

Simon Balle All-Through Curriculum Map for MFL (French)

	Autumn	Spring	Summer
Year 5	Understanding French <i>What is French? Why learn it?</i> - Phonics - Where is France? - Who speaks French? - Word classes Greetings <i>Comment ça va?</i> - Greetings - How are you - Colours - Numbers - Days of the week and months Developing knowledge of phonics to give confidence in reading. Understanding why French is important. Foundations of why to study French linking throughout learning, understanding phonics enables reading and spelling.	Greetings <i>Quelle est la date de ton anniversaire?</i> - Age - Birthdays - Numbers 1-100, spelling words, reading skills Students begin to use full sentences to lengthen conversations, developing reading skills to create inquisitive learners. French Festivals <i>Describe a French festival that you know.</i> - Similarities and differences Links to culture in Theme 1 of GCSE syllabus, numbers and reading skills both important parts of the ongoing curriculum	Hobbies <i>Qu'est-ce que tu fais pendant ton temps libre?</i> - Sports, activities - Book: à quoi tu joues - Comparison of French and English hobbies (pétanque) - Opinions, questions, 'er' verbs, aimer + infinitive Introduce conjugation and gender - key aspects French grammar Pets <i>As-tu un animal?</i> - Animals, colours, numbers - Book: le petit poisson blanc - Adjective agreements Introduce conjugation and gender - key aspects French grammar Language links to Theme 1 of the GCSE. Adjective agreements and gender are foundation elements that run through all sentences in French.
Year 6	Describing yourself and others <i>Tu es comment?</i> - Looks, personality - Adjective agreement, 'être' and 'avoir' Introduce common irregular verbs to increase sentence range Where I live <i>Où habites -tu?</i> - Things in the town, activities - Negatives (what there isn't in the town) Introduce a negative structure in a set phrase to build complexity Links to photocard from GCSE speaking and Theme 2 of GCSE topic	School <i>Quelle est ta matière préférée?</i> - School subjects, daily routine - Comparing the French and English school systems - Time, opinions, likes and dislikes, reflexive verbs Recap of numbers through time, increasing complexity by introducing reflexive verbs, reinforcing the importance of giving opinions Links to Theme 3 of the GCSE.	Holidays <i>Où vas-tu en vacances?</i> - Weather - Food and drink - Destinations and travel - Holidays in France - Comparing weather in Francophone countries and England - Numbers to 100, weather sentence structure, opinions, questions, instructions, tenses Introduce tenses to increase sentence range. Commonly used language in Francophone countries - food, weather for conversational ability. Links to Theme 2 in the GCSE. Revision of core learning prior to going into year 7
Year 7	All about me	Free time	School

	<i>What are you like?</i> - Greetings, numbers 1-30, age, birthdays, likes and dislikes, personality, looks, pets - Family, talking about others' age, birthday, looks, personality - le/la/les, adjective agreements, être, avoir Links to theme 1 of the GCSE syllabus	<i>What do you do in your free time?</i> - Talking about what you and others do in your free time - Present tense of regular verbs and key irregular verbs Links to theme 1 of the GCSE syllabus	<i>Describe your school</i> - Talking about school subjects, timetable and food - Using 'on' for 'we', du/de la/des, asking questions Links to theme 2 of the GCSE syllabus A familiar, relatable topic that allows for the introduction of key grammatical concepts in the language. Opinions are introduced - a crucial part of the curriculum for developing responses and language
Year 8	Recap of year 7 modules - All about me, school What are you like? - Discussing personality, families and relationships - Talking about music - Describing your passion - Adjectival agreement Links to theme 1 of the GCSE syllabus and initially covered in year 7 Where you live <i>Where do you live?</i> - Talking about your local area and giving directions Links to theme 2 of the GCSE syllabus Introduction of the concept of conjugation, a key aspect of French grammar. House and home <i>Where do you live?</i> - Describing where you live - Saying what is and isn't in your town - Comparative adjectives, use of prepositions Links to theme 2 of the GCSE syllabus Introduction of vocabulary related to the GCSE theme of home and local area Consolidation of the three key tenses. Introduction of more complex structures such as il	Holidays <i>What did you do on holiday?</i> - Discussing holiday activities in detail - Talking about how you traveled on holiday - Question formation, - Perfect tense with irregular verbs - Combining 2 tenses Links to theme 2 of the GCSE syllabus Learning of perfect tense with 'er' verbs to build pattern awareness Holidays <i>Where do you go on holiday?</i> - What you do and eat on holiday. Using language for buying things. - Review of the present tense - Question words - Introduction of future tense Links to theme 2 of the GCSE syllabus Building on the appropriate use of verb ending a key element to success in language learning Importance of retrieval practice, revisiting and practising prior knowledge for consolidation and mastery of the language.	Free time What do you do in your free time? - Discussing free time activities, likes and dislikes - Talking about food - Using the present tense - Perfect tense recap - talking about what you did yesterday and what you are going to do Links to theme 1 of the GCSE syllabus and initially covered in year 7 Revision of year 7 vocab with year 8 grammar of past tense Cultural projects <i>What do you know about the Francophone world?</i> Cultural project which brings in elements of French grammar usually covered at this time. Ideas: - Students create a proposal presentation/speech to deliver to a headteacher to say what they want in school from a French one or to a parent to say what they want for their next holiday to France. This will focus on using the verbs 'vouloir, pouvoir, devoir' and writing and/or speaking to persuade - SS choose a tourist destination/site in France and create an advert to attract visitors - this could be done as a short film/poster. SS will focus on using superlatives and comparatives

	faut + infinitives, reflexive verbs and irregular verbs.		Links to theme 1 of the GCSE syllabus Developing cultural awareness.
Year 9	Family and Friends <i>Describe your family</i> - Describing self and others, making arrangements to go out, describing a trip out - Adjectival agreements, 'er' verbs, near future, perfect past Family and Friends <i>What are your future plans?</i> - Family relationships, marriage, describe a role model - Reflexive verbs, conditional, imperfect, indirect and direct object pronouns Extension of All about me theme covered in Years 7 and 8 Part of theme 1 of the GCSE syllabus Revisiting key concepts such as adjective agreements and verb conjugations in a variety of tenses in their basic form to consolidate knowledge. introducing more complex grammar such as reflexive verbs	Free time <i>What do you do in your free time?</i> - Sports, technology, reading habits - Jouer à/faire de, irregular verbs in present, negatives, Free time <i>What do you do in your free time?</i> - TV, going out with friends - comparatives, perfect tense Extension of Free Time theme covered in Years 7 and 8 Part of theme 1 of the GCSE syllabus Extension of Free Time theme covered in Years 7 and 8. Focused study on past tense - an essential tense to master for success in the GCSE exam. Introduction of higher-level concepts such as comparatives	Customs and festivals <i>Describe a typical day in your life</i> - Daily life, shopping, food shopping 'Pouvoir', 'devoir', quel(le)(s), ce/cet/cette, present and near future Customs and festivals <i>Which festivals or celebrations do you enjoy?</i> - Festivals and traditions, family celebrations - Est-ce que, qu'est-ce que, past, present and future tenses Extension of Free Time and holidays themes covered in Years 7 and 8 and builds on the Cultural Project completed in Y8. Part of theme 1 of the GCSE syllabus Links to theme 2 of the GCSE syllabus Builds on the topic of food studied in Y7. Links to Learning for Life curriculum with relation to healthy lifestyle Extension of Free Time and holidays themes covered in Years 7 and 8 and builds on the Cultural Project completed in Y8. Opportunity to consolidate and combine all 3 essential time frames and to learn about typical celebrations in the Francophone world
Year 10	House and home <i>Where do you live and what do you do in your town?</i> - Talking about the local area where you live - Discussing what there is to do in your town and local area including community projects - Using the pronoun y, negatives, and question formation, - The 3 tenses Links to theme 2 of the GCSE syllabus Builds on Free Time topics studied in Y7 and Y8 Introducing more complex concepts such as the use of	Holidays <i>What do you normally do on holiday and what would your dream holiday be?</i> - What you do on holiday and what your dream holiday would be - Focus on the conditional tense with a range of different verbs as well as the past and present tenses Links to theme 2 of the GCSE syllabus Builds on Holidays topic studied in Y7 and Y8 Extension of Holidays topic studied in Y7 and Y8 Building	School <i>Describe your school life. What do you eat at school? Do you lead a healthy life ?</i> - Talking about school subjects - Describing the school, comparing - French and British schools, school rules - Healthy living, vices, discussing a school trip - Giving opinions, using the pronouns ils/elles, il faut and il est interdit de + infinitive - Using the imperative, using the present and future tenses, time phrases and sequencers

	the pronoun 'y' - a foreign concept - as well as mastering essential elements for success in the GCSE mark scheme such as negatives and question formation. Recapping of the 3 crucial time frames as well as bringing in the simple future to increase students' range of structures.	on students' prior knowledge of the imperfect and perfect tenses to create the pluperfect. Focus on roleplay which is a key element of the speaking exam.	Links to theme 3 of the GCSE syllabus Builds on School topic studied in Y7. Links to Learning for Life curriculum with relation to drugs, alcohol and smoking.
Year 11	Work <i>What are you going to do after school?</i> - Work preferences, plans, hopes, wishes, part-time job, work experience - Conditional, simple future, present, perfect and imperfect tenses Links to theme 3 of the GCSE syllabus Links to Learning for Life curriculum with relation to careers Building on prior vocabulary and language elements from year 7. Exploring Higher level structures, including time phrases, sequencers and a range of time frames. Encourages cultural awareness and knowledge of life in Francophone countries Wider world <i>What has happened in the world recently?</i> - Weather, natural disasters, environment, - Simple future, 'on doit', 'on peut' Wider World <i>What do you do to be a good citizen?</i> - Ethical shopping, - volunteering, big events - Passive voice, emphatic pronouns, three tenses Links to theme 2 of the GCSE syllabus Introduces vocabulary related to environmental and social issues. Links to Learning For Life/Citizenship curriculum. Introduction of vocabulary related to the environment and social issues. Further building on students' knowledge of the pronoun 'on' when looking at the passive voice. Final consolidation of the three key tenses	<u>Mock exams reflections and polishing</u> <u>Revision of all units covered in year 9 and 10</u> - Family and Friends - House and home - Free time - Holidays - Customs and festivals - House and home - School - Work In January students need to be spending time reflecting and polishing their mock exams in all 4 papers. This is necessary to ensure progress. Given that Year 9 10 topics were covered some time ago, we now go back to those units with a specific focus on key vocabulary, structures and discussing the topics within exam questions. Focused speaking prep before GCSE speaking exams in May	Exam style practice and grammar revision The main tenses present tense of regular and irregular verbs, Preterit, imperfect, perfect tense near future, simple future Conditional, subjunctive, Present continuous, Important structures extending responses using clauses, using the definite article for opinions, using expressions of frequency, reflexive verbs in the preterite, comparatives and superlatives, using expressions followed by the infinitive Listening, speaking, reading and writing past papers from exampro Given that the GCSE exams are approaching, we take a more holistic approach to revision by retrieving knowledge through vocabulary tests, translation tasks, past paper practice and grammar work. This will also include intense revision of core vocabulary Focused Writing, Reading, Listening prep before GCSE exams in June. Real focus on exam technique and timing.
Year 12 Teacher A	<u>Unit 1: La famille en voie de changement.– the</u>	<u>UNIT 4 Une culture fière de son patrimoine –A</u>	<u>Revision of all the sub themes covered in year 12 & speaking practice of the sub- themes using a</u>

	<u>changing nature of family</u> How has the family changed in recent years? • Couple life: new trends • Single parent, same sex parents and , stepfamilies • Grandparents, parents and children: concerns and problems • developing speaking skills This theme continues the work done on family at KS3 and KS4 <u>Grammar revision + introduction to A level skills = summarising and A level speaking using a textual stimulus</u> Bridging the gap between GCSE and A level. This is a good opportunity to introduce critical analysis, thus enabling students to develop their points of views through analysis and evaluation.	<u>culture proud of its heritage</u> How important is heritage? • national and local heritage • How heritage reflects culture • Heritage and tourism This topic Introduces the notion of heritage and heritage preservation. Students will discover the ways in which some of France's most famous heritage sites market themselves, they will discuss the criteria behind the choice of UNESCO world heritage sites. This is an opportunity to use the subjunctive with expressions of doubt, uncertainty and necessity and to use key phrases when talking about causes, results, explaining facts. <u>Cinema :</u> The social, philosophical and historical Context of the film Students will understand, have a critical eye and write about the Themes, symbols, ideas, metaphors, Style, techniques, structure, narration, character portrayal, relationships between characters, comparison and contrast of characters, Historical background, realism of the studied Film	<u>stimulus card</u> • Unit 1: the changing nature of fam • Unit 2: technology and everyday life • Unit 3 Le bénévolat –volunteering • UNIT 4 –A culture proud of its heritage • Unit 5 French music • Unit 6 Cinéma <u>Individual research project</u> This research is part of students A level speaking. It takes time to prepare so starting it in year 12 will enable them to choose a topic they are interested in and carry out their research. Students will develop skills in Conducting, organising and using research, planning, project management and time management, collecting data and evidence
Year 12 Teacher B	<u>Unit 2: La cyber-société – technology and everyday life</u> How has technology changed the life of the average French person? • How technology makes everyday life easier • What dangers does e-society pose? • Who are the cybernauts? Bridging the gap between GCSE and A level. Students will understand the similarities and differences in the use of technology by different french speaking countries. This theme will introduce	<u>Unit 5 La musique francophone contemporaine</u> Is francophone music in decline? • The diversity of contemporary Francophone music • Who listens to and appreciates this music? • What should be done to protect this music? This topic will enable students to discover and understand an important aspect of French and francophone heritage : music. Students will Consider the popularity of contemporary francophone music and its diversity of genre and style.	<u>Literary text :</u> • Introduction to literary work • The social, philosophical and historical context Introduction to the study of literary text. Students will discover French literature and one of France's famous writer. Students will develop an understanding of texts relating to historical and political contexts, and the ability to debate these issues orally. This is the right time for such challenge as students

	students to independent research needed for their second speaking task. This theme continues the work done on technology at KS3 and KS4	This theme continues the work done on the topic of music at KS3 and KS4 but on a cultural awareness perspective	have bridged the gap from GCSE
Year 12 Teacher B	<u>Unit 3 Le bénévolat – volunteering and French society</u> How does charity work contribute to a better society? - Who are volunteers and what do they do? - Volunteering: what value for those who are helped? - Volunteering: what value for those who help? Bridging the gap between GCSE and A level. This topic will provide the opportunity to carry out research on voluntary work in french speaking countries, to develop translation skills; to work on grammatical accuracy (tenses and verb endings) and learn to use statistics to support a point of view This theme continues the work done on the topic of volunteering which was introduced in year 11.	<u>Unit 6 Cinéma – Pourquoi le septième art ?/ why is it called the seventh art?</u> Is French and francophone cinema famous in the world? - Why is cinema called the seventh art? - Is cinema a national passion? - The evolution of cinema in France This topic will enable students to discover and understand that cinema is an important aspect of French and francophone heritage. Students will consider various aspects of French cinema. Students will work on Summarising from listening. They will develop persuasive speaking and Writing with a purpose. This theme continues the work done on the topic of cinema at KS3 and KS4 but on a cultural awareness perspective.	<u>Literary text :</u> How do I write a French essay? - Reading and analysis of the chapters of the book - Themes study - Understanding the structure of the french - Learning to write a well structured introduction - Learning to write a well structured body - Learning to write a well structured conclusion - Planning and writing an essay in French They will be introduced to the typical French essay and learn to answer basic AS paper 2 questions
Year 13 Teacher A	<u>Unit 1: Les aspects positifs d'une société diverse - Positive aspects of a diverse society</u> What are the positive and negative aspects of a diverse society? - Enrichment due to ethnic mix - Diversity, tolerance and respect - Diversity - a life long learning - Use dictionary skills - Pronounce loanwords - Checking your work Link will learning for life on the topic of british values	<u>Unit 3 Comment traite-t-on les criminels? How are criminals treated?</u> Is prison the solution for crime? - Examine different attitudes to crime - Discuss prison and its merits and problems - Consider alternative forms of punishment - Understand the past historic tense - Use different tenses with si - Use infinitive constructions This is an important theme as it aims to develop and reinforce british values notably the notion of responsibility of one's action and the role of law and order.	<u>Revision of all the sub themes covered in year 13 and year 12 speaking practice of the sub- themes using a stimulus card</u> <u>Year 13</u> - Unit 1: Les aspects positifs d'une société diverse - Positive aspects of a diverse society - Unit2 Quelle vie pour les marginalisés ? What life for the socially marginalised? - Unit 3 Comment traite-t-on les criminels? How are criminals treated? - Unit 4 : les ados, le droit de vote et l'engagement politique

	this is an important theme as it aims to develop and reinforce British values of tolerance and acceptance of other people and their culture Students will consider the benefits of living in an ethnically diverse society. They will discuss the need for tolerance and respect of diversity. <u>Cinema :</u> The social, philosophical and historical Context of the film Students will understand, have a critical eye and write about the Themes, symbols, ideas, metaphors, Style, techniques, structure, narration, character portrayal, relationships between characters, comparison and contrast of characters, Historical background, realism of the studied Film	students will also learn to express obligation and develop their ability to ask questions and summarise a reading text <u>Individual research project</u> This research is part of students A level speaking. students complete research and practise in preparation for their A level speaking exams This is the continuation of the research started in year 12	- Unit5: Manifestations, grèves, à qui le pouvoir? /Demonstrations, strikes, who has the power? <u>Year 12</u> - Unit 1: the changing nature of fam - Unit 2: technology and everyday life - Unit 3 Le bénévolat –volunteering - UNIT 4 –A culture proud of its heritage - Unit 5 French music - Unit 6 Cinéma <u>Cinema :</u> Practice of past papers
Year 13 Teacher B	<u>Unit2 Quelle vie pour les marginalisés ? What life for the socially marginalised?</u> - Examine different groups who are socially marginalised - Discussed measures to help those who are socially marginalised - Consider contrasting attitudes to people who are marginalised - Form and use the imperfect tense - Form and use the perfect tense - Form and use the pluperfect tense This is an important theme as it aims to develop and reinforce British values notably empathy in students Students develop their ability to respond to stimulus; they learn to express approval and disapproval and develop their ability to vary vocabulary by using synonyms <u>Literary text :</u> How do I write a french essay? - Planning and writing an essay in French Students practise paper 2 questions	<u>Unit 4 : les ados, le droit de vote et l'engagement politique</u> Are young people interested in politics? - Discuss arguments relating to the vote and examine the French political system and its evolution - Discuss the engagement level of young people and their influence on politics - Discuss the future of politics and political engagement <u>Unit5: Manifestations, grèves, à qui le pouvoir? /Demonstrations, strikes, who has the power?</u> Is protesting a tool for change? - Understand the important role of unions - Talk about strikes and protests and consider different methods of protesting - Discuss different attitudes towards strikes and protests These are important themes as they aim to develop and reinforce the notion of democracy. Students will develop their cultural awareness by examining the	La politique et l'immigration Politics and immigration Is immigration an asset or a plague? - Discuss some of the political issues concerning immigration in francophone countries - Consider the viewpoints of political parties regarding immigration - Consider immigration from the standpoint of immigrants as well as aspects of racism. This theme will enable students to look at how France and other francophone countries view immigration. They will compare this to their own countries. They will also discuss racism and develop empathy towards immigrants. They will learn to form and use the future and conditional perfect tenses. They will learn to use a combination of tenses, and the right tense to describe change and disagree tactfully. <u>Literary text :</u> How do I write a french essay?

		French political system and comparing it to the English system. They will learn to form and use the passive voice. They will learn to talk about data and trend and to express doubt and uncertainty using the subjunctive. They will learn to use language to promote a cause	• Planning and writing an essay in French Students practise paper 2 questions
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