



Curriculum Plan – (MFL)

*Called as God's family,
we strive to achieve our personal best,
by living and learning in Christ.*

Department Mission Statement - : (What do you want pupils to gain from studying your subject? How will it prepare them for later life and/or the next stage if their education? What skills and knowledge are developed? How are these sequenced together across the year groups and key stages? How is the local context of the school reflected in the curriculum of your subject?).

In the Department of Modern Foreign Languages, we believe that the study of foreign languages is the foundation for critical thinking and communication. Our language courses (KS3 and KS4) develop the essential skills necessary to communicate in the target language and to gain access to another culture. Furthermore, by studying and learning another language, students learn by comparison about their own native language, its structures and syntax. It has been proven that second-language acquisition improves the student's communication skills in his/her own language.

Key Stage 2 – Not all students arrive from their primary school having studied the same language. It is worth noting that the actual content that needs to be covered in KS2 is non-prescriptive, which means there are inconsistencies in students' knowledge and skills when they join us in Year 7.

Curriculum Plan – (MFL)



Knowledge Gained	Skills Developed
<p>(National Curriculum Guidance and SNOMAC Collaboration Used)</p> <p><u>Pupils should have:</u></p> <ul style="list-style-type: none">- explored the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.- engaged in conversations by asking and answering questions, expressing opinions and responding to those of others, seeking clarification and help.- listened attentively to spoken language and shown understanding by joining in and responding.- spoken in sentences, using familiar vocabulary, phrases and basic language structures.- developed accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.- read carefully and show understanding of words, phrases and simple writing.- appreciated stories, songs, poems and rhymes in the language.- broadened their vocabulary and developed their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	<p>(National Curriculum Guidance and SNOMAC Collaboration Used)</p> <p><u>Pupils should:</u></p> <ul style="list-style-type: none">- understand and respond to spoken and written language from a variety of authentic sources.- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.- be able to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.- discover and develop an appreciation of a range of writing in the language studied.



Curriculum Plan – (MFL)

<ul style="list-style-type: none"> - written phrases from memory, and adapted these to create new sentences, to express ideas clearly. - described people, places, things and actions orally and in writing. - understood basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	
---	--

Key Stage 3 Knowledge and Skills Requirement (What knowledge and skills do pupils need to gain by the end of year 9?)

Knowledge To Be Built	Skills To Be Developed
<p>Grammar (Foundation):</p> <ul style="list-style-type: none"> ● present tense of regular <i>-er</i> verbs ● present tense of <i>aller, avoir, être, faire, prendre</i> ● perfect tense of regular verbs ● perfect tense of irregular verbs ● perfect tense with <i>être</i> ● the near future (<i>aller</i> + infinitive) ● using three tenses together ● <i>je voudrais</i> + infinitive ● reflexive verbs ● modal verbs (<i>vouloir, pouvoir, devoir</i>) + infinitive ● forming questions (using rising intonation, <i>est-ce que</i> and question words) ● negatives (<i>ne ... pas, ne ... jamais</i>) ● adjective agreement ● possessive adjectives 	<p>Pupils have been taught how to:</p> <ul style="list-style-type: none"> ● identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being 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 ● 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



Curriculum Plan – (MFL)

<ul style="list-style-type: none"> • à + the definite article • the partitive article • <i>il faut</i> + infinitive • expressions with <i>avoir</i> <p>Grammar (Higher):</p> <ul style="list-style-type: none"> • present tense of regular <i>-er, -ir</i> and <i>-re</i> verbs • <i>depuis</i> + present tense • imperfect tense • future tense (e.g. <i>je mangerai</i>) • the conditional • using a range of tenses (present, perfect, imperfect, near future, future, conditional) • the imperative • negatives (<i>ne ... pas, ne ... jamais</i> and <i>ne ... plus</i>) • direct object pronouns (<i>me, te, nous, vous, le/la/l', les</i>) • emphatic pronouns • the pronoun <i>y</i> • <i>ce qui, ce que</i> • nouns for jobs • two meanings of <i>il y a</i> 	<ul style="list-style-type: none"> • 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 • 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.
--	---

Key Stage 4 Knowledge and Skills Requirement (What knowledge and skills do pupils need to gain by the end of year 11?)

Knowledge To Be Built	Skills To Be Developed
<p>Vocabulary around the following topics:</p> <ul style="list-style-type: none"> - Me, my family and friends - Technology in everyday life - Free-time activities - Home, town, neighbourhood and region - Social and global issues - Travel and tourism - My studies - Life at school/college - Education post 16 	<p>Listening: Students are expected to be able to recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.</p> <p>Speaking: Students are expected to speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate. They can also initiate and</p>

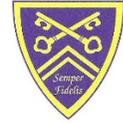


Curriculum Plan – (MFL)

<p>- Jobs, career choice and ambitions</p> <p>Grammar: Nouns, articles, adjectives, adverbs, quantifiers, intensifiers, verbs, variety of tenses, prepositions, conjunctions, numbers, quantities, dates, time.</p> <p>Note: The degree of grammatical complexity and the range of vocabulary will vary depending on the tier (Foundation or Higher).</p>	<p>develop conversations and discussion, producing extended sequences of speech</p> <p>Reading: Students are expected to be able to recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts.</p> <p>Writing: Students are expected to make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. They can also make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince.</p> <p>Translation: Students are expected to be able to translate sentences and short texts from English into French to convey key messages accurately and to apply grammatical knowledge of language and structures in context.</p>
--	---

Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed ((Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
7	Module 1 – C’est perso (It’s about me)	<ul style="list-style-type: none"> - Vocabulary around personal descriptions of oneself and others - regular <i>-er</i> verbs (singular) + endings - connectives: <i>et, aussi, mais</i> - <i>être</i> and <i>avoir</i> (present singular) - intensifiers: <i>très, assez</i> 	<ul style="list-style-type: none"> - Talking about likes and dislikes, using <i>j’aime/je n’aime pas</i> - Using <i>être</i> and <i>avoir</i> (<i>je, tu, il/elle</i>) - Understanding adjective agreement - Using the present tense (singular: <i>aimer, s’appeler, être, avoir</i>) 	At the end of each module, there are tests in all four skills (Listening, Reading, Speaking and Writing) as well as transcription tests. There are also tests designed to

Curriculum Plan – (MFL)



			<ul style="list-style-type: none"> - Using possessive adjectives (<i>mon/ma/mes, ton/ta/tes</i>) - Using the definite article (<i>le, la, l', les</i>) - Forming questions using intonation (<i>qu'est-ce que ...?</i>) 	<p>prepare students for starting GCSE, testing skills that will be essential to the GCSE (9-1):</p> <p>Translation into and out of the target language, Understanding literary texts, Roleplays and Responding to a picture. All tests are mapped to new grading system.</p> <p>ALL students must be tested in at least 3 AOs at the end of each module, giving a total of 15 formal assessments throughout the year.</p>
Module 2 – Mon collège (My school)	<ul style="list-style-type: none"> - Vocabulary around agreeing and disagreeing, school subjects, timetables, school day, food - connectives to create longer sentences, and other intensifiers - accents - listening skills: using context - speaking skills: adapting model language - plural nouns (-s) 	<ul style="list-style-type: none"> - Asking questions (intonation/with <i>Est-ce que ...?</i>) - Giving opinions and reasons - Using the 12-hour clock - Using <i>on</i> to say 'we' (-er verbs, <i>avoir</i> and <i>être</i>) - Using the partitive article (<i>du/de la/de l'/des</i>) - Using the definite article with likes/dislikes 		
Module 3 – Mes passetemps (My hobbies)	<ul style="list-style-type: none"> - Vocabulary around computers and mobiles, giving opinions about sports and activities, describing what other people do - adverbs of frequency - speaking skills: pronunciation, grammar and delivery - reading strategies: patterns, rhymes, picture clues 	<ul style="list-style-type: none"> - Using regular -er verbs in the present - Using <i>jouer à</i> + a sport - Using the verb <i>faire de</i> + a sport/activity - Using <i>aimer/adorer/détester</i> + the infinitive - Using <i>ils</i> and <i>elles</i> (regular -er verbs + <i>être, faire</i>) - Distinguishing between verb forms (<i>j'aime jouer/je joue</i>) 		
Module 4 – Ma zone (My area)	<ul style="list-style-type: none"> - Vocabulary around one's town/village, directions, expressions of frequency and opinions, what one can do in town - <i>il y a .../il n'y a pas de ...</i> - <i>Où est ... ?/Où sont ... ?</i> - <i>aller</i> (present tense) 	<ul style="list-style-type: none"> - Giving directions - Understanding when to use <i>tu</i> and <i>vous</i> - Using <i>à</i> + the definite article - Asking someone to go somewhere - Using <i>je veux/tu veux</i> + infinitive 		

Curriculum Plan – (MFL)



		<ul style="list-style-type: none"> - <i>vouloir</i> + infinitive - <i>pouvoir</i> + infinitive 	<ul style="list-style-type: none"> - Using <i>on peut</i> + infinitive 	
	Module 5 – 3...2...1...Partez! (On holiday)	<ul style="list-style-type: none"> - <i>nous</i> forms (regular –er verbs + <i>aller, faire</i>) - vocabulary around buying drinks and snacks, getting ready to go out, future holiday plans, expressions of time and frequency - <i>ne ... pas</i> with reflexive verbs - ‘to’/’in’ a place or country 	<ul style="list-style-type: none"> - Using <i>nous</i> to say ‘we’ - Using reflexive verbs (singular) - Using higher numbers - Using the near future tense - Using <i>je voudrais</i> + infinitive 	
8	Module 1 – T’es branché(e)	<ul style="list-style-type: none"> - Vocabulary around television programmes, films, reading, the internet, different weather and activities - present tense of <i>aller</i> and <i>faire, avoir</i> and <i>être</i> (singular) - pronunciation: stressing all syllables equally - intensifiers, connectives and opinions to improve writing - <i>on</i> verb forms 	<ul style="list-style-type: none"> - Using subject pronouns: <i>je, tu, il, elle</i> - Present tense of –er verbs (singular) - Using negatives (<i>ne ... pas</i>) - Using <i>j’aime, j’adore</i> and <i>je déteste</i> - Using the definite and indefinite articles (<i>un, une</i> and <i>le, la, les</i>) - Using the verb <i>faire</i> - Using <i>on</i> (part 1) - adjectival agreement 	<p>At the end of each module, there are tests in all four skills (Listening, Reading, Speaking and Writing) as well as transcription tests. There are also tests designed to prepare students for starting GCSE, testing skills that will be essential to the GCSE (9-1):</p> <p>Translation into and out of the target language, Understanding literary texts, Roleplays and Responding to a picture. All tests are mapped to new grading system.</p> <p>ALL students must be tested in at least 3 AOs at the end of each module,</p>
	Module 2 – Paris, je t’adore (Being a tourist/relating a holiday in the past)	<ul style="list-style-type: none"> - Vocabulary around holiday activities, what one likes doing, what one visited and what it was like, sequencing words and qualifiers - variety of opinion phrases (giving dislikes as well as likes, including reasons) - register: using <i>s’il vous plaît/merci</i> to be polite - past participles 	<ul style="list-style-type: none"> - Using <i>on peut</i> + infinitive - Using <i>j’aime</i> + the infinitive - Asking for tourist information - Using question words - Using the perfect tense of –er verbs - Using <i>de</i> after negative verbs 	
	Module 3 – Mon identité (My identity)	<ul style="list-style-type: none"> - Vocabulary around personality, friendships, music, clothes, last weekend activities - possessive adjectives (<i>mon/ton</i>) - the present tense of <i>être</i> (singular) 	<ul style="list-style-type: none"> - Adjectival agreement (part 1) - Using <i>on</i> (part 2) - Giving opinions - Using the near future tense (part 1) 	



Curriculum Plan – (MFL)

		- the present tense of <i>venir</i> (singular)	- Using the perfect tense	giving a total of 15 formal assessments throughout the year.
	Module 4 – Chez moi, chez toi (At home)	- Vocabulary around where one lives, one's home, meals, what food to buy, quantities, a forthcoming event - prepositions - partitive articles	- Using <i>j'habite</i> and <i>je voudrais habiter</i> - Using prepositions (including <i>de</i> with quantities) - Using partitive articles <i>du, de la, de l', des</i> - Using <i>il faut</i> + infinitive - Using the near future tense (part 2)	
	Module 5 – Quel talent?! (Talents and ambitions)	- Vocabulary around talent and ambition, saying what one can and must do, telling someone what to do, describing personalities - <i>vouloir</i> + infinitive - a wider range of adjectives	- Using the infinitive - Using <i>devoir</i> and <i>pouvoir</i> + infinitive - Using the imperative - Adjectival agreement (part 2) - Using <i>avoir</i> and <i>être</i> - Using a variety of verbs followed by an infinitive	
9	Module 1 – Ma vie sociale d'ado (My social life as a teenager)	- Vocabulary around personal description, social media, inviting someone out, describing a date, music events - range of –er verbs	- Using the verbs <i>avoir</i> and <i>être</i> (present – singular) - adjectival agreement - regular –er verbs and <i>faire</i> (present tense singular) - Using the verb <i>aller</i> (present tense – singular) - Using the perfect tense (<i>je/tu/il/elle/on</i>)	At the end of each module, there are tests in all four skills (Listening, Reading, Speaking and Writing) as well as transcription tests. There are also tests designed to prepare students for starting GCSE, testing skills that will be essential to the GCSE (9-1): Translation into and out of the target language, Understanding literary texts, Roleplays and Responding to a picture.
	Module 2 – Bien dans sa peau (Staying healthy)	- Vocabulary around body parts, sports, healthy eating, making plans to stay fit, describing levels of fitness	- Using <i>à</i> + the definite article - Using <i>il faut</i> + infinitive - Using partitive articles <i>du, de la</i> and <i>des</i> - Using negatives <i>ne...pas, ne ... jamais</i> - Using the near future tense	

Curriculum Plan – (MFL)



			- Using two tenses together	<p>All tests are mapped to new grading system.</p> <p>ALL students must be tested in at least 3 AOs at the end of each module, giving a total of 15 formal assessments throughout the year.</p>
	Module 3 – À l’horizon	- Vocabulary around discussing one’s future, learning languages, describing jobs, ambitions - <i>je</i> form of a range of irregular verbs	- Using the near future tense - Using modal verbs – <i>on peut</i> + infinitive - Asking questions - Using masculine and feminine nouns	
	Module 4 – Spécial vacances (Holidays)	- Vocabulary around discussing holidays, items to take with you on holiday, holiday disasters, tourist attractions - range of interrogative pronouns - possessive adjectives	- Asking questions, using question words - Using <i>je voudrais</i> + infinitive - Using reflexive verbs - Using perfect tense verbs	
	Module 5 – Moi dans le monde (My place in the world)	- Vocabulary around what one is/isn’t allowed to do, things one buys - explaining what is important to you and describing what makes you happy - range of infinitives to use after <i>c’est de</i>	- Using <i>j’ai le droit de</i> + infinitive - Using possessive adjectives - Using three tenses together - Using infinitives to mean ‘-ing’	
10	Module 1 – Qui suis-je? (Who am I?)	- Vocabulary around family, personal descriptions, places in town, friendships, family relationships, making arrangements to go out, describing a night out, talking about when one was younger, role-models - a range of reflexive verbs - a range of pronouns, time phrases and opinion phrases - irregular verbs in the present tense - using a variety of tenses at the same time	- Adjectival agreement - The present tense (regular, irregular and reflexive verbs) - Using the definite and indefinite article accurately - The verb <i>aller</i> in the present tense - The preposition <i>à</i> - The relative pronoun <i>qui</i> (Higher only) - Using possessive adjectives - Using emphatic pronouns (Higher only) - Using the near future - Using the perfect tense - Using the imperfect tense (Higher only)	<p>At the end of each module throughout KS4, there are summative tests in all four skills (Listening, Reading, Speaking and Writing) as well as transcription and translation tests. Those are in the style of and cover the skills needed for the GCSE exams. All tests are mapped to new grading system.</p> <p>ALL students must be tested in Reading, Listening and Writing</p>



Curriculum Plan – (MFL)

<p>Module 2 – Le temps des loisirs (A time for leisure)</p>	<ul style="list-style-type: none"> - Vocabulary around sport, music, technology, films, TV and TV programmes, one’s life online, reading and books - a range of adjectives to use with comparatives and superlatives - key direct object pronouns (DOP) - The position of adjectives 	<ul style="list-style-type: none"> - The verb <i>faire</i> - Using <i>jouer à</i> and <i>jouer de</i> - Using <i>depuis</i> + the present tense - Changing verb forms to answer questions (Higher only) - Using negatives (Foundation only) - Using comparative and superlative (Higher only) adjectives - The relative pronoun <i>que</i> (Higher only) - Rewriting a text in the third person (Higher only) - More practice on the imperfect tense (Higher only) - Using direct object pronouns (<i>le, la, les</i>) (Higher only) 	<p>skills. Examples of the speaking assessment materials are shared with pupils and this skill is tested in an informal way.</p> <p>Throughout each module, formative testing takes place in the form of vocabulary tests with one set format used across the department.</p>
<p>Module 3 – Jours ordinaires, jours de fête (Ordinary days and special occasions)</p>	<ul style="list-style-type: none"> - Vocabulary around food and meals, shopping for clothes, daily life, describing family, celebrations, festivals and traditions, adjectives of colour - Different words for ‘size’ - The irregular verbs <i>boire, mettre</i> and <i>prendre</i> - Use of preposition <i>chez</i> - When to use polite language with subject <i>vous</i> - A range of time phrases and dates 	<ul style="list-style-type: none"> - using the partitive article (‘some’, ‘any’) - Using <i>il faut</i> + infinitive (Higher only) - Using modal verbs <i>pouvoir</i> and <i>devoir</i> - Listening out for negatives - Asking questions - Using the pronoun <i>en</i> (Higher only) - Switching between <i>tu</i> and <i>vous</i> - Using <i>venir de</i> + infinitive (Higher only) - Using <i>il y a</i> to say ‘ago’ - Using a combination of tenses 	
<p>Module 4- De la ville à la campagne (Between town and countryside)</p>	<ul style="list-style-type: none"> - Vocabulary around where one lives (village/town/region), transport, weather, directions, describing what to see and do, future plans, community projects - different prepositions to say ‘in’ - range of opinions and reasons 	<ul style="list-style-type: none"> - Using the imperative - Using a variety of adjectives and superlatives (Foundation only) - Using <i>si</i> clauses (Foundation only) - Using the pronoun <i>y</i> (Higher only) - Using negatives 	



Curriculum Plan – (MFL)

			<ul style="list-style-type: none"> - Asking questions using <i>quel/quelle/quels/quelles</i> - Using the future tense (Higher only) - Using the present, perfect and future tenses (Higher only) - Using the present and imperfect tenses together (Foundation only) 	
	Module 5 – Le grand large (Going away/Holidays)	<ul style="list-style-type: none"> - Vocabulary around holidays (past, present, future), booking hotels, ordering in a restaurant, travelling, buying souvenirs - Description of ideal holidays and disastrous holidays (Higher only) - Saying 'I could have (done something)' - Past participles of modal verbs 	<ul style="list-style-type: none"> - Using the conditional (Higher only) - Using reflexive verbs in the present and perfect tenses - Using the formal form <i>vous</i> - Using expressions with <i>avoir</i> (Foundation only) - Using pronouns <i>y</i> and <i>en</i> (Foundation only) - Saying 'in' or 'to' with countries (Foundation only) - Using <i>en</i> + the present participle (Higher only) - Using <i>avant de</i> + the infinitive (Higher only) - Using <i>si</i> + imperfect tense + conditional (Higher only) - Using demonstrative adjectives and pronouns (Higher only) - Using the pluperfect tense (Higher only) 	
11	Module 6 – Au collège (At school)	<ul style="list-style-type: none"> - Vocabulary around school subjects, timetable, school, school rules, healthy living, vices, school exchanges - Comparing school in the UK and French-speaking countries - How to infer answers from a text 	<ul style="list-style-type: none"> - Using the definite article - Present tense: the third person singular - Present tense: the third person plural - Using <i>il faut</i> and <i>il est interdit de</i> - Using the imperative (Higher only) 	



Curriculum Plan – (MFL)

		<ul style="list-style-type: none"> - A range of adverbs 	<ul style="list-style-type: none"> - Using the present and future tenses together - Using the subject pronoun <i>on</i> (Higher only) - Understanding and using direct object pronouns (Foundation only) 	
	Module 7 – Bon travail! (Good work!)	<ul style="list-style-type: none"> - Vocabulary around jobs and work preferences, career choices, plans, hopes and wishes, applying for jobs - Understanding case studies - A range of verbs followed by <i>à</i> or <i>de</i> - Saying 'better/worse' and 'the best/worst thing' - Complex sentences in the future tense (<i>si, quand, lorsque</i>) 	<ul style="list-style-type: none"> - Using the relative pronoun <i>qui</i> (Foundation only) - Understanding the simple future tense ('will' or 'shall') (Foundation only) - Using the conditional - Using the perfect infinitive (Higher only) - Using the subjunctive to express wishes, thoughts, possibility or necessity (Higher only) - Using relative pronoun <i>dont</i> (Higher only) - Using direct object pronouns in the perfect tense (Higher only) - Using verbs followed by <i>à</i> or <i>de</i> 	
	Module 8 – Un œil sur le monde (Looking after the world)	<ul style="list-style-type: none"> - Vocabulary around what makes one tick, problems facing the world, protecting the environment, ethical shopping, volunteering, big events - Learning verbs in the infinitive form - A range of indirect object pronouns (IOP) 	<ul style="list-style-type: none"> - Using <i>qui</i> and <i>ce qui</i> (Foundation only) - Using <i>en</i> + the present participle (Foundation only) - Emphatic pronouns (Foundation only) - The pluperfect tense (Foundation only) - Making connections between word types - Using the modal verbs <i>pouvoir</i> and <i>devoir</i> in the conditional (Higher only) - Using a variety of tenses - Using the passive 	



Curriculum Plan – (MFL)

			<ul style="list-style-type: none">- Using indirect object pronouns (Higher only)- Giving arguments for and against	
--	--	--	--	--