions including all topics covered in year 10.

MFL Wider Curriculum

Local and Global Context

Why is our curriculum relevant?
How does it build understanding of the local area and international issues?

Holderness Academy Values

How does your curriculum develop our academy's values of **Aspiration, Resilience, Respect and Kindness**

Literacy and Numeracy

How does our curriculum improve access to the world?

Literacy skills are developed throughout the course. We discuss word classes such

Employability

How does our curriculum develop employability skills and enable effective planning and choices for the future?

We discuss a range of current environmental and social problems in our local environment as well as globally. For example, in Y8 we discuss different forms of transports and how we can travel more environmentally friendly. In Y10 we discuss the importance of charity work and how we can help people in our local communities.

Students develop their ability to express their opinions and justifications on a wide range of topics. In key stage 4, students develop their debate skills in both speaking and writing.

We have expectations of all students, and the curriculum allows students to have high ambitions in their language lessons. They are always encouraged to develop their answers and add variety to their speaking and writing work.

As our curriculum is spiral, topics are frequently recovered. This allows students to build resilience in difficult topics as they will be able to consolidate their knowledge later in the course.

From Y7 students learn about the French speaking world. We discuss in Y7 how Christmas and Easter are celebrated in France and how that is different to how we celebrate these holidays in England. In Y9 students learn about different festivals around the French speaking world, not just in France. This exposure to different cultures allows our students to become respectful and tolerant to people from different countries and backgrounds. Students understand that there is a world outside of our towns and the importance of respecting different views and traditions.

During our course students discuss the importance of charity work and how they can complete charity work in their local community. We also discuss social issues locally and internationally and discuss how we can show kindness and help people who are less fortunate than us.

as nouns, adjectives, and adverbs. We discuss sentence syntax in both English and French.

Students will have the opportunity to read aloud and present their ideas in presentations to the class.

Students translate sentences and texts into both French and English. There is an importance on spelling and correct grammar when translating into English.

We often discuss tenses and what these mean in English as well as in French. Students regularly complete extended pieces of writing and encouraged to develop their answers with a range of vocabulary and conjunctions.

Students develop numeracy skills by learning how to count and complete maths puzzles in French.

In Y7 students learn how to tell the time in both English and French, when discussing their school time tables.

Throughout the course students discuss school life and plans for after school. In Y7 students learn to give their opinions and justifications on the subjects they currently study. In Y9 students discuss their dream jobs and ambitions after school. We expose student to a range of jobs and places of work, as well as discussing the advantages and disadvantages of a range of professions.

Careers

Year 7

Year 8

Year 9

Year 10

Year 11