

Kingstone Academy Trust: MFL Faculty Curriculum Map: French

Our Intent – What we aim to do?

We aim to empower our students with the tools for lifelong language learning, through the teaching of phonics, vocabulary and grammar. We also strive to develop an appreciation of the culture of the countries where French is spoken.

What skills and cultural capital do our students gain?

Through exposure to different culture we challenge the misconception that British people don't need languages. Students learn how widely spoke French is and explore the similarities between life in the UK and in France.

How is the curriculum designed?

The MFL curriculum is built around the core principles of phonics, vocabulary and grammar. In years 7-9 we introduce key grammatical ideas that students need to help construct language for their own purposes. These are revisited several times throughout the curriculum from year 7 to 11 so that each a grammar feature is revisited, students' knowledge deepens. For example the perfect tense is introduced in Year 8 unit 1, again in Year 8 unit 3 and then revisited in year 9, 10 and 11 with increasing complexity.

What content is covered and how is this delivered over time?

We are currently moving away from a topic led curriculum and moving towards a grammar led approach. Grammar points are introduced at specific stages based on complexity and frequency. The point at which the grammar is introduced should enable the student to manipulate the language for their own purposes and build confidence in their communication skills. Lessons within the MFL Faculty are delivered using Rosenshine's principles of learning as the basis for our instruction. In particular the use of the ADAPT technique focussing on modelling, scaffolding and retrieval strategies. The reasoning and ideas behind these principles make up the key elements of our teaching on a daily basis.

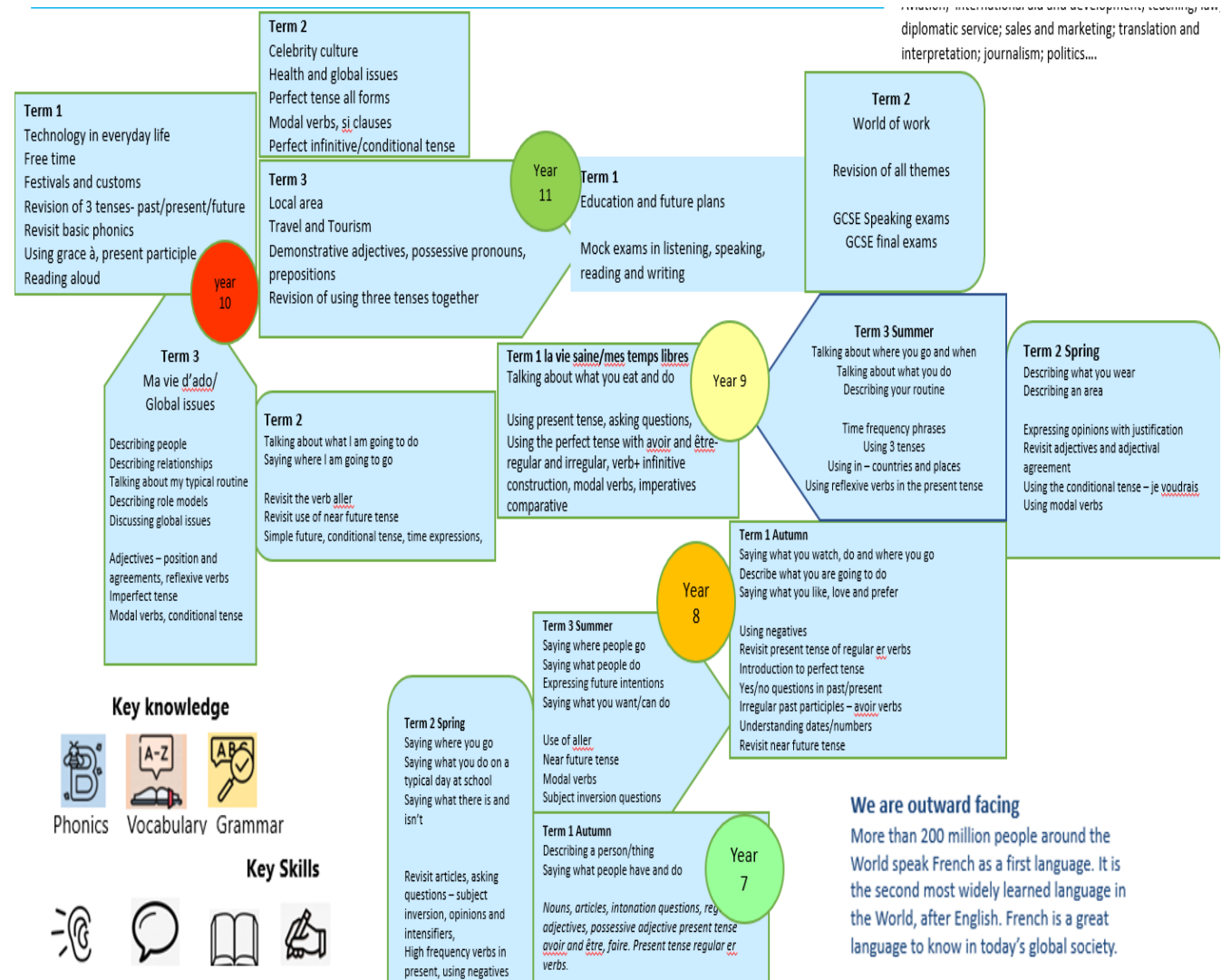
The vocabulary selected for each unit of learning is based on how useful it will be in terms of frequency but also how well it brings to life the main grammar focus of the lesson. Lessons will always include a range of phonics, vocabulary and grammar instruction. Teachers will deepen the students understanding through different methods of practice.

Retrieval practice is a feature of every lesson through the use of a retrieval starter task or a range of do it now activities aimed at securing the retention of core knowledge. Points of grammar, phonics and vocabulary are revisited throughout the curriculum, so that knowledge is embedded and students are able to apply it to a range of contexts.

Blended learning

Independent learning is essential whilst learning a language. Blended learning should be set weekly when relevant to support in class teaching. Task include a vocabulary learning task – to cover the 2000 most frequently used words in the target language and retrieval tasks to embed grammar.

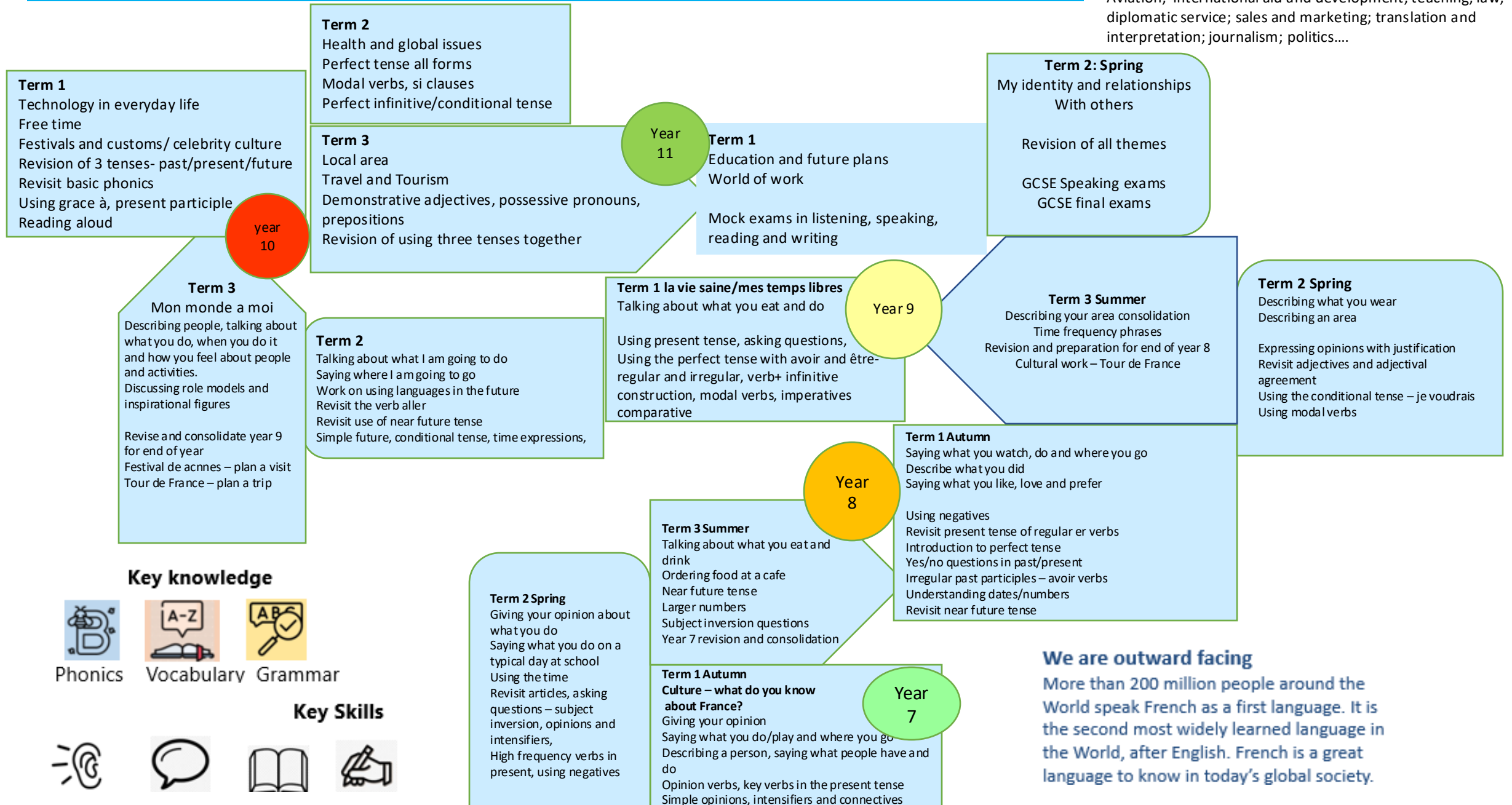
Curriculum overview years 7-11



Kingstone Academy Trust: MFL Faculty Curriculum Map: French

Future careers in French.

Aviation; international aid and development; teaching; law; diplomatic service; sales and marketing; translation and interpretation; journalism; politics....





Saying what people play and do

Key Questions

- Tu es sportif(ve)?
- Tu aimes le sport?
- Que fais tu quand il fait beau?
- Qu'est-ce que tu aimes ?

Vocabulary focus

- Recognition
- How to learn vocabulary
- Pronunciation
- Spelling
- Using word in a sentence
- Deepening vocabulary through a challenging text

Reading focus

Writing focus- describing a picture

Speaking – questions, questions, questions paired speaking

Asking and answering basic questions

Inversion questions – aimes - tu?

Intonation to ask questions

Using opinion verbs

Simple connectives

Using jouer à/ faire de

Using faire

Using regular er verbs to say what you do 1st/2nd/3rd person.

Develop a lexicon of regular er verbs

Using 2 verb structures – aimer + inf

SFC – silent final consonant

a

i eu

e/ au/eau/o

u/ou

SF E/ é/et/er

en/an/on

ain/in/è/ ê

Liaison t/s

Mixed word vocab lists to learn – 10 words per week

High frequency vocab relevant to context

Cultural differences

Introduction to French culture – what do you already know?

Learning how to express likes and dislikes

Key structures that will be used each year until GCSE

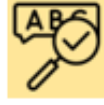
Learning how to take part in simple conversations

Year 7 Autumn Term 2

Key knowledge



Grammar



**Ssc – sound symbol
correspondence**



Blended learning

SMSC links



Big Picture



**Understanding what
makes you who you are
as a person.**

**Learning basic structures
that will be used until
GCSE to introduce and
describe yourself and
others**

**Describing a person/thing
Saying what people have
and do**

**Avoir and être 1st/2nd/3rd
person sing**

**Ai/oi
Ch/ç/soft c
Qu/j/soft g
Tion/ien
SFC
Revisit a/i**

**Mixed word vocab lists to
learn – 10 words per week**

**British values
Respect**

Key Questions

- Qu'est-ce que c'est?
- Tu est comment?
- As-tu des frères et des
soeurs?
- As-tu un animal?

**Using c'est
Numbers 1-31
Definite articles –
le/la/l'/les
Using faire
Adjectival agreement
Plural nouns – x/s**

**High frequency vocab
relevant to context**

**Cultural differences
celebrating Christmas**

Vocabulary focus

- Recognition
- How to learn vocabulary
- Pronunciation
- Spelling
- Using word in a sentence

**Yes and no questions –
raised intonation**

Reading focus

**Sept couleurs magiques –
poem**

Writing focus –

wanted/missing poster

Describe a mystery person

Speaking – KQ conversation



Saying what people do
Describing your routine
On a school day

Key Questions

- Tu aimes tes matières?
- Quelle est ta matière préférée
- Quelle heure est-il?
- Ta journée est comment?

Reading focus –

Writing focus-
describing your day
storyboard

Speaking – reading aloud
Key questions conversation

Asking and answering basic questions
Inversion questions – aimes - tu?
Intonation to ask questions
Using opinion verbs
Simple connectives and intensifiers
Telling the time
Using basic negatives

Using regular er verbs to say what you do 1st/2nd/3rd person.
Develop a lexicon of regular er verbs

Use a year 7 version of avocado sheet to support writing

Ç
In
Oi
Â
SFE

Mixed word vocab lists to learn – 10 words per week

High frequency vocab relevant to context

Differences in school life between French and English schools

Create a French page for our website-

A students school day forms a major part of their life between the ages 5-16.

Students learn the key structures and grammar to be able to discuss their day and use prior learning to give opinions about what they do/learn.

Year 7 Summer 1
Key knowledge



Grammar



Ssc – sound symbol
correspondence



Blended learning

SMSC links



Big Picture



Saying what you eat and drink and why

Discussing mealtimes

Making invitations

Ordering drinks and snacks

Key Questions

Qu'est-ce que tu aimes manger et boire?

Qu'est-ce que tu n'aimes pas? Pourquoi?

Quel est ton plat préféré?

Tu veux aller au café?

Qu'est-ce que tu vas faire?

Vous désirez?

Reading focus –

Le déjeuner du matin poem

Writing focus – making an invitation

Describing a picture

Speaking –

Au café role/play

Key questions conversation

Asking and answering basic questions

Extended opinions with reasons

Using larger numbers

Connectives and intensifiers

Revisit near future tense

Revisit essential verbs

Use of verb vouloir – 1st/2nd/3rd person

Eu/eau

Oi

Ui

SFC

In

É

ou

Mixed word vocab lists to learn – 10 - 15 words per two week cycle

High frequency vocab relevant to context

Deepening vocabulary knowledge

Cultural study: French food

Social conventions

British values - respect

Using extended opinions introduced earlier in year 7

Start to build up a bank of questions and answers that can be used in GCSE level conversations

Learn about social conventions when eating out/ ordering food in France



**Revision and consolidation
of key structures from year
7 to prepare for end of
year exams**

Questions

- Tu es sportif(ve)?
- Tu aimes le sport?
- Que fais tu quand il fait beau?
- Qu'est-ce que tu aimes ?
- Qu'est-ce que c'est?
- Tu est comment?
- As-tu des frères et des soeurs?
- As-tu un animal?
- Tu aimes tes matières?
- Quelle est ta matière préférée
- Quelle heure est-il?
- Ta journée est comment?
- Qu'est-ce que tu aimes manger et boire?
- Qu'est-ce que tu n'aimes pas? Pourquoi?
- Quel est ton plat préféré?
- Tu veux aller au café?
- Qu'est-ce que tu vas faire?
- Vous désirez?

**Asking and answering basic
questions
Inversion questions – Il y a
un/une**

**Revisit forming high
frequency verbs in present
tense**

**Revisit giving opinion and
justifying them**

**Using a range of
connectives**

Oi
i
É
Silent final e
SFC

**Mixed word vocab lists to
learn – 10 -1 5 words per
two week cycle**

**High frequency vocab
relevant to context**

Looking at towns in France

Extended cultural project

Tour de France

Vive la révolution!

**British values respecting
other people and their
opinions**

Being able to discuss your area
Where it is in the country, and
your opinion of what it is like

Looking at areas of France to
develop geographical knowledge
of the TL country.

A basic knowledge of what
different regions of France are
like



Expressing how you feel
Saying what you do and where you go?
Saying what you don't do and why
Talking about what you have done.

Key questions

- **Qu'est-ce que tu regardes?**
- **Tu aimes aller au cinema?**
- **Que fais tu quand tu es connecté?**

Reading: One short story study lesson from either spy/gothic genre

Speaking –key questions
Writing – Hier soir – extended writing using two tenses

Present tense of regular verbs: regarder
aimer
détester
préférer

Present tense aller/faire
Aller + infinitive
Negatives - extend
Present and perfect

Yes/No questions in two tenses

Irregular past participles

Use a year 8 version of avocado sheet to support writing

Revisit eu
Closed o
Open 0
S
Soft ç
Gn
j/soft g
Th
Que

Revisit year 7 vocabulary for first two weeks

Deepening vocabulary knowledge

Internet safety

Cultural links – French cinema/ literature

Looking at popular culture

Understanding how music and film preferences vary in France to those in our country

Introduction to French cinema and literature



Understanding different celebrations and festival from the TL country

Starting to learn the basic structures and vocabulary needed to talk about festivals in different time frames in line with GCSE unit 5 theme 2 Popular culture

**Base knowledge recap
Monster in Paris film study**

**Saying what you celebrate
Saying how you celebrate
Describing when you celebrate**

Key questions

- Tu aimes les fêtes?
- Tu vas au carnaval?
- Quelle est ta fête préféré?
- Tu vas au marché de Noël

Listening – transcription and dictation task once a week

Reading – short story study from year 8 reading pack

**Speaking – ma fête préférée – presentation
Reading aloud passage**

**Writing – je vais au marché de Noël
Describing a picture**

Understanding dates, numbers and months

Using opinions to express likes and dislikes

Describing an event – describing a picture

Present tense of er, ir and re verbs

Using the near future tense

Aller + infinitive

**Nasals
In/é
SFC
er endings**

Mixed word vocab lists to learn – 10 - 15 words per week

High frequency vocab relevant to context

Deepening vocabulary knowledge

Christmas in France

Carnival around the world

British Values – respect for different cultures and religions

Year 8 Spring Term 1

Key knowledge



Grammar



Ssc – sound symbol correspondence



Blended learning

SMSC links



Describing colours and styles of clothing

Saying what you would like to do and wear

Describing your routine

Key Questions

- Qu'est-ce que tu portes?
- Qu'est-ce que tu aimes porter et pourquoi?
- Comment est ta journée
- Comment est ton uniforme?
- Qu'est-ce que tu voudrais porter?

Reading

Continue with reading focus

– Tintin or short stories

pack for year 8

**Revisit adjectives
Adjectival agreement**

Extended opinions

**Using three tenses
Basic perfect/near future
Conditional using je
voudrais**

**Using modal verbs to say
what you have to do**

**Using reflexive verbs in
the present tense to
describe your routine**

**Use a year 8 version of
avocado sheet to support
writing**

**Oi
Eu
Au
SFE
Silent final consonant
é**

**Mixed word vocab lists to
learn – 10-15 words per
week**

**High frequency vocab
relevant to context**

**Deepening vocabulary
knowledge**

**Differences between French
and English schools –
uniform
Complete opinions for
French link school on
wearing uniform**

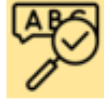
British values – respect

Big picture



**Understanding that we all
have our own style – what is
that and why based on our
preferences.**

**Clothes are an underlying
theme in many topics, a
basic understanding of
simple clothes vocabulary is
needed by all students –
when discussing free time/
festivals/celebrity
culture/holidays**



**Describing your area and
home
Describing your dreams and
future plans**

Key questions

- Où habites- tu?
- Comment est ta région?
- Tu aimes y habiter?
- Où voudrais tu habiter?
- Comment est ta maison?

**Listening – transcription –
one task per week**

**Dictation – one task per
week**

**Speaking – describing a
photo and key questions**

**Reading – study of short
story pack depending on
class**

**Writing – describe a picture
and answer key questions**

**Asking and answering basic
questions**

**Extended opinions with
reasons
Connectives and intensifiers
Revisit adjectives
Revisit conditional tense
using je voudrais
Revisit essential verbs**

**Gn
È
ê**

**Mixed word vocab lists to
learn – 10- 15 words per
week**

**High frequency vocab
relevant to context**

**Deepening vocabulary
knowledge**

**Work for school website to
use for link school on what
are area is like and where
our students live**

**This unit will focus on
describing the area
where we live – this will
help students to think
about the world around
them – preparation for
GCSE unit 9 the local
environment and my
town**



**Revision and consolidation
Of key structures to prepare
For end of year assessments**

**Revision of key grammar
structures from the year**

**En
Au
III
É
Ai**

**Mixed word vocab lists to
learn – 10 - 15 words per
week**

**British values – respect
School values resilience**

Key questions

- **Qu'est-ce que tu regardes?**
- **Tu aimes aller au cinéma?**
- **Que fais tu quand tu es connecté?**
- **Tu aimes les fêtes?**
- **Tu vas au carnaval?**
- **Quelle est ta fête préféré?**
- **Tu vas au marché de Noël**
- **Qu'est-ce que tu portes?**
- **Qu'est-ce que tu aimes porter et pourquoi?**
- **Comment est ta journée**
- **Comment est ton uniforme?**
- **Qu'est-ce que tu voudrais porter?**
- **Où habites- tu?**
- **Comment est ta region?**
- **Tu aimes y habiter?**
- **Où voudrais tu habiter?**

**High frequency vocab
relevant to context**

**Cultural knowledge – Petit
Nicolas film study**

**Deepening vocabulary
knowledge**

This unit encourages students to think about the wider world – where they like to go and where they would like to go in the future.

The key knowledge links with Unit 7 Theme 3 GCSE Travel and Tourism and places of interest.

The work should also support regional knowledge of France



Ma vie saine

Talking about diet and eating habits

Talking about sport and exercise

Talking about lifestyle choices

Comparative

Giving advice

Talking about future changes

Key questions

Tu manges sainement?

Tu es en forme?

Que fais tu pour rester en forme?

Qu'est-ce que tu vas faire?

Extended opinions with reasons

Revisit key verbs in the present tense

- Boire
- Manger
- Faire
- Aller

Time and frequency phrases

Using modal verbs – il faut/devoir/pouvoir

Using comparatives – plus/moins que

Eu/eau

Oi

Ui

SFC

In

É

ou

Mixed word vocab lists to learn – 20-30 words per week

High frequency vocab relevant to context

Deepening vocabulary knowledge

British values - respect

Healthy eating and lifestyle choices

Using food and sport vocabulary learnt in year 7 to discuss lifestyle choices and habits

Learning about what constitutes a healthy lifestyle

Thinking about how you can improve your lifestyle in the future

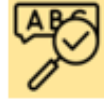
Covering the key structures needed to continue this topic at GCSE level.

Year 9 Autumn Term 2

Key knowledge



Grammar



Ssc – sound symbol correspondence



Blended learning

SMSC links



Mes passe – temps

Saying what I do and when I do it.

Saying where I go

Expressing opinions

Saying what I did and what I am going to do

Key questions

- Qu'est-ce que tu aimes faire?
- Quand et avec qui?
- Qu'est-ce que tu as fait le weekend dernier?
- Qu'est-ce que tu vas faire le weekend prochain?

Film Study/ Reading – extended texts or short story, gothic genre.

Speaking – reading aloud

Photocard

Conversation questions

Writing – 90 word question

To cover three tenses

Asking and answering basic questions

Extended opinions with reasons

Time and frequency phrases negatives

Connectives and intensifiers

Revisit near future tense and perfect tense.

Revisit essential verbs – in three tenses

- Aller
- Faire
- Jouer
- Regarder

Use avocado sheet to support writing

Er/é
Au
Oi
Ai

Mixed word vocab lists to learn – 10 - 15 words per two week cycle

High frequency vocab relevant to context

Deepening vocabulary knowledge

Cultural knowledge – les choristes film study

Big picture



Revisit the basic vocabulary and structures introduced in year 7 and 8 to discuss free time.

Learn to explain how your interests have changed since you were younger.

Develop your answers to the key questions in enough detail for GCSE style written and spoken answers on this unit



Mon avenir

Talking about possible plans and dreams for the future

Discussing option choices and preferences for future study – post 16 and further

Saying what you want to do/will do/and hope to do

Discussing the world of work – what/where/why

Discussing the value of continuing with language Learning

Reading focus – case studies using languages in my job

Speaking peer assessment
Key questions

Writing – mon avenir 90 word task

Asking and answering basic questions

Extended opinions with reasons

Connectives and intensifiers

Revisit near future tense
Introduce the simple future

Revisit the basic conditional tense – je voudrais + infinitive

Revisit basic negatives to express what you don't want to do.

Use of verb vouloir – 1st/2nd/3rd person

Use of modal structures
Il faut/ on doit

Oi
SFC

In
É
Er ending

Mixed word vocab lists to learn – 15 - 20 words per week

High frequency vocab relevant to context

Deepening vocabulary knowledge

Careers work links – using languages later in life

Case studies and options choices

Video from British Council – why study languages

The world of work – careers using languages and possibilities with languages.

Covering the vocabulary and structures needed to develop this theme at GCSE level.

Year 9 Spring term 2

**Summer term 1
Key knowledge**



Grammar



**Ssc – sound symbol
correspondence**



Blended learning

SMSC links



Big picture



**Learning about the world
around us.**

**Revisit basic holiday
vocabulary from year 7
and 8 to develop and
broaden students'
knowledge in preparation
for GCSE.**

Mes vacances

**Saying where you go/ what
you do/ how you travel and
who you travel with usually**

Talking about a past holiday

**Discussing a dream holiday
in the future
Key questions**

- OÙ vas-tu en vacances?
- Que fais tu en vacances?
- Qu'est-ce que tu as fait et avec qui?
- Tes vacances de rêve?

**Listening focus –
recognising changes in
tense studio 3 end of
module**

Reading – short story pack

**Speaking – answering basic
GCSE style questions on
holiday preferences**

**Writing – standard 90
word GCSE mes vacances**

**Asking and answering basic
questions**

**Extended opinions with
reasons**

Revisit the use of en/au/aux

**Revisit the use of three
tenses with high frequency
verbs – past/present and
future**

**Revisit essential verbs in
the perfect tense**

**Simple conditional for all
students using je voudrais**

**Revisit conditional of key
verbs for set 1 students**

**Gne
An/in
Oi
Ui
SFC
É
ou**

**Mixed word vocab lists to
learn – 15-20 words per
week**

**High frequency vocab
relevant to context**

**Deepening vocabulary
knowledge**

**Regions of France cultural
Knowledge**

Respect

**Cannes Film festival work –
plan an imaginary visit**

Key knowledge



Big picture



Week 1 - 2

Celebrity culture and role models

Examples of celebrities

Reason why someone is famous

How a role model differs

KQ 1: Qui est ton idol?

2. As-tu un célébrité préféré?

3. Tu voudrais être célèbre plus tard dans la vie?

Assessment

Q+A 3 key questions with support for pass/merit

Pass – answer 3 key questions 1 paragraph

Merit

Answer 3 key questions + Research task with opinions about celeb/role model

Distinction - all of above with discussion why they are inspirational and what the disadvantages of being famous are

Use of adjectives for descriptions – provide students with bank of personality/physical description adjectives
Simple comparative
Revisit opinions and justification

Use avocados sheet to vary opinion phrases used

Use of 4 tenses:

- Present
- Perfect
- Near future
- Je voudrais+ inf to include different time frames in written and spoken work

Use a of avocado support sheet to support writing and speaking

Looking at who/what makes someone famous

Discuss how social media has made people famous – but are they real celebrities?

Compare celebrities and role models

Speaking tasks – KQ ½
 Survey KQ3

Listening tasks foundation
 GCSE la vie d'une célébrité

Reading pros and cons of being a celeb.

Vocab drilling each lesson to revise key vocabulary adjectives

Research task on favourite Celebrity/ role model

British values – respect

Celebrity culture – positive or negative/ advantages or disadvantages. Discussion on social media and influencers compared to inspirational figures.

Assessment schedule – Year 9 passport to French

Pass/ merit/distinction
 Dev/secure/mastery

Students complete 4 assessments tasks over 5 weeks to submit for grading. This creates the student's portfolio for the end of year assessment. During week 5 these will be graded and students will be working on Vive la France cultural work



Looking into what a positive role model is – who that is and why?

Bring the year 9 curriculum together for the end of year exam

Week 3 - 4
Mon monde à moi

C'est moi- describe yourself using adjectives for personality and physical description

Ma famille et moi – describing your family and relationships- listening assessment on a description of a family

Mes amis et mes loisirs
Discussing friends and how you like to spend your free time

Assessment
Reading comprehension on these 3 areas

Use of adjectives for descriptions – provide students with bank of personality/physical description adjectives
Simple comparative
Revisit opinions and justification

Use avocados sheet to vary opinion phrases used

Use of reflexive verbs to discuss family relationships

High frequency er verbs in 3 tenses to discuss free time

Use of 4 tenses:
• Present
• Perfect
• Near future
• Je voudrais+ inf to include different time frames in written and spoken work

Use a of avocado support sheet to support writing and speaking

Create sentence scaffold to support students in sentence building. Revisit adjectives from celebrity unit.
Guess who style tasks to promote speaking and listening

Produce written paragraphs 50-80 words which can be used as a spoken presentation only
family/friends/free time

Translation tasks into French and English to mirror GCSE style tasks.

Role play GCSE style asking about details on family –
Décris ta famille?
Tu t'entends ien avec ta famille
Qu'est-ce que tu aimes faire?

Complete a weekly diary to show how you spend time with family and friends.

Vocab drilling each lesson to revise key vocabulary adjectives

Research task on favourite Celebrity/ role model

British values – respect

Cultural work to follow for week 5-6

Tour de France

La cuisine francaise

Les choristes – film study

