

Our French Curriculum:

The Arena MFL curriculum believes that a strong foundation for knowledge is essential for language learning. Our curriculum focuses on students mastering and retaining key structures and vocabulary over time so that they become confident and spontaneous communicators in another language. We want our students to develop in the following key areas:

Character:

We want our students to become confident communicators, who are able to use language flexibly in real-life contexts. Through learning another language our students will be encouraged to have a curiosity and understanding of other cultures. Through exploration of another language they will also learn more about themselves and the world beyond their classrooms. Their language skills should help to inspire a love of language learning and give them the confidence to communicate with speakers of these languages here and abroad. Our curriculum is an inclusive curriculum, where all students are able to achieve, and all are enabled to develop their skills and ability to speak the language spontaneously.

Competence:

Students should be able to speak and write with increasing complexity, spontaneity and fluency as they progress in their learning. Vocabulary and grammatical structures are introduced sequentially and interleaved for effective retrieval practice. We also use language beyond the curriculum and expose students regularly to authentic texts, culture and student-led discussion, enabling them to deepen their understanding of the French and Spanish-speaking world.

Community:

We want our students to gain an understanding of their local, national and global communities through MFL, by helping them to explore different cultures and communities across the world where the languages are spoken. Our curriculum allows our students to appreciate cultural diversity and discuss complex issues with sensitivity, such as through engaging with social issues. Our goal is that through study, students will gain a sense of global responsibility, respect and tolerance for other cultures.

Sequencing:

We have ensured that the core skills of speaking, listening, reading and writing are embedded throughout the year and the 5 years at OAA, as these 4 skills are equally critical when learning a language. We interleave topics throughout the year and there is a repeated focus on grammar, building from Year 7, all the way through to Year 11 in order that students are comfortable communicating in a variety of tenses. There is a clear sequencing of topics/vocabulary taught throughout the years, with the vocabulary naturally becoming more and more complex as the years unfold.

Assessments:

At the end of every half term there is a formal assessment comprising of 2 skills. These assessments are interleaved (speaking, listening, reading and writing). Assessments are based on exam questions from AQA GCSE papers.

Term	Content	Skills students need to master:	Framed task
Autumn 1	<u>Travel and Tourism</u> >Holidays >Destinations >Accommodation >Activities. >Transport.	-Prepositions -Modes of transports -Range of opinions about holidays -Using the verb 'aller' and 'être' -Present / perfect tenses. -Personal pronoun "y". -Using 'On peut' + activities.	Extended Writing Task (90-150 words) Reading/speaking assessment
Autumn 2	<u>Home and Local Environment</u> >Neighbourhood and region >Where I live >Descriptions of places in town	-Negatives and using the relative pronoun "since". -Using the present, imperfect & perfect tenses. -Using comparatives and superlatives. -Using prepositions and possessive pronouns. -Clause: my ideal town would be "if"...	Extended Writing Task (90-150 words) Listening/writing assessment
Spring 1	<u>Studies and School Life</u> >School life >Subjects and future choices >Telling the time >Daily routine >Comparison of French /English schools	-Using Comparatives -Using Direct object pronouns. -Using reflexive verbs. -Using 'il faut' and 'il ne faut pas' + infinitive. -Giving opinions and justifying them -Using the conditional tense.	Extended Writing Task (90-150 words) speaking/reading assessment

The limits of my language are the limits of my world – Yr 9 French Curriculum Map

Spring 2	<u>Plans Post-16</u> >P16 plans, Jobs, The world of work >Apprenticeship / University / gap year >Work Experience >Charity/voluntary work >Marriage	-Using 'avant' + infinitive. -Using 'on peut' + infinitive. -Using comparatives and superlatives. -Giving advantages and disadvantages of marriage -Giving advantages and disadvantages of charity work -Using the near future & simple future. -Using 'si' + past + future tenses	Extended Writing Task (90-150 words) Listening/writing assessment
Summer 1	<u>French Film: Les Choristes</u> >Les choristes >Characters physical description. >Describing people's character >Analysing French Poetry.	-Summarising a film -Giving predictions / assumptions -Using near and simple future tenses -Using adjective agreements -Using 'il faut' + infinitive -Using a 'si' clause + conditional -Using the perfect tense -Using the imperfect tense	Extended Writing Task (90-150 words) speaking/reading assessment
Summer 2	<u>Customs and Traditions</u> >Le monde francophone >La Fête Nationale >La Fête des Rois >Noël, Pâques, Mardi-gras >Aid El-Fitr >Le Saint Valentin	-Using the past tense (with être) -Using reflexive verbs EOY exam: -listening, speaking, reading and writing -Higher/Foundation, dependent on current performance	Extended Writing Task (90-150 words) EOY exam Reading, Writing, Listening