

### Curriculum intent:

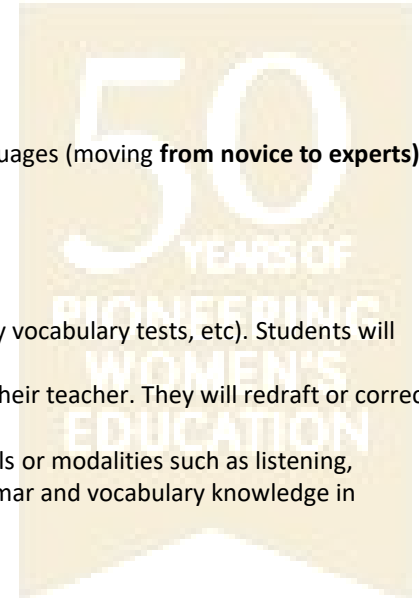
We aim to enable pupils to **express their ideas and opinions** in French and **communicate in real-life situations**. Our curriculum enables pupils to understand written and spoken French. Pupils develop skills to help them gain meaning from unfamiliar language. Pupils will be able to **have a conversation** with people from other countries and cultures. They will learn to **understand others** when they speak French through reading and listening exercises. Pupils will also learn how to **produce language** through writing and speaking. Our curriculum enables students to be able to **describe their own culture and learn about French speaking countries**. Students will develop subject mastery and creativity in French through using complex **linguistic structures** to add **detail** and **variety** into their speaking and writing. Our curriculum teaches students how to **use grammatical terminology** to help them to **develop metacognitive skills** that they can use to **construct sentences and paragraphs in French** as well as improve their **literacy skills** in any other languages, included their own one.

### How?

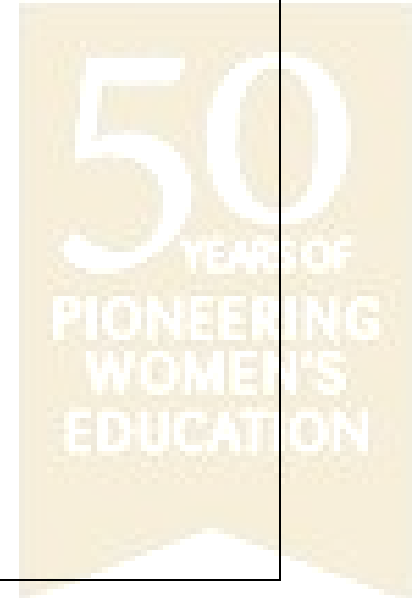
- Developing develop the **Key strands of the language knowledge: phonics, grammar and vocabulary**.
- Acquiring learning **strategies for memorisation and retrieval**.
- Having a deeper **understanding of cultural differences and similarities**
- Recognising some of the language **patterns of French and how these differ or are similar to English**.
- **Demonstrating substantial progress in learning French** from KS2 and working towards meeting the targets of the KS3 Programme of Study for Languages (moving **from novice to experts**).

### Feedback and Assessment:

- To support pupils with their learning, pupils will complete **formative assessments** regularly in lessons (e.g., mini-plenaries, AFL activities, weekly vocabulary tests, etc). Students will receive regular **verbal feedback** from their teachers.
  - Each year group will receive feedback on an assessed piece of work once per half term, in which pupils will be given a strength and a target by their teacher. They will redraft or correct their work, incorporating the target that they have been set.
- Formative assessments** and **mid-term task assessments** could consist on **proficiency test** that help students to develop different languages skills or modalities such as listening, reading, writing, speaking and translation and / or **achievement test** where students are assessed on their competence by using phonics, grammar and vocabulary knowledge in isolation.



	Intent for the year	Units/ Knowledge & Skills	Assessment
Year 7	<p><i>The Y7 curriculum is an opportunity for students to establish links between French at KS2 and KS3. We are aiming for students to achieve a robust and reliable knowledge of phonics, grammar and vocabulary required in the different skills and modalities of learning a language.</i></p> <p><i>Y7 French students will focus on learning how to describe people and objects, talking about what people do and where people go.</i></p>	<p><b>Autumn term 1</b></p> <p><b>Vocabulary context:</b> Target Language/Describing a thing or person/Saying what people have/Describing things/Distinguishing between having and being/Talking about a thing or person/Talking about doing and making things</p> <p><b>Grammar:</b> Essential verbs: ÊTRE, AVOIR, FAIRE/Adjective agreement/Indefinite articles and gender/Definite articles /Regular plural nouns /Yes/no questions with raised intonation/feminisation of job titles /subject pronouns</p> <p><b>Phonics :</b> Silent final consonant (SFC)/SSC 'a'/SSC 'i' and 'eu'/SSC 'e' and 'au (eau)'/Contrast SSC 'u' and 'ou'/Silent final 'e' and 'é' (-er, -ez)/SSC 'en' / 'an', 'on'/SSC "-ain' / '-in', 'è' / 'ê'/Liaison (t- and s-)</p>	<p><b>Mid Term MFA Task- Translation into French &amp; Translation into English</b></p>



*The curriculum in Y7 allows French students to explore the French phonetic system and recycle some of the basic vocabulary (such as greetings, numbers, etc) that they have learnt in primary school, if they have done so or as an opportunity to learn a language from a more specialist point of view.*

*Y7 French students will have the opportunity to learn and revise and practice the use of high frequency essential verbs and key grammar concepts and structures that will provide French pupils with lot of opportunities to develop spontaneous speaking to communicate effectively in French, listening & reading understanding to develop comprehension skills and how to write simple paragraph in French by using familiar vocabulary.*

### Autumn term 2

**Vocabulary context:** Saying what people do/Saying what we do/Saying what others do (they)/Saying 'you' (singular and plural)

**Grammar:** Using FAIRE /-ER verbs/Preposition à /Intonation questions/Two-verb structures with *aimer*

**Phonics :** SSC 'ai' and 'oi'/SSC 'ch', 'ç' (and soft 'c')/SSC 'qu', 'j' (and soft 'g')/SSC '-tion', '-ien'/Revisit Silent Final Consonant (SFC)/Revisit 'a'

### Spring Term 1

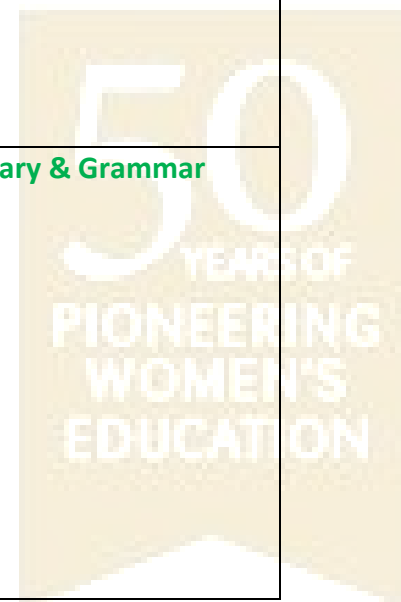
**Vocabulary context:** Target language/ Saying how many there are ( numbers)/Describing people (family)/Saying what people have/ Saying what people do (sports)

**Grammar:** Il y a/Plural indefinite article/Plural adjective agreement/Essential verbs ÊTRE/ AVOIR/FAIRE/possessive adjectives

**Phonics :** Revisit 'eu'/Revisit 'e'/Revisit 'au', 'eau', 'o'/Revisit 'u'/Revisit Liaison (t- and s-)

### Mid Term MFA Task- Phonics, Grammar & Translation

### Mid Term MFA Task – Vocabulary & Grammar



*The focus of the year involves asking students to start to reflect about the diversity of the modern world while building skills to communicate effectively in French by using gesture and miming.*

### Spring Term 2

**Vocabulary context:** Saying where people go (places)/Saying where people go (countries)/Asking questions/Using question words/Talking about yourself, to and about someone else

**Grammar:** Essential verbs /– ALLER /Intonation questions with question words/ Prepositions à, en /chez/ Present tense -Er verbs

**Phonics :** Revisit 'ou'/Revisit SFE (Silent Final 'e')/Revisit 'é (-er, -ez)/Revisit 'en' / 'an', 'on'/Revisit 'on'

### Summer 1

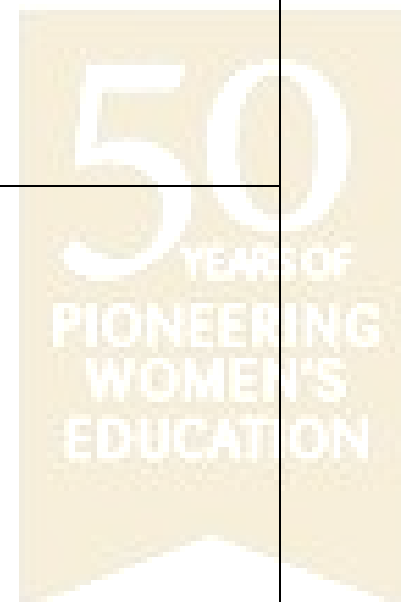
**Vocabulary context:** Target Language/Asking questions/Using question words/Saying people do not do something/Describing things and people

**Grammar:** Subject-verb inversion questions /ne...pas negation/Adjectives in front of the noun/Essential irregular –RE/-IR verbs (PRENDRE, APPRENDRE, DIRE, SORTIR, VENIR, DORMIR)

**Phonics :** Revisit -ain/-in/Revisit SSC è/ê /Revisit SSC 'ai'/Revisit SSC 'oi'/Revisit SSC 'ch'/Revisit SSC 'ç' (and soft 'c')

### Mid Term MFA Task – Phonics, Vocabulary, Grammar & Translation into French & English

### End of Year Achievement test

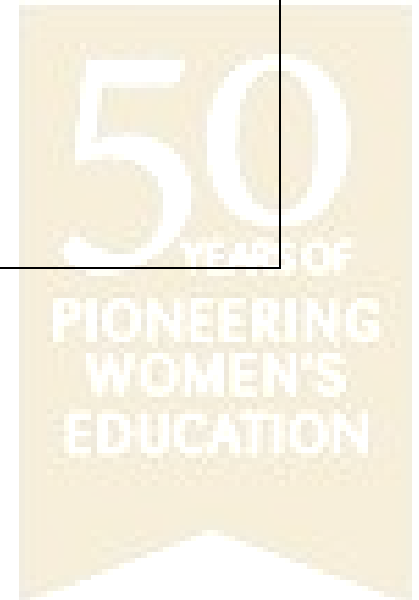


**Summer 2**

**Vocabulary context:** Asking questions/Expressing future intentions/Saying what you *want to*, *can* and *must do*/Saying what you *don't want to*, *can't* and *don't have to do*/Saying what you *know how* to do

**Grammar:** ALLER + infinitive /Modal verbs - VOULOIR, POUVOIR and DEVOIR/Subject-verb inversion questions with question words/ SAVOIR + infinitive/Essential irregular –RE/-IR verbs – PARTIR

**Phonics :** Revisit SSC 'qu'/Revisit SSC 'j'/Revisit SSC '-tion'/Revisit SSC '-ien''/Revisit Silent Final Consonant (SFC) Revisit 'a'

**Mid Term task: Speaking/ Reading aloud test**

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Year 8

*Y8 curriculum enables pupils to build on their knowledge and skills learn at KS2 and Y7. Y8 is also an exploration into the global world, social and leisure activities that have helped to shape modern French speaking countries and their own wellbeing. All the topics learnt in Y8 are transferable to students later in their 7-year learning journey. The topics chosen are all there to provide the opportunity to develop more complex grammatical and lexical skills. It will allow students to reflect on their own learning and boost their confidence of how to use the basic language skills learn in Y7.*

### Autumn term 1

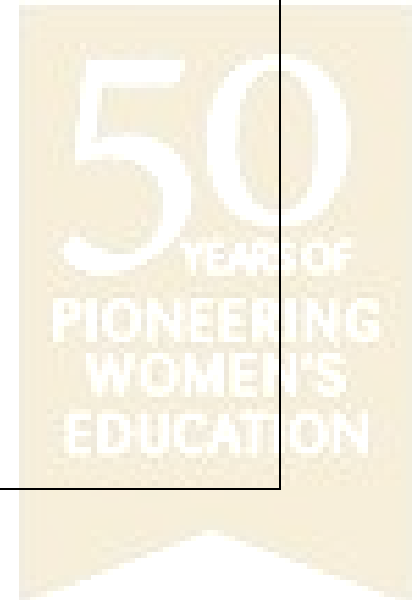
**Vocabulary context:** Target Language/Asking how to say and write new words in French/Distinguishing between being and having/Talking about jobs/Talking about what, when, where and why you celebrate/Talking about how people celebrate/What happens and doesn't happen

**Grammar:** il(s)/elle(s) subject pronouns/intonation (SV), inversion (VS) and est-ce que questions /article use /feminine adjective agreement rules /feminine noun formation rule /construction rule for numbers 13-31/question word + est-ce que /pronoun 'on' with impersonal meaning /construction rule for dates/possessive adjectives

### Phonics :

liaison/h/em/am/aim/ain/om/um/un/en/an, im /in, on, e, a, ain/in

### Mid Term MFA Task- Translation into French and into English



*Y8 students will have the opportunity to revise vocabulary from Y7 while learning topics such as Jobs, celebrations, talking about past experiences. By comparing peoples' experiences in the past with their own ones, students will be allowed to become more confident on the use of opinion, reason, present and past tenses, as well as reflect about their own wellbeing and experiences.*

*Y8 curriculum will give students the necessary skills to distinguish between the past and present tenses and switch from one to the other within a conversation, as we do in our everyday interactions with others. They will recycle vocabulary from Y7, whilst building on it by encountering more*

**Autumn term 2**

**Vocabulary context:** Target language/Talking about what you are doing today vs what you did yesterday/Sharing past experiences/People and places in the past/Asking about what happened in the past/Talking about what you do in your free time and where you do it/Talking about parts and wholes

**Grammar:** present vs perfect: faire, dire, -ER verbs (taking avoir)/intonation (SV) questions with question words (present vs perfect)/ce, cet, cette, ces/il y a vs il y avait/intonation (SV) and est-ce que questions/negation: ne...pas de (present vs perfect)/prepositions/contractions/partitives/quel, quelle, quels, quelles

**Phonics :** gun-/r/oen eu/œu/closed o/ô/open o/-s-/th/eu, eau/au

**Spring Term 1**

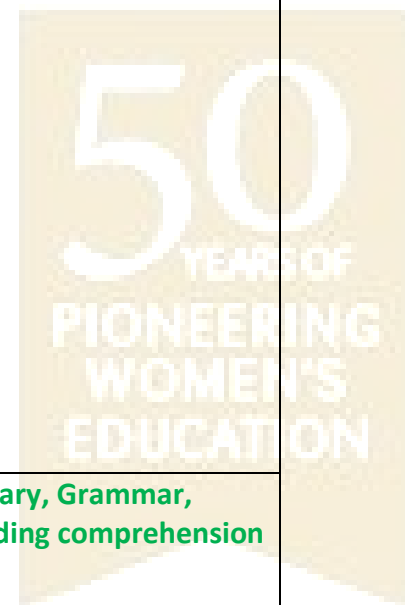
**Vocabulary context:**

**Grammar:**

**Phonics :**

**Mid Term MFA Task- Reading**

**Mid Term MFA Task – Vocabulary, Grammar, Translation into English & Reading comprehension in English**



complex topics, such as the environment.

All this will help Y8 pupils to prepare for Y9 and Y10 topics.

### Spring Term 2

**Vocabulary context:** Target language/Talking about nouns you can't count/What is it like? /Saying what you do or did in a typical day/Talking about what groups of people do/Formal and informal situations: Talking to people you do and don't know

**Grammar:** partitive article/boire /adverb positioning /verbs like sortir ,venir (present) /sans + infinitive/vous as formal 'you'/on with impersonal meaning

**Phonics :** [-ill/-ille]/-aill/-ail, -eill/-eil, -euill/-euil (-ueill/-ueil, -œill/-œil), -ouill/-ouil/oy+ Revisiting:[è/ê], [ou], [a], [i], open eu/œu, oi

### Summer 1

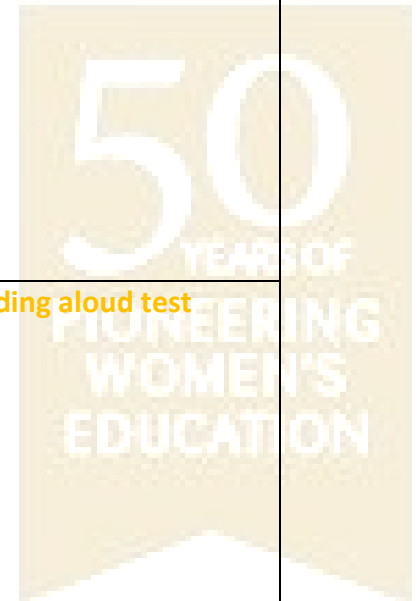
**Vocabulary context:** Target Language/What is it like? Comparing things/Talking about how groups of people do things/Comparing how people do things /Communicating in other languages

**Grammar:** feminine adjective agreement/comparative forms/verbs like prendre, entendre ,lire , écrire (present) /tout, toute, tous, toutes

**Phonics :** om/on before a vowel/[um]/[un] before a vowel/Revisiting SSC from Spring 2

**Mid Term MFA Task – Phonics, Grammar, Translation into English, reading comprehension answering in French & Writing in French**

**Mid Term task: Speaking/ Reading aloud test**





**Summer 2**

**Vocabulary context:** Communicating in other languages/Talking about the environment/Asking and answering questions about what people did and have done

**Grammar:** verbs like lire, écrire (present)/present vs perfect /inversion (VS) questions (perfect)/specified vs unspecified times in the past/adverb placement (present vs perfect)/past participle formation: verbs like prendre, dit, fait, bu, eu/intonation

**Phonics :** Revisiting SSC Y7 & Y8 :closed o/ô, open o, eau/au, j/soft g, -gn-, the, qu, ch, ç/soft c, -tion, -s-, y, oy

**Mid Term task: Speaking/ Reading aloud test**

The Y9 curriculum builds on knowledge and skills acquired in Years 7 and 8. Y9 curriculum allows students to have a broad understanding of French at KS3 and help students to set the key grammatical structures and vocabulary of the GCSE foundation. By the end of Year 9 students will start to become familiar with some of the main themes of the GCSE curriculum:  
 Theme 1- Identity and culture  
 Theme 2- Local, National, International and Global areas of interest.

**Autumn term 1**

**Theme 1- Unit 1- Relationships at home: Relationships with Family and Friends**

**Mid Term MFA Task – Writing 90 words****Autumn term 2**

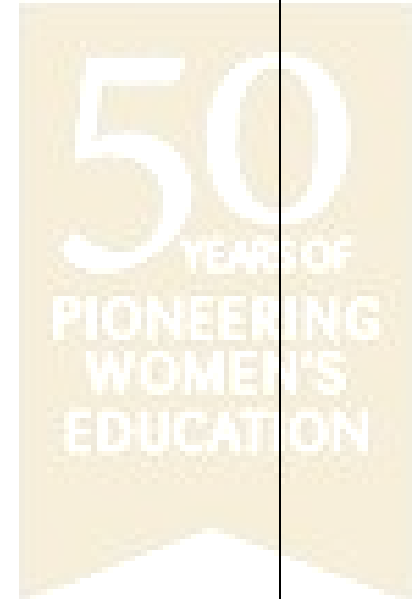
**Theme 2- Unit 2- Local area & type of homes: Hometown, neighbourhood, and region**

**Mid Term MFA Task - Reading****Spring Term 1**

**Theme 3- Unit 3 -My studies: School and jobs**

**Mid Term MFA - Listening**

	<p>Theme 3- Current &amp; Future Study and Employment</p> <p>This year will give students the necessary skills to move into the French GCSE topics confidently. It also sets the foundations for the GCSE essentials in terms of lexis and grammatical structures.</p> <p>Students will investigate individuals and family relationships in the UK and in the French speaking world. Students will evaluate similarities and differences between their area and the wider world of French speaking countries. There will be a particular focus around significant school curriculum and celebrations in Francophonie countries.</p> <p>Students will have access to authentic pictures and resources to reflect about types of family, eating traditions and cultural festivals to be able to reflect about their own society and the wider world to become global citizens.</p> <p>Students will focus on a range of skills such as listening, reading, writing, speaking and translation.</p>	<p><b>Spring Term 2</b>  <b>Theme 1- Unit 4 -Other free time activities: Shopping, clothes, and weather</b></p>	<p><b>Mid Term MFA - Reading</b></p>
		<p><b>Summer 1</b>  <b>Theme 1 - Unit 5- Food, Eating out and Sport</b></p>	<p><b>End of Year Assessment</b></p>
		<p><b>Summer 2</b>  <b>Theme 1- Unit 6- Festivals and Customs: Celebrations</b></p>	<p><b>Mid Term MFA Task- Speaking</b></p>
<p>Year 10</p>	<p><i>Y10 curriculum content is linked to KS3 knowledge and skills, but it will be taught from a GCSE perspective. Also, it allows students to have a broad</i></p>	<p><b>Autumn term 1</b>  <b>Theme 3: Unit 1- Jobs and Careers</b></p>	<p><b>Mid Term MFA – Writing 40 words</b></p>



<p><i>understanding of French at KS3 and help students to set the key grammatical structures and vocabulary of the GCSE foundation.</i></p> <p><i>Year 10 students will start to explore some of the main themes of the GCSE curriculum:</i></p> <p><i>Theme 1- Identity and culture</i></p> <p><i>Theme 2- Local, National, International and Global areas of interest.</i></p> <p><i>Theme 3- Current &amp; Future Study and Employment</i></p> <p><i>This year will give students the necessary skills to move into the French GCSE topics confidently. It also sets the foundations for the GCSE essentials in</i></p>	<p><b>Autumn term 2</b></p> <p><b>Theme 3- Unit 2- Education Post-16</b></p>	<p><b>Mid Term MFA Task -Writing 90 words</b></p>
	<p><b>Spring Term 1</b></p> <p><b>Theme 2- Unit 3- Travel and Holidays</b></p>	<p><b>Mid Term MFA Task - Reading</b></p>
	<p><b>Spring Term 2</b></p> <p><b>Theme 2 - Unit 4- Social issues &amp; Health</b></p>	<p><b>Mid Term MFA Task - Listening</b></p>
	<p><b>Summer 1</b></p> <p><b>Theme 1 - Unit 5- Relations: Marriage &amp; Partnership</b></p>	<p><b>Mid Term MFA Task – Writing &amp; Translation</b></p>

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	<p>terms of lexis and grammatical structures.</p> <p>Students will investigate individuals and family relationships in the UK and in the French speaking world. Students will evaluate similarities and differences between their area and the wider world of French speaking countries. There will be a particular focus around significant school curriculum and celebrations in Francophonie countries.</p> <p>Students will have access to authentic pictures and resources to reflect about types of family, eating traditions and cultural festivals to be able to reflect about their own society and the wider world to become global citizens.</p> <p>Students will focus on a range of skills such as listening, reading, writing, speaking and translation.</p>	<p><b>Summer 2</b></p> <p><b>Theme 1- Unit 6- Media y mobile technology</b></p>	<p><b>Mock exam: Listening, Reading &amp; Writing</b></p>
Year 11	<p>Continuation of the Social issues topics introduced in Y10.</p> <p>We have found that topics such as Environment, charity, volunteer work, homelessness and Poverty were to mature to develop in French for Y10.</p> <p>Therefore, we have decided to use them in Y11 to allow students to access those topics better, especially after their work experience. Some of the topics interleave with Y9 and Y10 topics (e.g., your local area, education, and jobs).</p>	<p><b>Autumn term 1</b></p> <p><b>Theme 2: Unit 1- Brief revision Local Area and Global Issues &amp; Environment</b></p>	<p><b>MFA task- 90 words/ 150 word</b></p> <p><b>Mock 1- Listening/ Reading &amp; Writing</b></p>
		<p><b>Autumn term 2</b></p> <p><b>Theme 2- Unit 2- Social issues: charity &amp; volunteer work</b></p>	<p><b>Mock 2- Listening/ Reading &amp; Writing</b></p>
		<p><b>Spring Term 1</b></p> <p><b>Theme 2- Unit 3- Social issues: Homelessness &amp; Poverty</b></p>	<p><b>Mock exam - Speaking (January/ February)</b></p>

*The final focal point for GCSE content is the social issues topics and global issues, this is put at the very end due to the difficulty in the lexis and skills to be taught and learnt by students. It also helps when teaching students A-Level skills as there is a direct crossover between the two. The overall intent for students is to see again how social, political, and economic changes can happen and this is important for the current world climate. It allows students to have an understanding around the issues of diversity, immigration, social and economic differences. These are very important topics for students to learn and allows them to have a strong understanding around the importance of becoming global citizens now and in the future.*

**Spring Term 2**  
**Theme 3 - Unit 4- Career choices & Ambitions +**  
**Revision focusses on Speaking**

**Mock 3- Listening/ Reading & Writing**

**Summer 1**  
**Revision: All three themes -Y10 & Y9 topics**  
**affected by lockdown periods- Focus on**  
**Speaking and Listening & Reading**

**Summer 1- GCSE Speaking exams window**

**Summer 2**  
**Revision: All three themes -Y10 & Y9 topics**  
**affected by lockdown periods- Focus on writing**  
**and translation**

**Summer 2- GCSE Exam time**



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