





## Curriculum Intent for MFL at Blessed Robert Sutton Catholic Voluntary Academy

	<b>Overall Aim of Subject</b>
	Today more than ever our students live in a multi-lingual, global society and as such, there is an expectation that they will have some knowledge of more than one language in order to become competitive in employment. Learning a foreign language at Robert Sutton can free our young people from insularity and provide an opening to other cultures and belief systems. An effective languages education will foster pupils' curiosity, deepen their understanding of the world and provide them with transferable language learning skills which will enable them to rise to the challenge of learning any foreign language should the opportunity occur.
	<b>Spiritual excellence</b> in MFL is developed through the study and understanding of how important festivals and religious occasions are celebrated in francophone countries throughout the world. Students learn about Islamic and Christian festivals through the study of the lives of young francophone individuals from five continents.
	<b>Social excellence</b> is developed and encouraged not only through a variety of learning strategies, which permit our students to work in pairs, small groups and as a whole class but also through opportunities to become an expert in an area of the subject and to support, help and mentor other students and to lead the class. The understanding and appreciation of other cultures and life styles enables our students to develop their tolerance, understanding and awareness of others.
	<b>Academic excellence</b> is at the basis of MFL. Students gain systematic knowledge of the vocabulary, grammar, and sound and spelling systems (phonics) of their new language and learn how speakers of the language use these. They reinforce this knowledge with extensive planned practice and use in order to build the skills needed for communication. Students learn to pay attention to the detail of meaning through translation, and to extend the range of their vocabulary and understanding through reading short texts and literature. Spoken and written language overlap, therefore, students learn speaking, writing, listening and reading together, rather than as separate skills. Our students develop transferable skills, which they can apply in everyday life.
<b>Enrichment opportunities in this subject include:</b> <b>For example,</b> <ul style="list-style-type: none"> <li>• Curriculum Challenges</li> <li>• French residential trip</li> <li>• Online eTwinning project</li> <li>• Cooking workshop</li> </ul>	

### Key Stage 3 Course description

#### Students will:

- ♣ Identify and use tenses or other structures, which convey the present, past, and future as appropriate to the language studied.
- ♣ Use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.
- ♣ Develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues.
- ♣ Use accurate grammar, spelling and punctuation to develop linguistic competence.
- ♣ Listen to a variety of forms of spoken language to obtain information and respond appropriately.
- ♣ Transcribe words and short sentences that they hear with increasing accuracy.
- ♣ Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address.
- ♣ Express and develop ideas clearly and with increasing accuracy, both orally and in writing.
- ♣ Speak coherently and confidently, with increasingly accurate pronunciation and intonation.
- ♣ Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material.
- ♣ Read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture Languages.
- ♣ Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.

## Year 7 Content and Link to accès SOW

### Accès Studio Rationale

Throughout the first term and possibly longer students will work from Accès Studio, which covers the most common areas of vocabulary and introduces basic grammar principles which some may have visited in KS2. This course provides consolidation as well as catch up for those who may not have studied French. Students move on to the Studio 1 course which covers national curriculum levels 1-5 and offers fully integrated grammar explanations and ensures logical and rigorous progression and assessment. Topics covered include:

Access and revision Year 7	<b>Access to French</b>	Geography of France/Europe. Meeting & greeting. colours, animals, numbers, ordering in a café, likes & dislikes, dictionary and pronunciation, countries, nationalities. The verb "To be" masc/fem/plural nouns. The verb "To have"
<b>Studio 1</b> <u>Year 7</u>	About me, family and friends My school My hobbies My Town Holidays Poetry, music and art	<b>All students will be taught to:</b> Describe themselves and others. Describe their school day and give opinions Use the verb "faire-to do" when talking about activities. Talk and write about where they go and what they can do in town "on peut" Being on holiday using "we". Buy snacks. Say what they would like to do. Je voudrais + infinitive
<b>Studio 2 red and green</b> <u>Year 8</u>	Television, cinema, technology A week in Paris, transport, places of interest About personality and friendships Describing your home The carnival Ambition, talent and aspirations <b>The French speaking world</b> <b>The French Revolution</b>	Talk about television, films, reading ir and er verbs Talk and write about the internet (aller and faire) Communicate in past tense (perfect tense) Use 3 tenses Understand where French is spoken globally <i>Understand a history of the Revolution.</i>
<b>Studio 2/3/4</b> <u>Year 9</u>	La Révolution française. <b>Qui suis-je?</b> Family, Friends, going out <b>Le temps de loisirs</b> : sport, internet, music (Studio 2 R) Jours ordinaire, jours de fête : Food and celebrations.	Using irregular ER verbs, using the perfect tense. 3 tense in writing, describing a day out. Using depuis, using negatives, using the comparative. using  using devoir and pouvoir, using the present and near future tenses

Students are given the opportunity to learn in a variety of ways. They work individually, with partners, in groups, on the computer and via digital resources. Each student has access to a digital homework platform, which both reinforces and prepares for class work.

Students explore cultural aspects of francophone countries around the world and are encouraged to research the way people live in these communities and draw comparisons with their own lifestyle in England. Lessons are designed not just to support the learning of the language, but also to develop effective linguists, with a set of skills and habits, which will support them in the learning of any language.

### Assessment

To support independent learning, students have regular vocabulary tests and an end of unit assessment which tests students on each topic and four language skills (listening, speaking, reading and writing). In order to be successful language learners, students need to be proactive in lessons and take responsibility for the learning of vocabulary. Fortnightly online homework tasks will form an integral part of their learning and progress in their language. Students will do undertake a minimum of two SPC's which will test all 4 skills and this will inform their progress and results made available to parents.

## GCSE Course description and Link to SOW

### Blessed Robert Sutton GCSE French course should enable students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment
- develop language strategies, including repair strategies

The specification covers three distinct themes. These themes apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where French is spoken.

<b>Theme 1: Identity and culture</b>	<b>1: Me, my family and friends</b> Relationships with family and friends, Marriage/partnership <b>Topic 2: Technology in everyday life</b> Social media, Mobile technology <b>3: Free-time activities</b> Music, Cinema and TV, Food and eating out, Sport. <b>4: Customs and festivals in French-speaking countries/communities</b>	
<b>Theme 2: Local, national, international and global areas of interest</b>	<b>1: Home, town, neighbourhood and region</b> <b>2: Social issues</b> <b>Charity/voluntary work, Healthy/unhealthy living</b> <b>3: Global issues</b> The environment, Poverty/homelessness <b>4: Travel and tourism</b>	
<b>Theme 3: Current and future study and employment</b>	<b>1: My studies</b> <b>2: Life at school/college</b> <b>3: Education post 16</b> <b>4: Jobs, career choices and ambitions</b>	

## How you can help your child

- Be positive about language learning.
- Remind them that it is easier to learn French than a lot of people think, because many words are closely related to English
- Avoid statements like “languages are hard” or “everyone speaks English”
- Help your child learn their vocabulary
- Encourage them to find out about countries where French is spoken on the Internet
- Support your child in completing homework tasks