

# French Phase One Curriculum

## **Curriculum Intent:**

The underpinning aim in the French classroom at Trinity Academy St Edward's is to develop students' ability, **independence** and ambition in order to **communicate** in speech and the written word. The study of languages will broaden their horizons and encourage them to step beyond familiar **cultural** boundaries and develop new ways of seeing the world.

The curriculum is designed around the four key skills of listening, speaking, reading and writing. As part of every knowledge rich sequence of lessons, students are given the opportunity to **explore** and analyse how the target language works. They are encouraged to be honest about their own learning experiences and understanding of their own language in order to gain independence in the target language. In every series of lessons, students engage in activities and tasks that increase their knowledge and understanding of the grammar of the target language allowing them to use language across contexts.

Our broad and balanced curriculum allows our students to develop their language skills as well as their **cultural awareness** giving students access to new cultural dimensions and encourages them to reflect on their own culture. Many lessons have opportunities to make comparisons between England and Francophone countries which initiates discussion. We aim to use as much authentic material in the classroom as possible to bring languages to life. Students are encouraged to support their learning in school with home learning showing the responsibility of reflecting on their learning journey and to use the opportunities provided to enrich, develop and refine their skills all whilst making life-long memories.

*“One language sets you in a corridor for life. Two languages open every door along the way.”*

**Frank Smith**

## **Year 7**

### **Overview:**

At phase 1 we aim to provide students with key grammatical principles and concepts through a range of topic areas. Whilst learning new concepts we also provide students opportunity to transfer concepts between the topic areas ensuring that key grammar points are not thought of in isolation. The most frequently used vocabulary is taught explicitly with additional vocabulary used in lessons to provide stretch and challenge. Vocabulary is primarily taught through the use of sentence builders to demonstrate the key elements of forming accurate sentences and therefore not learning vocabulary in isolation. All sequences of lessons link together to provide a rich network of learning which builds on the idea of prior knowledge and supports students in building their recall skills. In Y7, all students will acquire the skills of listening, reading, writing and speaking in French through our knowledge rich curriculum whilst learning about cultural elements of the Francophone world.

**Content:**

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Introductions 'Les introductions'</b>	<b>Descriptions 'Les descriptions'</b>	<b>School 'Au collège'</b>	<b>Free-time 'Mon temps de loisirs'</b>	<b>Home 'Chez moi'</b>	<b>Town 'En ville'</b>
In this unit of work, students will look at key language and sounds to ensure they speak accurately when asked questions about themselves such as introducing themselves, saying how old they are, giving their age, birthday and dates.	In this unit of work, students will look at describing pets, themselves and their families in detail. We will talk about physical and character descriptions as well as beginning to identify key grammatical features of the French language.	In this unit of work, students will look at the features and differences between school in England and Francophone countries. We will talk about our opinions of lessons, school and our teachers whilst learning to tell the time and how to use regular –ER verbs.	In this unit of work, students will look at what we do in our free time with a focus on sports and leisure activities using the key verbs jouer and faire. We will begin using weather and seasons alongside time sequences and a wider range of opinions and justifications.	In this unit of work, students will look at different types of accommodation and furniture to describe where they live in detail. We will give our opinions about where we live and look in more detail at possessive adjectives and a range of negative structures in detail.	In this unit of work, students will look at our town and what is there. We will look at shops and ask questions and give directions. We will use prepositions to describe the location of places in town. Future plans will begin to be discussed as we start to use the future tense.
Students will learn how to: <ul style="list-style-type: none"> <li>• Introduce themselves</li> <li>• Speak accurately using key French phonics</li> <li>• Ask and respond to questions</li> <li>• Use numbers to 31</li> <li>• Give key dates</li> </ul>	Students will learn how to: <ul style="list-style-type: none"> <li>• Use adjectives accurately</li> <li>• Identify the gender of nouns</li> <li>• Recognise the key verbs avoir and être</li> <li>• Talk in at least the 1st and 3<sup>rd</sup> person</li> </ul>	Students will learn how to: <ul style="list-style-type: none"> <li>• Give opinions and justify them</li> <li>• Tell the time</li> <li>• Use connectives and sequencers</li> <li>• Conjugate regular –ER verbs in the present tense</li> </ul>	Students will learn how to: <ul style="list-style-type: none"> <li>• Use a wider range of adjectives</li> <li>• Use time sequencers</li> <li>• Conjugate the verbs jouer and faire in the present tense</li> <li>• Talk about weather and seasons</li> </ul>	Students will learn how to: <ul style="list-style-type: none"> <li>• Use possessive adjectives</li> <li>• Use BAGS adjectives</li> <li>• Apply possessive adjectives accurately</li> <li>• Apply negative structures</li> <li>• Make comparisons between houses</li> </ul>	Students will learn how to: <ul style="list-style-type: none"> <li>• Ask for directions</li> <li>• Give directions</li> <li>• Use prepositions</li> <li>• Talk about what is and isn't in town</li> <li>• Use the future tense</li> </ul>

Who to contact about Phase One French:

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