



<p><u>Year 7 Overall Curriculum Goal & Intent</u></p> <p>Throughout Key Stage 3, students will learn how to talk about themselves, their family, hobbies, where they live, holidays and their school. The key grammar concepts covered in Key Stage 3 will form a good basis for them to be able to advance successfully to the more complex grammatical structures required for GCSE.</p> <p>Pupils need to gain systematic knowledge of the vocabulary, grammar, and sound and spelling systems (phonics) of their new language, and how these are used by speakers of the language. They need to reinforce this knowledge with extensive planned practice and use it in order to build the skills needed for communication. (MFL Pedagogy Review, p.3)</p>		<p><u>Key prior knowledge and skills</u></p> <p>Many students will have had some experience of learning a foreign language in Key Stage 2 and we will establish their prior knowledge during the course of the first term.</p> <p>Students will develop their linguistic skills in four key areas:</p> <ul style="list-style-type: none"> - Listening - Speaking - Reading - Writing <p>There will also be a focus on improving grammatical knowledge and accuracy</p>	
	<p>Terms 1 & 2</p> <p>Meeting and Greeting, Age, School</p>	<p>Terms 3 & 4</p> <p>Opinions, Colours, Avoir</p>	<p>Terms 5 & 6</p> <p>Time, Food Holidays</p>
<p>Topic Focus</p>	<p>Meeting and Greeting, Age, School</p>	<p>Opinions, Colours, Avoir</p>	<p>Time, Food Holidays</p>
<p>Summary of key knowledge & skills</p> <p>What do you want students to <i>know</i> and <i>learn</i>?</p> <p>What are the opportunities for <i>repetition</i> and <i>over-learning</i>?</p>	<ul style="list-style-type: none"> • Talking about yourself in French • Greeting, name, age, question words • Asking Questions • Phonics • Present tense (regular) <p>Lots of repetition Focus on getting the basics 100% accurate Aiming for automaticity (doing it automatically from memory)</p> <p>Parallel texts</p>	<ul style="list-style-type: none"> • Giving opinions • Asking questions • Present tense (irregular) • Negatives • Adjective endings <p>Lots of repetition Aiming for automaticity (doing it automatically from memory) Revision of present tense Recycling of vocabulary from terms 1 & 2</p>	<ul style="list-style-type: none"> • Talking about your family and friends • Food • Holidays • Intensifiers <p>Lots of repetition Aiming for automaticity (doing it automatically from memory) Revision of “être” and “avoir” Revision/extension of term 1 & 2 vocabulary and structure Relative pronouns: I have a brother who is 10</p>
<p>Main common assessments</p>	<p>Baseline assessment to establish students’ abilities to adapt linguistic structures and to recognise patterns in a new language.</p> <p>Parallel text work</p>	<p>Reading + translation into English Present tense (regular and irregular verbs)</p>	<p>Listening and Speaking EOY Exam (L,R,W)</p>



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	<p>Terms 1 & 2</p>	<p>Terms 3 & 4</p>	<p>Terms 5 & 6</p>
<p>Extended writing tasks</p>	<p>Paragraph about oneself</p>	<p>Memorising and adapting a model</p>	<p>Memorising and adapting a model</p>
<p>Examples of opportunities for challenge</p>	<p>Spelling Bee Competition Application of phonics rules to unknown vocabulary. Using perfect tense (in writing model). Memorising a high level model Personalised work with Department’s Foreign language assistant</p>	<p>Spelling Bee competition Personalised work with Department’s Foreign language assistant Memorising a high level model</p>	<p>Adapting a model Personalised work with Department’s Foreign language assistant</p>
<p>Links to numeracy, literacy and other subjects</p>	<p>Phonics Work on French numeracy Conjugation of present tense Applying grammar rules consistently Identification of nouns/verbs Heightening awareness of own language</p>	<p>Work on French numeracy Phonics Learning Irregular verbs</p>	<p>Relative pronouns: I have a brother who is 10 Heightening awareness of English grammar Noticing difference/similarities between French and English Numeracy and currency</p>
<p>Enrichment, clubs, trips and other extra-curricular activities</p>	<p>Spelling Bee competition MFL club in P8 on Thursday lunchtimes</p>	<p>Spelling Bee competition MFL club in P8 on Thursday lunchtimes</p>	<p>Three-night residential French trip to Rue MFL club in P8 on Thursday lunchtimes</p>



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	<p>Terms 1 & 2</p>	<p>Terms 3 & 4</p>	<p>Terms 5 & 6</p>
<p>Topic Focus</p>	<p>Media & Paris topic</p>	<p>Youth culture & House and home</p>	<p>Grammar & Francophone Cultural Focus</p>
<p>Summary of key knowledge & skills</p> <p>What do you want students to <i>know</i> and <i>learn</i>?</p> <p>What are the opportunities for <i>repetition</i> and <i>over-learning</i>?</p>	<ul style="list-style-type: none"> • Giving opinions about technology • Learning about Paris • Asking questions • Present tense (irregular) • Negatives • Adjective endings <p>Present and perfect tense in French Recycling of vocabulary from Y7 Y8 structures a starting point for further study Lots of repetition; learn a model from memory then adapt Working with (FLA) Nicola to develop confidence and so language becomes automatic Mega-magic 5 structures</p>	<ul style="list-style-type: none"> • Talking about self and relationships • Adjectival agreement • Perfect tense; near future tense • Prepositions • Adjective endings <p>Recycling of grammar and structures from Y7 and Y8 Revision of present tense Revision of future tense and a starting point for the conditional Development of a range of tenses Working with (FLA) Nicola to develop confidence and so language becomes automatic Mega-magic 5 structures</p>	<ul style="list-style-type: none"> • Modal verbs • Developing linguistic structures • Using the imperative • The French-speaking world • French history and culture <p>Recycling of grammar, structures and vocabulary Revisiting and description and personality developing vocabulary from Y8 Working with (FLA) Nicola to develop confidence and so language becomes automatic Mega-magic 5 structures</p>



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	<p>Terms 1 & 2</p> <p>Based around parallel text</p> <ol style="list-style-type: none"> 1. Writing 2. Translation English to German 	<p>Terms 3 & 4</p> <ol style="list-style-type: none"> 3. Reading + translation into English 4. Present tense (regular and irregular verbs) 	<p>Terms 5 & 6</p> <ol style="list-style-type: none"> 5. Listening and Speaking 6. EOY Exam (L,R,W)
<p>Main common assessments</p>			
<p>Extended writing tasks</p>	<p>Learning High level Model Writing and Speaking from memory (ongoing)</p>	<p>Memorising and adapting a model</p>	<p>Memorising and adapting a text</p>
<p>Examples of opportunities for challenge</p>	<p>Homework Personalised work with Department's Foreign language assistant Developing cultural knowledge of the French capital</p>	<p>Homework Personalised work with Department's Foreign language assistant</p>	<p>Homework Personalised work with Department's Foreign language assistant Developing cultural knowledge of French-speaking countries</p>
<p>Links to numeracy, literacy and other subjects</p>	<p>Phonics French numeracy activities – counting, times, currency Reading authentic resources Conjugation of verbs Focus on grammar Developing knowledge of own language</p>	<p>Phonics Reading authentic resources Conjugation of verbs Focus on grammar Developing knowledge of own language</p>	<p>Phonics Reading authentic resources Conjugation of verbs Focus on grammar Developing knowledge of own language</p>



<u>Year 8 Overall Curriculum Goal & Intent</u>		<u>Key prior knowledge and skills</u>	
<p>Throughout Key Stage 3, students will learn how to talk about themselves, their family, hobbies, where they live, holidays and their school. The key grammar concepts covered in Key Stage 3 will form a good basis for them to be able to advance successfully to the more complex grammatical structures required for GCSE.</p> <p>Pupils need to gain systematic knowledge of the vocabulary, grammar, and sound and spelling systems (phonics) of their new language, and how these are used by speakers of the language. They need to reinforce this knowledge with extensive planned practice and use it in order to build the skills needed for communication. (MFL Pedagogy Review, p.3)</p>		<p>Building on the linguistic structures covered in Year 7. (For further detail on prior knowledge and skills, see information in the Year 7 curriculum overview.)</p> <p>Students will develop their linguistic skills in four key areas:</p> <ul style="list-style-type: none"> - Listening - Speaking - Reading - Writing <p>There will also be a focus on improving grammatical knowledge and accuracy.</p>	
	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
Enrichment, clubs, trips and other extra-curricular activities	MFL club in Thursday lunchtimes	MFL club in Thursday lunchtimes	MFL club in Thursday lunchtimes
<u>Opportunities for links to careers</u>		<u>Opportunities for links to SMSC, PSHE, ethos and values</u>	
Discussion on why French? In class discussion of careers with languages.		<p>Giving opinions</p> <p>The qualities of a good friend</p> <p>Education in other countries</p> <p>Developing confidence/resilience through use of phonics to work out the pronunciation of new vocabulary</p>	
<u>How can parents support learning?</u>		<u>Other comments</u>	
<p>Check homework on Classcharts, attend parents' evenings, help students with vocabulary learning</p> <p>Listen to students speaking French</p> <p>Read the "wonky English" translation to students so they can translate into good French (spoken on written)</p> <p>Encourage students to check their own work carefully, so they are able to improve mistakes.</p> <p>Encourage students to learn chunks of language, which can be recycled across topics.</p>			