

Oasis Academy Silvertown MFL Curriculum: Statement of Intent

Silvertown Vision

1. Use a foreign language to talk to anyone about anything

We begin with the assumption that all students can learn to speak a foreign language fluently. All our students will be fluent in the language they are studying by the end of Year 11.

2. Lifelong language learners

We teach students how to learn another language. We hope that the language studied at school is only the first language which our students learn in their lives. We are equipping students with the tools for a lifetime of language learning.

3. Celebrating differences

The close study of another culture builds our students' understanding of people who are different to them. Our students are learning how to relate better to others.

4. Confident communicators

We know that it takes great courage to speak a different language. No one likes to make mistakes, but mistakes, mispronunciation and incorrect grammar are all part of learning a language. Our students learn the confidence to try and speak, even through they may get it wrong. We are fostering a growth mindset in our students.

5. Deepening understanding of your own language

When we learn how another language works, we compare it to our own language. Our students are discovering how their own language functions and improving their literacy.

6. Ready for university, ready to lead

Languages are highly valued by universities and in the world of work. We know that our rigorous approach and high expectations of students are setting them up for future success.

Purpose of study

The OCL 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-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.

Core concepts and principles of progression

The Oasis MFL curriculum is carefully sequenced so that knowledge and structures are repeated and become gradually more complex over time and combines language acquisition with practice.

- **Spontaneous speech** is developed through regular pair-talk in lessons, where students have the opportunity to convey opinions across a broad range of topics and learn to initiate conversations with their peers. They are encouraged to develop their spontaneous talk for their own uses and for real-life contexts, so as to motivate and engage them. The speaking element of the curriculum also helps students' production of key vocabulary and structures to become automatic and they move towards discussing more complex issues in their speaking throughout their years of study.
- **Listening skills** are embedded as a core part of the curriculum so that students have regular opportunities to listen and respond to listening texts, including listening texts from authentic resources. We use listening not only as a comprehension tool, but also as a way for students to develop their understanding and recognition of high frequency vocabulary, structures and patterns used in the language.
- **Reading skills** are developed throughout the course of study with exposure to a range of texts, including authentic resources that help students to acquire and retain high frequency structures and commit them to memory. Students are exposed to a range of texts, including literary texts, in order to build their understanding of key vocabulary and to develop their comprehension skills. Gradually, the texts used become increasingly more complex, so that students have frequent models to inform their own writing production.



- **Writing production** enables students, in every topic, to develop their ability to express opinions and give justifications across a wide range of themes and topics and through use of a wide range of structures, including idiomatic expressions. The level of challenge for students in their writing increases throughout the course of study, with a focus on them developing a flare in their writing and building towards using highly complex structures.
- **Grammatical structures** are introduced and interleaved regularly across the curriculum so that students' production of these structures becomes automatic. As students progress in their language-learning, they are exposed to more complex grammatical structures and practise these over time so that they can embed them successfully into their speaking and writing production.
- **Cultural understanding** is developed across the curriculum through opportunities for students to explore the cultures where the language is spoken, as well as to consider issues of historical and global importance. Cultural knowledge is also supplemented through modules in years 7-10 where students study a film from the French speaking world.

Aims/outcomes

Through our carefully sequenced and ambitious curriculum we intend that our curriculum will achieve these aims/outcomes:

1. To equip all students with the knowledge, skills and understanding so that they can produce language (in speaking and writing) to:

- Give a range of opinions and justifications on a wide range of topics studied and on topics beyond the specification
- Express ideas and opinions on issues in their local community, as well as their global community
- Express ideas in a range of tenses using a range of grammatical structures
- Use the language playfully and for their own purpose, including being able to communicate with their peers.

2. To improve students' cultural understanding and awareness through:

- Exposing them to authentic resources including videos, articles and literary texts about the French-speaking world
- Studying a French language film of cultural and historical importance
- Exposing them to cultural holidays and festivals in the French-speaking world
- Developing their understanding of social and global issues related to the countries studied

3. To enable all students to develop their character, confidence and identity through languages, evidenced by:

- A lifelong love of language-learning and skills that they will use throughout their lives
- The confidence to produce the language within a culture where it is acceptable to make mistakes and use them for future growth
- Empathy, sensitivity, understanding and openness to others
- An understanding of the wider importance of language-learning within our global context

Year 7

In year 7, students arrive with varying levels of prior knowledge and understanding of other languages. Students begin by engaging with the idea of why we learn a language and the importance of languages within our global community. Teachers work closely with students this year to develop their understanding of key concepts in Spanish and French, such as conjugation of key regular and irregular verbs, and their understanding of different time frames. Students are taught in their first half term of learning, how to communicate with their peers and their teacher in the classroom, by learning the key vocabulary and structures to enable them to use the language within the context of the classroom. This involves understanding, recognising and producing high frequency verbs in the language studied, through the 4 skills; listening, reading, writing and speaking, which are embedded frequently in each module studied.

As they progress throughout year 7, they revisit the concept of conjugation through a range of topics, and learn how to express themselves and their opinions on a wide range of topics, such as free time, holidays and school. Students acquire a secure knowledge of basic, high frequency vocabulary across these topics, which are then revisited in different contexts, so that they are consolidated throughout the year. As well as learning the present tense across the course of the year, students also learn how to conjugate the immediate future tense and learn some key verbs in the past tense. This enables them to speak and write with increasing confidence throughout the year.

Their learning throughout this foundational year is consolidated through the study of a film from the French or Spanish speaking world in the summer term, where they use the language they have learnt to describe events that have happened in the film and make predictions using the future tense. The film module also gives students access to learning about the culture and global communities where the language is spoken, developing their cultural understanding.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>Topic: In class</p> <p>Vocabulary covered:</p> <ol style="list-style-type: none"> Il faut/Il ne faut pas + infinitives (for classroom rules) 'Je veux' 'Je peux' Range of infinitive verbs for the classroom: parler en anglais, parler en français, partir, choisir, faire les points, m'asseoir, chanter, répondre, être volontaire <p>Skills and grammatical structures:</p> <ol style="list-style-type: none"> Using je peux/je veux/il faut + range of infinitives Asking someone how they are and responding Ça va? + range of responses) Adjectival agreement Classroom rules (il faut/il ne faut pas + infinitives) 	<p>Topic: Free time</p> <p>Vocabulary covered:</p> <ol style="list-style-type: none"> Range of regular ER infinitives: jouer au foot/regarder la télé/tchatter avec mes amis/surfer sur l'internet/jouer sur mon PS4/écouter de la musique/danser Opinion phrases: j'aime/j'aime assez/j'aime beaucoup/j'adore/je n'aime pas/je n'aime pas du tout/je déteste Range of justifications (adjectives): passionnant, ennuyeux, intéressant, génial, Negatives: ne...pas, ne...jamais, ne...plus, ne...que Time phrases: Demain, à l'avenir, le weekend <p>Skills and grammatical structures:</p> <ol style="list-style-type: none"> Expressing opinions on free time activities. J'aime + range of infinitive verbs Present tense ER verb conjugation (full paradigm) 	<p>Topic: My family, friends and I</p> <p>Vocabulary covered:</p> <ol style="list-style-type: none"> Months of the year Numbers 1-100 for age Describing eyes: les yeux bleus, verts, noisettes Describing hair: blonds, bruns, noirs, roux, raides, frisés, courts, longs, bouclés Describing physical characteristics: grand, petit, de taille moyenne, mince, gros Family members: mère, père, frère, sœur, oncle, tante, grand-père et grand-mère. Describing personality: sportif, timide, malpoli(e), patient(e), ennuyeux, tranquille(le), égoïste, drôle, généreux(-euse), gentil(le), stupide, sympa, courageux(-euse), bavard, casse-pieds, intelligent(e), travailleur(-euse), paresseux(-euse), sérieux(-euse) <p>Skills and grammatical structures:</p> <ol style="list-style-type: none"> Saying when your birthday is using numbers 1-31 and months of the year. Saying how old you are using the verb 'avoir' (full paradigm) 	<p>Topic: My school and studies</p> <p>Vocabulary covered:</p> <ol style="list-style-type: none"> School subjects: l'anglais, les maths, le français, l'espagnol, la géographie, l'histoire, la musique, la technologie, l'EPS, le dessin J'aime/Je n'aime pas + subject Adjectives: ennuyeux, utile, passionnant, génial, intéressant, pratique Describing teachers: mon professeur(euse) de ... est (+ adjectives). Range of ER verbs for what you do at school: porter, jouer, travailler, bavarder, écouter, manger, se lever, étudier Comparatives: plus que/ moins que/ aussi...que Numbers and time 'il est ... heures et quart, et demie, moins le quart' Describing timetables using present tense of 'étudier' with time. <p>Skills and grammatical structures:</p>	<p>Topic: Holidays</p> <p>Vocabulary covered:</p> <ol style="list-style-type: none"> Countries: La France, Le Sénégal, Le Canada, La Belgique, La Suisse, La Côte d'Ivoire, Le Luxembourg, Le Cameroun, Haïti, Le Bénin Transport: la voiture, l'avion, le train, le métro, le vélo, le bateau, le bus, le car ER verbs for activities on holiday: visiter, nager, acheter, se bronzer, manger, surfer, jouer, plonger, parler <p>Skills and grammatical structures:</p> <ol style="list-style-type: none"> ER present tense verbs (full paradigm) Present tense of the verb 'aller' for where you go on holiday Immediate future tense using 'aller' + infinitive verb (full paradigm) Conditional tense: je voudrais + infinitives 	<p>Topic: Une vie de chat (film module)</p> <p>Vocab covered:</p> <ol style="list-style-type: none"> Film genres: un film d'amour, d'horreur, d'action, de science-fiction, policiers, un western, un dessin-animé, une comédie Range of adjectives to give opinions: effrayant, entraînant, ça me fait peur/ rire, ça me plaît Physical descriptions- les yeux verts, noisettes, les cheveux blonds, noirs, bruns. Range of infinitive verbs: voler, kidnapper, attraper, tomber (amoureux), arrêter, tuer, parler, sauver <p>Skills and grammatical structures:</p> <ol style="list-style-type: none"> Giving predictions about the film using the immediate future (je vais + infinitive) Describing characters physically Describing scene in the past tense (perfect tense 3rd person plural of ER verbs) Giving your opinion on the film using a range of opinions and justifications.

	<p>5. Being able to agree and disagree: c'est correct ce n'est pas correct je suis d'accord je ne suis pas d'accord</p>	<p>3. Time-phrases and use of the immediate future : je vais + infinitive verb.</p>	<p>3. Describing hair and eyes using 'avoir' 4. Describing physical characteristics using the verb 'être' full paradigm 5. Describing family members using correct adjectival agreement</p>	<p>1. Giving opinions on school subjects using 'j'aime/ 'je n'aime pas + justifications. 2. Saying what there is/isn't in your school using 'il y a ' /'il n'y a pas' 3. Present tense ER verbs</p>	<p>5. Perfect (Past) tense with 'avoir' (full paradigm) with past participle of ER verbs 'é' Computing Task: explore a Francophone country using Google Earth</p>	
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Key:

Schemes which include teaching of computing

Content which relates to careers teaching

Year 8

In year 8, students begin by learning how to describe their home and local community, as well as discovering information and ideas about communities where the language is spoken, through exposure to texts and images from these communities. While students will have learnt key concepts such as conjugation in the present tense, and also worked with the immediate future and the past tense in year 7, they will continue to consolidate their knowledge of these key grammatical structures throughout this year. They will also be introduced to the conditional tense for the first time, enabling them to speak and write with more complexity than in year 7 and write confidently by using multiple tenses together.

Students are given the opportunity to further develop their knowledge of key high-frequency vocabulary from year 7, and expand this knowledge to be able to express a wider range of opinions on the new topics studied, such as being able to give opinions on clothing and food. In the food module, in the second part of the year, students develop their language skills across 3 time frames, consolidating their learning from the year and from year 7. The film module gives students the opportunity to engage with the culture from the French-speaking or Spanish-speaking world, in order for them to also develop their understanding of other cultures. Finally, students consolidate their learning of high-frequency vocabulary and structures at the end of the year through a celebrity project, so that they enter into year 9 with a stronger base of knowledge and grasp of key grammatical concepts.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
8	<p>Topic: My house and home</p> <p>Vocabulary covered:</p> <ol style="list-style-type: none"> Rooms in the house (la salle de bains, le garage, les WC, la chambre de ma sœur, la cuisine, le bureau, la chambre de mon frère, la véranda, la chambre de mes parents, le jardin, l'entrée, la salle à manger, la buanderie, le séjour / le salon) Prepositions: en face de, à côté de, près de, à gauche, à droite, derrière, devant Adjectives: sale, propre, bruyant, beau Types of home and locations: une maison individuelle, une maison jumelée, un appartement, un pavillon, à la campagne, à la montagne, en ville, dans un village, en banlieue Items in the home: la fenêtre, la porte, la douche, les WC etc <p>Grammatical structures and skills:</p> <ol style="list-style-type: none"> Describing your house with opinions + justifications Describing location of objects/ rooms in the house Describing what you have in your house using 'il y a, il n'y a pas' 	<p>Topic: Free time</p> <p>Vocabulary covered:</p> <ol style="list-style-type: none"> ER, IR and RE verbs for free time: manger, jouer, écouter, regarder, tchatter, envoyer, choisir, répondre Sports: au foot, au basket, de la natation, au volley, au tennis, de l'athlétisme, de la gymnastique, du judo, du cyclisme Negatives: ne...pas, ne...plus, ne...jamais, ne...que Time phrases: l'année prochaine, ce weekend Justifications: amusant, divertissant, c'est bon pour la santé, ça me fait danser, ça me rend heureux <p>Grammatical structures and skills:</p> <ol style="list-style-type: none"> Saying what you like/don't like to do in your free time and giving justifications (j'aime + infinitive) ER present tense verbs (full paradigm) IR present tense verbs (full paradigm) RE present tense verbs (full paradigm) Immediate future tense (je vais + infinitive) 	<p>Topic: My clothes, my look</p> <p>Vocabulary covered:</p> <ol style="list-style-type: none"> Items of clothing: une veste, une chemise, un t-shirt, un pull, un pantalon, un jean, des chaussures, des chaussettes, des baskets Colours: rouge, vert, violet, orange, jaune, bleu, noir, blanc, rose, gris Describing different styles: les vêtements de marque, le look chic/ habillé/ gothique/ décontracté Opinions: c'est confortable/ chic/ branché/ à la mode/ douillet/ moche Different events: La Saint-Valentin, l'Aïd, une fête, un anniversaire, l'école <p>Grammatical structures and skills:</p> <ol style="list-style-type: none"> Present tense ER/ RE verbs full paradigm using verbs 'porter, mettre' Adjectival agreement of clothes with the colour Giving extended justifications on clothes Immediate future tense (je vais + porter/ mettre) Perfect tense of verbs using 'avoir' (full paradigm) with past participle of ER verb 'porter' and past participle of RE verb 'mettre' 	<p>Topic: At the market</p> <p>Vocabulary covered:</p> <ol style="list-style-type: none"> Food and drink: le pain, le poisson, la viande, le fromage, le lait, le poulet, le yaourt, les champignons, les frites, un sandwich, les framboises Adjectives: délicieux, bon pour la santé, mauvais pour la santé, salé, sucré, ça contient des vitamines, sain, malsain Infinitive verbs: manger, boire, prendre Feelings: j'ai faim, soif Ordering in a restaurant: s'il vous plaît, je voudrais..., qu'est-ce que vous voulez Numbers 1-50 (ça coûte combien) <p>Grammatical structures and skills:</p> <ol style="list-style-type: none"> Present tense verbs manger, boire, prendre (full paradigm) to say what you eat at different meals Describing different food with adjectives Saying how much something costs in the market using numbers. 	<p>Topic: Le petit Nicolas (film module)</p> <p>Vocabulary covered:</p> <ol style="list-style-type: none"> Film genres: un film d'amour, d'horreur, d'action, de science-fiction, policiers, un western, un dessin-animé, une comédie Range of adjectives to give opinions: effrayant, entraînant, ça me fait peur/ rire, ça me plaît Physical descriptions- les yeux verts, noisettes, les cheveux blonds, noirs, bruns. Range of adjectives: acheter, danser, jouer au foot, faire ses devoirs, voler Expressing wishes : si j'avais le choix ... serait .. with adjectives <p>Grammatical structures and skills:</p> <ol style="list-style-type: none"> Giving your opinion on what type of film it is 'Je pense que' + range of adjectives Conditional tense (Je voudrais + être) to express future wishes. (jobs) Immediate future tense to make predictions about the film. Perfect tense to describe what has happened using 'avoir' (in 3rd 	<p>Topic: Celebrity Project</p> <p>Vocabulary covered:</p> <ol style="list-style-type: none"> Items of clothing: une veste, une chemise, un t-shirt, un pull, un pantalon, un jean, des chaussures, des chaussettes, des baskets Colours: rouge, vert, violet, orange, jaune, bleu, noir, blanc, rose, gris Time-phrases: Normalement, le weekend, tous les jours, la semaine prochaine, le matin, le soir, le weekend prochain Describing eyes: les yeux bleus, verts, noisettes Describing hair: les cheveux blonds, bruns, noirs, roux, raides, frisés, courts, longs, bouclés Describing personality: sportif, timide, malpoli(e), patient(e), ennuyeux, tranquille(le), égoïste, drôle, généreux(-euse), gentil(le), stupide, sympa, courageux(-euse), bavard(e), casse-pieds, intelligent(e), travailleur(-euse), paresseux(-euse), sérieux(-euse) ER and RE verbs for free time: manger, jouer au foot, écouter de la musique, regarder un film/la télé, tchatter, envoyer des textos, répondre <p>Grammatical structures and skills:</p>

	<p>4. Describing your ideal house using 'je voudrais + infinitive, serait + adjective, aurait + noun</p> <p>5. ER present tense verbs (full paradigm)</p>	<p>5. Verbs 'faire' and 'jouer' in the present tense to talk about sports.</p> <p>6. Negative structures.</p>	<p>Computing Task: Online dictionary reference skills.</p>	<p>4. Saying what you want to eat in a restaurant using modal verbs 'pouvoir and vouloir'</p> <p>5. Saying what you are going to eat- immediate future tense (je vais + infinitive) full paradigm</p> <p>6. Perfect tense verbs using 'avoir' (1st person) plus past participles to describe how to make crêpes.</p>	<p>person singular and plural) plus past participles (regular and irregular)</p>	<p>1. Describing what you wear</p> <p>2. Describing people physically using the verb 'avoir' (full paradigm)</p> <p>3. Describing personality using 'être' (full paradigm)</p> <p>4. Saying what you do in your free time (using present, perfect and future tense together)</p>
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Across all years of study, students have regular opportunities for speaking practice, with a focus on becoming more confident communicators with the ability to speak spontaneously and for their own purposes. Students in year 8 will be encouraged to tackle spontaneous speech across different time frames, in order for their application of grammatical structures to become more automatic.

Key:

Schemes which include teaching of computing

Content which relates to careers teaching

Year 9

Year 9 is a foundational year where students consolidate their knowledge of key vocabulary and structures from year 7 and 8, while being exposed to more complex topics. The work done in year 9 helps to develop students' use of key grammatical structures, especially by using multiple tenses and using at least 3 different time frames. Students also consolidate some of the more basic grammatical elements of previous years of study, such as present tense conjugation of regular and irregular verbs. They learn to give increasingly more complex opinions and a range of justifications to discuss their experiences, describe their local communities and learn about global communities.

The school module consolidates some of the vocabulary learnt in year 7 and 8, and extends this to include more complex descriptions of their school, allowing students to express their opinions and use the language for their own purposes. We also encourage students to discuss career choices and ambitions.

The film module in year 9 helps to revise and consolidate key grammar and structures, so that students feel confident at mastering and retaining them, while discussing a film from the French or Spanish speaking world. The final module year 9 gives an added opportunity for students to engage with festivals and celebrations in the French or Spanish speaking world.

Across all years of study, students have regular opportunities for speaking practice, with a focus on becoming more confident communicators with the ability to speak spontaneously and for their own purposes. Students in year 9 will be encouraged to speak using a range of tenses so that their use of these grammatical structures becomes more automatic. They should also be able to speak about a range of topics.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
9	<p>Topic: Travel and Tourism</p> <p>Vocabulary covered:</p> <ol style="list-style-type: none"> Countries and continents: Canada, Asie, Afrique, Europe, Vanuatu, Seychelles, Madagascar, France Different places: en ville, la capitale, le pays, au bord de la mer, une île Transport: en train, en avion, en bateau, en voiture, en autobus, à vélo, à pied, en car Adjectives: reposant, passionnant, cher, pratique, impressionnant, formidable Accommodation: un hôtel, un camping, une auberge de jeunesse, une chambre d'hôte, un gîte Key verbs: louer, voler, voyager, , passer, nager, loger, rester, se bronzer, voyager, manger, visiter, jouer, faire <p>Grammatical structures and skills:</p> <ol style="list-style-type: none"> 'Aller' in the present tense (full paradigm) to say where you go on holiday. 	<p>Topic: Home, town, neighbourhood and region</p> <p>Vocabulary covered:</p> <ol style="list-style-type: none"> Rooms in the house: le salon, le jardin, la salle de bains, la cuisine, la salle à manger, la chambre de..., ma chambre Locations: en/au/aux/à + ville, village, grande-ville, campagne, bord de la mer, montagne, au nord de, au sud de, à l'est de, à l'ouest de Prepositions: près de, à côté de, loin de, en face de, sur, sous, à gauche de, à droit de Places in the town: une gare, une librairie, un parc, un commissariat, une bibliothèque, une gare routière, un centre commercial Different shops: une bijouterie, une boulangerie, une charcuterie, une pâtisserie, une boucherie Activities in the town: visiter des musées, voir des monuments, manger au restaurant, aller au concert, jouer au babyfoot, faire un tour en bateau, visiter des jardins publiques <p>Grammatical structures and skills:</p>	<p>Topic: School</p> <p>Vocabulary covered:</p> <ol style="list-style-type: none"> School subjects: l'anglais, les maths, le français, l'espagnol, la géographie, l'histoire, la musique, la technologie, l'EPS, le dessin Range of infinitive verbs for life at school: étudier, lire, se lever, faire, apprendre, manger, porter Facilities: un cour (de récré), la cantine, les salles de classes, une salle informatique, une bibliothèque, une piscine, un gymnase School rules: fumer, porter des bijoux, écrire en classe, avoir des piercings, porter un uniforme, écouter le professeur, porter du maquillage, mâcher du chewing-gum, courir dans le couloir, éteindre les portables , arriver à l'heure Uniform (clothing revision): une veste, une cravate, une chemise, un t-shirt, un pantalon, une jupe, un pull, des chaussettes, des chaussures, des baskets Adjectives: moderne, vieux, petit, grand <p>Grammatical structures and skills:</p> <ol style="list-style-type: none"> Giving a range of opinions on school subjects using correct agreement (j'aime) 	<p>Topic: Post-16</p> <p>Vocabulary covered:</p> <ol style="list-style-type: none"> Different types of jobs: agent de police/ policier, boucher, facteur, coiffeur, fermier, informaticien Range of infinitive verbs: aller à l'université, faire de l'apprentissage, continuer les études, étudier, servir les clients, gagner de l'argent, taper des articles, encaisser, passer un entretien, parler aux clients Advantages and disadvantages of jobs: un avantage, un inconvénient, le meilleur, le pire Advantages and disadvantages of taking a sabbatical: c'est une perte de temps, on peut voir d'autres pays, on peut faire du travail bénévole, il faut continuer les études, on peut travailler à l'étranger, on peut voyager autour du monde, c'est très cher Marriage and partnership (opinions): une perte d'argent, la stabilité, une démonstration d'amour <p>Grammatical structures and skills:</p> <ol style="list-style-type: none"> Saying what jobs people do in the present tense 'est...' Giving advantages and disadvantages of different types of jobs using 'on peut' + infinitive 	<p>Topic: Les Choristes (film module)</p> <p>Vocabulary covered:</p> <ol style="list-style-type: none"> Film genres: un film d'amour, d'horreur, d'action, de science-fiction, policiers, un western, un dessin-animé, une comédie Range of adjectives to give opinions: effrayant, entraînant, ça me fait peur/ rire, ça me plaît Physical descriptions- les yeux verts, noisettes, les cheveux blonds, noirs, bruns, il est jeune/vieux Range of infinitive verbs: former, chanter (comme un ange/comme des casseroles), licencier, quitter, faire des bêtises, blesser, tomber amoureux, punir Personality descriptions: désagréable, aimable, sympa, gentil, sévère, nerveux, vieux, doué <p>Grammatical structures and skills:</p> <ol style="list-style-type: none"> Predicting the genre of the film using 'je pense que c'est un film...' 	<p>Topic: Customs and Festivals</p> <p>Vocabulary covered:</p> <ol style="list-style-type: none"> Countries in the Francophone world: La France, Le Sénégal, Le Canada, La Belgique, La Suisse, La Côte d'Ivoire, Le Luxembourg, Le Cameroun, Haïti, Le Bénin Names of key Francophone festivals: la fête nationale, mardi-gras, la fête du travail, la fête des rois, Noël, Aïd el-Fitr, Pâques, la Saint-Valentin Range of infinitive verbs and reflexive verbs: célébrer, féliciter, s'amuser, se déguiser, se lever, se coucher, se réveiller, se dérouler <p>Grammatical structures and skills:</p> <ol style="list-style-type: none"> Describing elements of different countries in the French-speaking world (population size, main trade products) Describing what people do in different festivals (3rd person plural present tense verbs) Describing a festival in the past tense (perfect tense of 'avoir' and 'être' verbs full paradigm + past participles of ER/IR and RE verbs)

<p>2. Giving opinions on different types of accommodation using justifications.</p> <p>5. Perfect tense using 'avoir' with past participle (1st person)</p> <p>6. Perfect tense using 'être' with past participle of 'aller' to say where you went on holiday in the past.</p> <p>7. Using imperfect tense 'c'était' + adjectives to describe what holidays/ activities were like</p> <p>8. Talking about the importance of holidays using 'on peut' + a range of infinitives: rester, se bronzer, voyager, manger, visiter, jouer, faire</p> <p>9. Using preposition 'y'</p>	<p>1. Verbs 'habiter' and 'vivre' full paradigms</p> <p>2. Describing houses, giving opinions and justifications</p> <p>3. Describing places in the town and what you can do there using 'on peut' + infinitive</p> <p>4. Saying what you could do in the imperfect 'on pouvait' + infinitive</p> <p>5. Using imperfect tense to describe what your house and area was like: j'habitais, il y avait, c'était, j'avais</p> <p>6. Perfect tense using 'avoir' and 'être' (full paradigm) with past participle to describe what activities you have done</p> <p>7. Present tense + depuis + time period to express how long something has been happening</p> <p>Computing task: Students create "holiday rentals" adverts for their homes using online graphic design tools</p>	<p>2. Describing daily routine and life at school in the present tense.</p> <p>3. Using comparatives to compare school subjects 'plus... que/ moins... que/ aussi... que'</p> <p>4. Direct object pronouns 'le, la, l', les étudie...</p> <p>5. Using 'il y a' to describe school</p> <p>6. Perfect tense using ;avoir' and 'être' (full paradigm) with past participles to describe a day at school</p> <p>7. Using the imperfect tense to describe your primary school 'il y avait' and 'c'était'</p> <p>8. Describing your ideal school (je voudrais/ j'aimerais + infinitive)</p> <p>9. Impersonal expressions (school rules)+ il faut, il est interdit de,</p>	<p>3. Giving arguments for and against university/apprenticeships</p> <p>4. Comparing different types of jobs/work experience 'le meilleur était, le pire était'</p> <p>5. Immediate future tense 'je vais' + infinitive (1st person)</p> <p>6. Simple future tense (1st person)</p> <p>6. Giving arguments for and against marriage using 'je voudrais me marier/ je n'aimerais pas me marier parce que...'</p> <p>7. Using 'avant de', to say what you need to do in order to succeed in the future. (Avant d'être médecin, il faut aller à l'université).</p> <p>8. Future tense using 'si' phrases... Si j'ai des bonnes notes + future tense (simple and/ or immediate future)</p>	<p>2. Using a range of adjectives to describe the film</p> <p>3. Describing characters' personalities and describing them physically.</p> <p>4. Giving predictions about what is going to happen in the film using the immediate future (3rd person singular)</p> <p>5. Describing what happened in the perfect tense (3rd person)</p> <p>6. Using 'il faut' and 'il ne faut pas' + infinitive to express rules</p> <p>7 : Using the conditional to say what you would do: 'si j'étais le directeur/ si j'avais le pouvoir/ si je pouvais' + conditional</p>	<p>4. Imperfect vs perfect tense- using them together to talk about a past festival experience (Using 'était' for descriptions in the past).</p> <p>5. Reflexive verbs (full paradigm) in present tense to describe festivals</p>
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Key:

Schemes which include teaching of computing

Content which relates to careers teaching

Year 10

In year 10, students begin Key Stage 4 with engaging in the topic of social issues. However, the year begins by consolidating key grammatical structures students learnt at Key Stage 3, so that these structures become automatic. In the social issues module, students discuss issues that affect their own communities, as well as communities globally, and begin to give more complex opinions on these issues in speaking and writing. They are also encouraged to build a sense of global responsibility, through discussion of how they could help society themselves. They are also exposed to societal issues in the French and Spanish speaking world, by reading texts and watching videos to learn about recent protests that have taken place in the world, such as protests for women's rights. Students are encouraged to approach these complex issues with sensitivity and empathy.

Students learn to describe their family, friends and health habits in order to develop their character and ability to express their own beliefs and values. In the free time module, students express their opinions with a complex range of structures and expressions, and are exposed to a range of authentic resources, including engagement with music genres from the French and Spanish speaking world. This further develops their cultural awareness and understanding.

The film module in year 10 is designed not only to consolidate students' learning of high frequency verbs and structures, but also enables students to engage with issues of global significance in the French and Spanish speaking world. The consolidation module at the end of year 10 gives students the opportunity to consolidate their learning from year 9, as well as the modules studied in year 10.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	<p>Topic: Social Issues</p> <p>Vocabulary covered:</p> <ol style="list-style-type: none"> Social problems : le tabagisme, l'alcoolisme, l'anorexie, la drogue, le sida, l'obésité, le tabac, SDF, le stress Justifications: c'est convivial, ça fait adults, ça donne confiance, c'est déstressant, on peut perdre du poids. c'est mauvais pour la santé, les jeunes sont dépendants, c'est dégoûtant, je n'aime pas l'odeur, c'est trop dangereux Protests and strikes: le grève, manifester, le droit, la liberté, offrir des emplois, construire des maisons, essayer, écouter, dénoncer, venir Charities: une association, lutter, la nourriture, les guerres, combattre, les catastrophes naturelles, le travail bénévole, faire du bénévolat <p>Grammatical structures and skills</p> <ol style="list-style-type: none"> superlative adjectives- le problème le plus grave/répandu c'est 'vous' form of imperative/commands with 'il faut' + infinitive 	<p>Topic: Healthy Living</p> <p>Vocabulary covered:</p> <ol style="list-style-type: none"> Food and drink: la pain, le beurre, le café, les pommes de terre, les bonbons, le fromage, les boissons gazeuses etc la protéine, les féculents, les fruits et les légumes, malsain, sain Justifications: ça contient du calcium, des minéraux, des protéines, des vitamines, du sucre, du gras, du sel, des calories, ça apporte de l'énergie Sports: jouer (au foot, basket, rugby, billard/a la pétanque/aux boules) faire (du vélo.canocé-kayak/de la lute, de l'équitation, de la natation) etc Extreme sports: le ski (nautique), le saut à l'élastique, les sports aquatiques, le wingsuit, sauter, voler <p>Grammatical structures and skills</p> <ol style="list-style-type: none"> partitive du/de la/des with eating and drinking Present tense of verb 'avoir' full paradigm Expressions with 'avoir' - 'avoir chaud/froid, faim, soif 	<p>Topic: Family, Friends and Future plans</p> <p>Vocabulary covered:</p> <ol style="list-style-type: none"> Adjectives to describe others: généreux(euse), gentil(le), sympa, amusant(e), drôle, sévère, casse-pieds, égoïste, méchant(e), difficile Saying you get on with people- je m'entends bien avec, je me fâche avec, je me dispute avec,, nous avons beaucoup de choses en commun Key topic verbs: voyager, être, se marier, travailler, avoir des enfants, acheter Discussion of future plans: avoir des enfants, se marier, vivre en concubinage, continuer avec les études, élever les enfants, une famille monoparentale/nombreuse, habiter en concubinage Vocabulary for statistics: augmenter, grandir, diminuer, réduire, baisser For or against marriage: justifications: c'est une stabilité, ça coûte cher, ce n'est pas nécessaire pour l'amour, ça n'apporte rien à une relation, c'est une perte d'argent <p>Grammatical structures and skills</p> <ol style="list-style-type: none"> Agreement of adjectives il/elle est + masc/fem form of adjective 	<p>Topic: Free Time</p> <p>Vocabulary covered:</p> <ol style="list-style-type: none"> Phones key verbs: regarder, télécharger, écouter, utiliser, envoyer, acheter, surfer, faire, enregistrer TV programmes: une série, un dessin animé, la télé-réalité, un jeu télévisé, une émission pour la jeunesse, un documentaire, un feuilleton, les informations (infos), une émission de sport, la météo French music: le chanteur/la chanteuse, une chanson, le rythme, les paroles, le rap, le hip-hop, le r'n'b, le rock, la musique pop, l'électro Snazzy Structures: il faut dire que, ça me plaît, or, j'aimerais dire que, il y a des personnes qui disent que, d'une part, d'autre part, j'en ai marre de, ma mère me dit que, ça ne me dit rien, moi non plus Going to a concert vocabulary: assister à un concert, prendre des photos, danser, enregistrer un vidéo live, rencontrer l'artiste 	<p>Topic: Amélie (Film module)</p> <p>Vocabulary covered:</p> <ol style="list-style-type: none"> Music genres: la musique pop.rap/classique/traditionnelle/française, le jazz, le hip-hop, le metal, le trap, le rock, le reggae Film genres: les western, les dessins-animés, les comédies, les films d'horreur, les films policier, les films d'amour, les films de science-fiction, les films d'action Expressions of assumption: il/elle a l'air (d'être), il/elle semble/paraît, il me semble qu'il/elle, il/elle ressemble à, autant que je sache Physical descriptions: les yeux/cheveux noirs, bleus etc, des lunettes, un chapeau Personality descriptions: il/elle a l'air sévère, effrayant, souriant, stricte, douce, sympa Key verbs: plonger, ranger, coller, avoir, nettoyer, voir, briser, faire, tonner (amoureux), voler, être malade, quitter, voyager, réparer Exploring Paris: La Tour Eiffel, la cathédrale Notre Dame, le Sacré Coeur, le café des Deux Moulins, le quartier de Montmartre, la gare du Nord 	<p>Topic: Consolidation of modules throughout year 9</p> <p>Topics covered:</p> <ol style="list-style-type: none"> Home, town, neighbourhood and region School and studies Post-16 <p>Skills covered:</p> <ol style="list-style-type: none"> Describing home, town and local community using range of opinions and justifications. Describing location of different places in the town. Giving opinions and a range of justifications on school subjects and facilities. Talking about different types of jobs and education plans post-16. Expressing plans for the future and giving arguments for and against different types of post-16 education (apprenticeships/university). Talking about part-time jobs

<p>3. Present tense conjugation of key topic ER verbs full paradigm: manger, garder, mener, causer, tousser, fumer, se drogue</p> <p>4. Present tense conjugation of irregular verbs 'boire' and 'prendre' full paradigm</p> <p>5. cela peut + infinitives: provoquer, causer, mener à, favoriser, lier, tuer</p> <p>6. Conditional tense HPA: stems + endings full paradigm for être, boire, prendre, fumer LPA: je voudrais/j'aimerais/préfèrerais, il serait</p> <p>7. si + imperfect + conditional : interdire, aider, éviter, si je pouvais, si j'avais plus d'argent, si j'étais le premier ministre, si je pouvais</p>	<p>4. pronoun 'en' e.g j'en mange/bois</p> <p>5. Present tense of verb 'devoir' full paradigm + infinitives</p> <p>6. Negative constructions present tense: ne...pas, ne...rien, ne...jamais, ne...plus, ne...que, ni...ni + passé composé + near future</p> <p>7. Third person plural verbs present tense: ils mangent, prennent, boivent, commandent</p> <p>8. demonstrative pronouns: celui, celle, ceux, celles</p> <p>9. depuis + present tense</p> <p>10. pronouns y + en</p> <p>11. Past tense (passé composé) full paradigm, verbs with avoir + être</p> <p>12. Recognition of past tense (imperfect) forms: j'étais, je jouais, j'avais, je faisais, deciding when to use imperfect and when to use passé composé</p>	<p>2. Possessive pronouns: mon/ma/mes, ton/ta/tes, son/sa/ses</p> <p>3. Comparative adjectives: plus...que, moins...que, aussi...que</p> <p>4. Reflexive verbs: s'entendre avec, se disputer avec, se fâcher avec, s'appeler, present tense full paradigms</p> <p>5. Direct object pronouns to describe people e.g. je le trouve casse-pieds</p> <p>6. Formation of imperfect tense (full paradigm)</p> <p>7. Revision of immediate future, formation of simple future (lower ability: with 'je', higher ability: full paradigm)</p> <p>8. Si + present + je vais future (lower), + simpler future (higher)</p> <p>9. Recognising different tenses together- past/present/future</p>	<p>Grammatical structures and skills</p> <p>1. Present tense regular verbs full paradigms of ER, IR and RE verbs</p> <p>2. Negative constructions present tense: ne...pas, ne...rien, ne...jamais, ne...plus, ne...que, ni...ni</p> <p>3. Direct object pronouns e.g. j'ai un portable et je l'utilise pour contacter ma famille</p> <p>4. Comparative adjectives: plus...que, moins...que, aussi...que</p> <p>5. Near future and simple future full paradigms</p> <p>6. Past tense (passé composé)- formation of regular past participles of ER IR and RE verbs</p> <p>7. Imperfect full paradigm, deciding when to use imperfect and when to use passé composé</p> <p>Computing task: use online publishing tools to create a children's short story.</p>	<p>8. Film review: une critique, l'espoir, le bonheur, les petits plaisirs, la tristesse, l'amour, la gentillesse</p> <p>Grammatical structures and skills</p> <p>1. Past tense (passé composé)- a choisi, quitté, habité, trouvé, est devenu(e), morte</p> <p>2. Future tense LPA: near future, HPA: simple future</p> <p>3. Past tense (imperfect)</p> <p>4. Direct object pronouns e.g. je l'aime parce qu'il est bizarre.</p>	
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Across all years of study, students have regular opportunities for speaking practice, with a focus on becoming more confident communicators with the ability to speak spontaneously and for their own purposes. At this level, we expect students to be able to speak spontaneously on a broad range of issues using multiple time frames.

Key:

Schemes which include teaching of computing

Content which relates to careers teaching

MFL: Year 11

In students' final year of study, they begin by consolidating the topic of holidays, but revisit the module with a higher level of complexity, as they are able to apply more complex structures. Students are encouraged to express their opinions and discuss where they would like to travel in the future based on their own interests. Students discuss the impact of social media and mobile technology, and are able to discuss some of the risks and dangers associated with social media, as well as some of the wider opportunities technology has to improve their lives. The final topic that students study in year 11 allows them to engage with global and environmental issues, and allows them to reflect on their own role and responsibility as citizens of our global community.

Before their exams in the summer term, students have the opportunity to revise topics studied throughout their years of study, through the 4 skills, in order to consolidate their learning and help them to feel confident for their exam. They are exposed to listening and reading exam questions across the 3 GCSE themes, and these lessons are also supplemented with opportunities for written and spoken production.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
11	<p>Topic: Travel and Tourism</p> <p>Vocabulary covered:</p> <ol style="list-style-type: none"> 1. le Bénin, le Maroc, le Sénégal, le Canada, la Côte d'Ivoire, l'Algérie, la Tunisie, les Seychelles 2. Modes of transport: en train, en voiture, en car, en avión, en bateau, à vélo 3. Types of weather: il y a des éclairs, il y a du vent, il fait beau, il fait mauvais, il y a du soleil, il neige, il y a des orages/du brouillard/de la brume, une tempête, il pleut, il y a des nuages 4. Key verbs for holiday activities: faire du camping, faire de la planche a voile, (se) bronzer, faire la connaissance de nouvelles personnes, faire de la randonnée, visiter des monuments, dormir, se relaxer, nager, lire, aller en boîte, prendre des photos 5. Places to stay: un château, un gîte, un appartement, un hotel, un hotel de luxe, une auberge de jeunesse, un camping, adjectives: moderne, confortable, cher, propre, démodé, luxueux, chaleureux, chic <p>Grammatical structures and skills:</p> <ol style="list-style-type: none"> 1. Weather in the present, past and future tenses 	<p>Topic: Mobile technology and social media</p> <p>Vocabulary covered:</p> <ol style="list-style-type: none"> 1. Social media/technology vocabulary: un ami, un bouton, un lien, ajouter à mes amis, taguer, liker, partager, un mu un profil, publier, un partage, l'agenda, le GPS 2. Arguments for and against social media/technology: on peut se faire des amis, on se fait des amis en ligne, je peux communiquer avec mes amis, ils me permettent de garder le contact avec mes amis, je fais des achats en ligne, on doit faire attention, je suis accro, je n'ai que des amis virtuels 3. Key topic verbs: mettre, éteindre, vivre, se servir, télécharger, envoyer, prendre, téléphoner, lire, garder 4. Dangers of technology: le risque d'avoir le cancer du cerveau, de vol d'identité, d'échouer à ses examens, de devenir asocial, de perdre contact avec la réalité, de radicalisation, de s'abîmer les yeux, de séduction <p>Grammatical structures and skills:</p> <ol style="list-style-type: none"> 1. Present tense irregular verbs full paradigms: permettre, dire, pouvoir, devoir, faire, voir 2. grâce à/au/à la/aux 	<p>Topic: Global Issues and the Environment</p> <p>Vocabulary covered:</p> <ol style="list-style-type: none"> 1. Key environmental issues: les déchets, la pollution, les espèces en voie de disparition, les incendies, la déforestation, la circulation, la poubelle, le verre, le papier, l'eau, les transports en commun, le recyclage, l'électricité, le niveau des océanes, la combustion du charbon/gaz, la sécheresse, les inondations 2. Key verbs: économiser, prendre (une douche), recycler, augmenter, réduire, jeter, fondre, éteindre, menacer, diminuer, réchauffer, monter 3. Key vocabulary for poverty and homelessness- les SDF, une organisation caritative, la nourriture, les vêtements, la drogue, la pauvreté, le racisme, le sida, le chômage, le travail bénévole 4. Justifications: cela/ce qui peut causer, augmenter, réduire, affecter <p>Grammatical structures and skills:</p> <ol style="list-style-type: none"> 1. si clauses e.g. si on recycle on peut économiser plus de verre 2. LPA- recap imperfect tense 3. HPA- pluperfect tense 4. si + imperfect + conditional: si je pouvais, si j'avais le choix, si j'étais ...je réduirais, je sauverais, j'interdirais... 	<p>Topic: Revision and consolidation</p> <p>Topics covered:</p> <ol style="list-style-type: none"> 1. Family and friends 2. Free time/technology 3. Home, town, neighbourhood and region. 4. Travel and Tourism 5. My studies 6. Education post-16 <p>Key skills embedded across lessons:</p> <ol style="list-style-type: none"> 1. Listening practice 2. Reading comprehension practice 3. Writing practice: 90/150 words 4. Speaking practice: photo-cards/role-plays and general conversation preparation. <p>Computing Task: record a podcast as revision of the GCSE General Conversation</p>	<p>Exams</p>	

	<p>2. Activities in the present tense – (HPA) conjugation of irregular verbs faire, dormir, prendre, lire</p> <p>3. Activities in the present tense- conjugation of regular ER, IR and RE verbs</p> <p>4. Future tense (HPA simple future, LPA near future)</p> <p>5. Past tense (passé composé) formation of regular ER IR RE past participles, deciding when to use imperfect and when to use passé composé</p> <p>6. Demonstrative adjectives ce, cet, cette, ces</p> <p>7. Si + imperfect + conditional (Higher ability full conditional, Lower ability: j'aimerais/je voudrais + infinitive)</p>	<p>3. Present tense regular IR verbs full paradigm: réfléchir, garantir, choisir, finir, désobéir and RE verbs full paradigm: entendre, répondre, vendre, attendre</p> <p>4. Indirect object pronouns e.g. je lui envoie</p> <p>5. Formation of subjunctive</p>	<p>5. Comparative adjectives- plus sérieux, dangereux, perturbant, inquiétant que, aussi ... que, moins ... que</p> <p>6. Subjunctive and key phrases which generate it</p> <p>7. Superlative- le problème le plus/moins grave/inquiétant/sérieux</p>			
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Across all years of study, students have regular opportunities for speaking practice, with a focus on becoming more confident communicators with the ability to speak spontaneously and for their own purposes. At this level, we expect students to be able to speak spontaneously on a broad range of issues using multiple time frames and a range of complex structures.

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