

French Phase One Curriculum 2023-24



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

Overview

Year 7

In Year 7 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. Teaching vocabulary, primarily through sentence builders, helps to demonstrate the key structures needed in forming accurate sentences and not learning vocabulary in isolation alongside phonics which have a huge emphasis within our curriculum. 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. In Year 7, a lot of time will be spent speaking in order to develop confidence using the target language.

Year 8

In year 8 we aim to build on the grammatical concepts and principles that students gained in Year 7 whilst learning new grammar structures to develop the complexity of our language skills. 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. We provide students opportunity to transfer concepts between the topic areas ensuring that key grammar points are not thought of or taught in isolation. Vocabulary is primarily taught using sentence builders to demonstrate the key structures needed in forming accurate sentences and therefore not learning vocabulary in isolation. The most frequently used vocabulary is taught explicitly with additional vocabulary used in lessons to provide stretch and challenge. Phonics are at the heart of all our work with a big emphasis on accuracy and students will continue to develop their accuracy with this. Phonics are built into all sequences of lessons, which 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 Y8, students begin to develop their understanding of grammar in order to begin to use more than one tense in all of their work. All students will develop and begin to refine the skills of listening, reading, writing and speaking in French through our knowledge rich curriculum whilst learning about cultural elements of the Francophone world, which includes use of 'Les Vacances du Petit Nicolas' in our final topic of the year.

Year 9

In year 9, our knowledge rich curriculum continues to allow our students to develop their French whilst learning about cultural elements of the Francophone world. Our year starts off with the film 'Les Choristes' incorporated into our studies to immerse students further in to watching foreign films. During the year, our students will develop a high level of use and understanding around the 3 main tenses in French; present, near future and perfect tenses. Alongside this, students also begin to develop an understanding of additional tenses to develop the detail in their written and spoken work. Phonics remain at the heart of all our work in Year 9 with a consistent approach used to identify and apply these in their work. Topic vocabulary is primarily taught through the use of sentence builders to demonstrate the key structures needed in forming accurate sentences and therefore not learning vocabulary in isolation. The most frequently used vocabulary is taught explicitly with additional vocabulary used in lessons to provide stretch and challenge. In Year 9, all students will work with detailed texts and work on developing their level of expertise in each of the key skills of listening, reading, writing and speaking in French.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Introductions 'Je me présente'	Introductions 'Je me présente'	School 'Au collège'	School 'Au collège'	Free-time 'Mon temps de loisirs'	Free-time 'Mon temps de loisirs'
<p>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.</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> ➤ identify cognates ➤ introduce themselves ➤ use key French phonics ➤ ask and respond to questions ➤ use numbers to 31 ➤ give key dates 	<p>In this unit of work, students will look at talking about 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.</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> ➤ use adjectives accurately ➤ identify the gender of nouns ➤ recognise the key verbs avoir and être ➤ talk in at least the 1st and 3rd person 	<p>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</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> ➤ give opinions and justify them ➤ use a range of adjectives ➤ tell the time ➤ use conjunctions and intensifiers 	<p>In this unit of work, students will develop their descriptions of school by talking about school uniform and how they spend their day looking at how to use regular –ER verbs.</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> ➤ use colours accurately ➤ conjugate regular –er verbs in the present tense ➤ talk about themselves and others ➤ use sequencers 	<p>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.</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> ➤ use a wider range of adjectives ➤ use time frames ➤ conjugate the verbs jouer and faire in the present tense ➤ talk about weather and seasons 	<p>In this unit of work, students will look at TV and film. They will look at similarities and differences in viewing cultures whilst talking about what they like to watch and why. They will also look at a wider range of activities that people do in their free time.</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> ➤ use the verb regarder ➤ use a wider range of adjectives connected to the topic ➤ conjugate the verb aller to form the future tense

Year 8

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Home and town 'Chez moi et en ville'	Home and town 'Chez moi et en ville'	Celebrations 'Les fêtes'	Celebrations 'Les fêtes'	Holidays 'Les vacances'	Holidays 'Les vacances'
<p>In this unit of work, students will look at where they live. Students will talk about types of housing and where these may be; locations. Students will develop their descriptions by describing their house, internally, in detail.</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> ➤ use conditional phrases ➤ use BAGS adjectives ➤ recognise and begin to use comparatives ➤ use prepositions 	<p>In this unit of work, students will continue to look at where they live with a focus on town. This will include looking at what is and isn't in town and also looking and what we are able to do in town.</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> ➤ use tenses to say where they have lived/are wanting to live ➤ use direct object pronouns ➤ use il y a / il n'y a pas de ➤ use the modal verb pouvoir ➤ use the future tense 	<p>In this unit of work, students will look at key festivals. To do this, students will look at a calendar of French festivals. There will be a focus on food and drink.</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> ➤ use the partitive article ➤ recognise and conjugate both regular and irregular verbs in the present tense ➤ recognise and form negative structures 	<p>In this unit of work, students will continue to look at key festivals with a focus on clothing and descriptive language referring to types of fashion.</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> ➤ make plans using the future tense ➤ use modal verbs with different infinitives ➤ use a wider range of adjectives ➤ use comparatives 	<p>In this unit of work, students will look at holidays. We will look at countries and methods of transport whilst talking about what we normally do compared to where we are going to go in the future.</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> ➤ talk about countries using the correct preposition ➤ use modal verbs with a wider range of infinitive verbs ➤ use present and future tenses together 	<p>In this unit of work, students will continue to look at holidays. There will be a focus on the perfect tense so they can talk about a past holiday.</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> ➤ recognise auxiliary verbs ➤ use the perfect tense with regular and irregular verbs ➤ use être in the perfect tense ➤ past tense time frames

Year 9

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
School life 'Ma vie scolaire'	School life 'Ma vie scolaire'	Technology 'La technologie'	Technology 'La technologie'	Health 'Ma santé'	Health 'Ma santé'
In this unit of work, students will revisit the theme of school however with a focus on their relationships with teachers.	In this unit of work, students will consider their future plans post 16 looking at options for continuing in education or otherwise.	In this unit of work, students will discuss their use of technology; this will include types of technology and social media.	In this unit of work, students will continue their work on technology with a focus on advantages and disadvantages of technology.	In this unit of work, students will talk about their health with a focus on the body. Students will discuss lifestyle choices in order to be healthy.	In this unit of work, students will develop their knowledge of food and drink to talk about appropriate choices regarding their health and provide advice to others.
Students will learn how to: <ul style="list-style-type: none"> ➤ use reflexive verbs in the present tense ➤ talk about reasons for relationships ➤ recognise and begin to conjugate the imperfect tense ➤ give reasons for their opinions 	Students will learn how to: <ul style="list-style-type: none"> ➤ talk about professions ➤ use and conjugate the conditional tense ➤ recognise and use the simple future tense ➤ provide detailed reasons for their choices 	Students will learn how to: <ul style="list-style-type: none"> ➤ talk in 3+ tenses ➤ use the present and imperfect together to make comparisons ➤ use comparatives ➤ provide a wider range of reasons for the viewpoints 	Students will learn how to: <ul style="list-style-type: none"> ➤ use the pronoun 'y' ➤ apply their knowledge of modal verbs in a different topic area ➤ use 'si' clauses ➤ conjugate the conditional tense ➤ use superlatives 	Students will learn how to: <ul style="list-style-type: none"> ➤ talk about illness and injury ➤ apply a range of negative structures ➤ use a range of infinitive structures ➤ apply their knowledge of the future tense to this context 	Students will learn how to: <ul style="list-style-type: none"> ➤ talk about food groups ➤ use sentence openers ➤ use a range of verbs to vary their work ➤ provide advice ➤ use infinitive + de structures

Who to contact about Phase One French : Mrs Jennie Skitt

Email: jskitt@stedwards.trinitymat.org