



St Dunstan's School

GLASTONBURY



French Curriculum Booklet

2023 - 2024

Faculty Lead: Mrs Manning

French Curriculum Intent:

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.” Nelson Mandela

Languages are an integral part of St Dunstan’s and we strive to develop motivated, engaged and confident language learners with a positive, can-do attitude.

We strongly believe that languages are a skill for life and that being able to speak another language is a huge asset that will help our pupils to succeed in the future. Not only is a foreign language useful for travelling, it is also a great advantage for university and career prospects and gives our pupils opportunities to work or study abroad later in life. Having an understanding of foreign languages also provides an opening to other cultures, encourages the celebration of differences and prevents insularity.

The St Dunstan’s French curriculum intends to instil the St Dunstan’s core values of Truth; Resilience; Ambition; Community and Kindness (TRACK) as follows:

Truth: The French Curriculum enables students to know and understand the correct structures and pronunciation as well as understand the **truth** of a new culture.

Resilience: The French Curriculum contributes greatly to our school’s values. We encourage students to reflect on their learning and show **resilience** when tasks become challenging. We encourage our learners to not give up and to recognise that taking risks in speaking, although sometimes uncomfortable, is a necessity in both French and in their lives. Teachers focus on building the relationships and the environment needed to make mistakes, which we value because making mistakes is an opportunity to learn.

Ambition: The curriculum intent is to ensure that all learners are studying a **challenging curriculum**. Students flourish and achieve above expected outcomes because of this challenge.

Community: The curriculum intent is to develop in students a deep appreciation of the cultural differences of the world. We intend to supplement our in-class coverage of the curriculum, with visits to France in Years 7 and 10, thus enriching the **cultural capital** of our students.

Kindness: We encourage **kindness** in all our lessons and with all our students. This can take the form of encouraging students to help each other as well as more formal episodes from the Scheme of Learning. EG. In y7 the written assessment we conduct with students forms part of a ‘secret Christmas card’ to the teachers.

The overarching aims for our students are **fluid communication**, and a broad **cultural awareness** in our multilingual and multicultural world. They will gain a **strong phonetic knowledge** to enable them to converse confidently (and pronounce new vocabulary) and a reinforcement of many **literacy skills** from their first language. Students will learn how to **manipulate grammar** to allow them to **personalise information** and **retain core phrases** that can be recycled in a large number of **real life situations**. Through this knowledge and confidence they will become **resilient and competent linguists** who are open-minded and versatile communicators.

French Curriculum Implementation:

Key Stage 3

All pupils study French from Year 7 through to Year 9. The MNSP Scheme of Learning for French is followed, which meets and at times exceeds the National Curriculum. The content of our curriculum provides learners with the ability to understand and communicate about personal and factual information that goes beyond their immediate needs and interests. Pupils are taught to develop and justify points of view in speech and writing, with increased spontaneity, independence and accuracy. The topics we study also ensure that pupils are prepared for further study at GCSE.

We ensure that:

- phonics, vocabulary and grammar underpin the curriculum so that pupils can quickly understand and produce language for themselves and make progress. The curriculum is deliberately ordered so that the components of each topic make sense and that new language builds on previously learned language with secure foundations.
- there is a variety of skills in lessons eg, speaking, listening, reading, translation and writing using suitable resources.
- there is a focus on positive error correction as a path to improvement and part of a natural language learning process where pupils are clear about how they can make progress.
- pupils have a sound understanding of, and the ability to use, grammatical structures as the building blocks which allow for more autonomous use of language.
- we develop and embed literacy skills for all pupils such as inferring meaning, predicting, and retrieving information from texts containing unfamiliar language.

Assessment is designed for pupils to have a good understanding of their progress through regular self/peer assessment, low stakes quizzes and knowledge recall tests as well as targeted teacher feedback to test knowledge. This ensures that pupils are aware of their own strengths and weaknesses, where the gaps are in their own learning and what they need to do to address these. Pupils are guided in understanding how they learn best and in developing effective language learning strategies, as well as how to reflect on their work, review and improve it.

Key Stage 4

Our curriculum is based around the Edexcel Specification to ensure that all knowledge, understanding and skills required for GCSE are covered. We ensure that we cover the language required for different abilities to ensure that the needs and aspirations of our pupils are met.

Final decisions on tiers of entry (either foundation or higher) are made following the November Mocks in Year 11. To ensure that pupils of all abilities can access the work, we scaffold tasks and add support. We also provide “challenge” tasks which require pupils to extend their learning using different tenses or talk about others as well as themselves with more idiomatic and complex structures. This ensures that our pupils are prepared for A levels should they wish to continue their language studies.

Allocated Curriculum Time:

Year Group	Y7	Y8	Y9	Y10	Y11

Fortnightly lesson allocation in hours	4	4	4	5	5
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Curriculum Plan: Year 7

Term	Curriculum Foci Areas	Assessment Criteria
1	Talking about myself including name, where you live, age and birthday and a physical description <ul style="list-style-type: none"> Be able to communicate sentences used to introduce self with focus on pronunciation Develop knowledge of vocabulary (countries, languages, numbers, months, hair and eye colour) Introduce key verbs <i>j'ai</i> and <i>je suis</i> which will be reinforced throughout 7 	Assessment 1: Speaking Assessment Part 1 Read aloud text covering the content covered Part 2 Q and A based on content covered (to be prepared at home).
2	Talking about who is in your family with details about them <ul style="list-style-type: none"> Develop knowledge of vocabulary (family members, higher numbers, adjectives to describe people) Other forms of <i>avoir</i> and <i>être</i> are introduced (<i>il/elle</i> and <i>ils/elles</i>) Use negatives to say you don't have Be able to understand and use possessive adjectives correctly Understand adjective ending changes for masculine and feminine 	Assessment 2: Extended writing and listening or reading comprehension task based on Term 1 and 2 content
3	Talking about School and Leisure <ul style="list-style-type: none"> Be able to communicate opinions about school subjects and compare them and say what you like to do and actually do at the weekend including opinions, school subjects, comparison vocab, leisure activities Understand articles using <i>le/la/les</i> Understand using opinions verbs + infinitives and conjugating verbs in the present tense Use negatives to say what you don't do 	Assessment 3: Listening and Reading
4	Talking about where you live and pets you have <ul style="list-style-type: none"> Be able to communicate extended sentences about where you live and your pets including pets you would like to have Understand articles using <i>un/une/des</i> Understand how to form plurals of some words make sure each year group table fits one page only 	Assessment 4: Extended writing or speaking assessment based on Term 3 and 4 content
5	What you like to eat and drink and what you have at different mealtimes <ul style="list-style-type: none"> Be able to communicate extended sentences about what you like to eat and what you eat at different meal times including opinions and justifications Understand when to use <i>le/la/les</i> or partitive article <i>du/de la/des</i> Develop cultural knowledge of French eating habits and foods 	Assessment 5: End of Year Exams Listening Reading Writing Content based on Terms 1-5

Your town - what there is and what you can do there

- Be able to communicate extended sentences about your town - what there is and what you can do there
- Use the modal verb *on peut* + infinitive
- Use negatives to say what there isn't and what you cannot do
- Develop cultural knowledge of Francophone towns

Curriculum Plan: Year 8

Term	Curriculum Foci Areas	Assessment Criteria
1 and 2	Free Time including what you wear, the weather and activities <ul style="list-style-type: none"> Develop knowledge of vocabulary (clothes, weather, time expressions) and be able to recall previous knowledge of free time activities from year 7 Form extended sentences using a range of verbs in the present tense and dependent clauses (when and if..). Understand and use the verbs faire, aller as well as regular verbs for different people with the appropriate sports and activities Understand and say the time in French to say when you do activities 	Assessment 1: Writing assessment on content covered so far and content from Year 7 Assessment 2: Extended speaking and listening or reading comprehension task based on Term 1 and 2 content
2 and 3	Holidays including usual, preferences and past holidays <ul style="list-style-type: none"> Develop knowledge of holiday vocabulary (accommodation, transport) and be able to recall previous knowledge from year 7 Consolidate knowledge of verbs in present tense including being able to talk about others' usual and preferred holidays Understand and be able to form sentences using the perfect tense to talk about past holidays Give opinions about past holidays using c'était 	Assessment 3: Listening and Reading
3 and 4	Illnesses and injuries including being able to say what you want to, have to and can and cannot do <ul style="list-style-type: none"> Develop knowledge of vocabulary (parts of body) Form sentences using modal verbs + infinitive Consolidate knowledge of perfect tense to say how injury/illness happened 	Assessment 4: Extended writing or speaking assessment based on Term 3 and 4 content
5 and 6	France and French people including learning about the geography of France and famous French people <ul style="list-style-type: none"> Develop cultural knowledge of France – its Geography, famous people Be able to state facts about France and famous French people including what they have done using the past tense and high numbers for years Make comparisons between France and Britain using comparatives and superlatives 	Assessment 5: End of Year Exams Listening Reading Writing Content based on Terms 1-5

Curriculum Plan: Year 9

Term	Curriculum Foci Areas	Assessment Criteria
1	Media including TV, music and film <ul style="list-style-type: none"> Develop knowledge of vocabulary (tv programmes, film types, musical genres and be able to recall previous knowledge of key verbs from year 7 Form extended sentences a range of opinions, more complex opinions and justifications 	Assessment 1: Speaking assessment based on content covered so far and content from Year 7/8: Part 1 Read aloud text covering the content covered Part 2 Q and A based on content covered so far and some content from Year 7 /8 (to be prepared at home).
2	Technology <ul style="list-style-type: none"> Develop knowledge of vocabulary (technology) and be able to recall previous knowledge of key verbs from year 7 Form extended sentences using a range of verbs in the present tense to talk about how you and others in your family use technology usually Recap past tense to talk about how you and others in your family have uses technology recently 	Assessment 2: Extended writing or speaking and listening or reading comprehension task based on Term 1 and 2 content
3 and 4	Health including eating habit preferences and future intentions <ul style="list-style-type: none"> Develop knowledge of knowledge needed to talk about healthy and unhealthy lifestyles (food, sport, exercise, sleeping habits) and be able to recall previous knowledge from year 7 Consolidate knowledge of verbs in present tense and past tense to talk about usual and recent habits Use impersonal structures to give advice Understand and be able to form sentences using the Future tense to talk about future intentions to stay healthy Form extended sentences using a range of verbs in the present and future tense and past tense 	Assessment 3: Listening and Reading Assessment 4: Extended writing or speaking assessment based on Term 3 and 4 content
5 and 6	Transition to GCSE course - Me, my family and friends and personal relationships <ul style="list-style-type: none"> Go above and beyond knowledge learned at KS3 to use more complex phrases to talk about self, family and friends Use possessive adjectives to talk about your friends/family Use adjectives accurately to describe others and use complex opinion phrase Use reflexive verbs to be able to talk about relationships with family and friends and pronouns 	Assessment 5: End of Year Exams Listening Reading Writing Content based on Terms 1-5

Curriculum Plan: Year 10 French
Exam Board: Edexcel

Term	Curriculum Foci Areas Assessment Criteria	Assessment Criteria
1	Who am I? <ul style="list-style-type: none"> to develop knowledge needed to talk about family and friends and (the relationships you have with them) and be able to recall previous knowledge from KS3 Consolidate knowledge of verbs in present tense and past tense to talk about friends and family to learn the difference between the use of perfect and imperfect tenses 	Assessment 1: Writing 80-90 Words Friends
2	Leisure activities <ul style="list-style-type: none"> to develop knowledge of vocabulary (Sports, Leisure, Reading, Cinema) and be able to recall previous knowledge of key verbs from KS3 to be able to use the comparative to discuss different leisure activities to use direct object pronouns fully in leisure activity discussions to learn to use superlative (better/bigger etc.) when talking about sports 	Assessment 2: Speaking Describe a photo and questions on topic (conversation)
3	Festivals and Celebrations <ul style="list-style-type: none"> to develop a cultural awareness of important francophone festivals and how they are celebrated to understand the use of different modal verbs and the use of the infinitive to learn about the uses of Tu/Vous and when they are appropriate to use in conversation 	Assessment 3: Reading and Listening
4	Town <ul style="list-style-type: none"> to develop knowledge of vocabulary (Where I live, places in a town, directions, weather and activities in town) and be able to recall previous knowledge of key verbs from KS3 to understand the use of y (there) and when it can be used in both spoken and written forms to be able to use a variety of negative structures to understand question words and what information is being asked for 	Assessment 4: Writing 80-90 words Where I live
5	Holidays <ul style="list-style-type: none"> to develop knowledge of vocabulary (Destinations, accommodation, activities) and be able to recall previous knowledge of key verbs from KS3 to learn how to use the conditional tense to express an ideal holiday to be able to use reflexive verbs to discuss daily routine to understand the use of the plu perfect tense 	Assessment 5: End of Year Exams
6	School <ul style="list-style-type: none"> to develop knowledge of vocabulary (Lessons in school, time, timetable, locations in school) and be able to recall previous knowledge of key verbs from KS3 to recap the differences between il/elle and ils/elles 	

	<ul style="list-style-type: none"> to use <i>il faut</i> to discuss rules in school 	
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Curriculum Plan: Year 11 French

Exam Board: Edexcel

Term	Curriculum Foci Areas Assessment Criteria	Assessment Criteria
1	School (cont.) <ul style="list-style-type: none"> to develop knowledge of vocabulary (Lessons in school, time, timetable, locations in school) and be able to recall previous knowledge of key verbs from KS3 to recap the differences between il/elle and ils/elles to use <i>il faut</i> to discuss rules in school 	KS4 Assessment
2	Work <ul style="list-style-type: none"> to develop knowledge of vocabulary (Ambitions for after St Dunstons, further study, jobs and careers) and be able to recall previous knowledge of key verbs from KS3 to learn about the subjunctive and when it is used to use comparative language to make comparisons about school subjects/work and careers to use adverbs successfully 	Year 11 Mock Exam 1
3	Environment <ul style="list-style-type: none"> to develop knowledge of vocabulary (Environmental issues for the planet, what we can do to impact this, equitable fashion/clothing, big events (olympics etc.) and their impact) and be able to recall previous knowledge of key verbs from KS3 to discuss what is good/not good for the environment and the reason why 	Year 11 Mock Exam 2
4	Speaking preparation <ul style="list-style-type: none"> to work on speaking presentation for the first part of the general conversation to practise pronunciation ready for the speaking exam to answer questions on any theme to understand the structure of the speaking exam (roleplay, photo, conversation) 	
5	Revision <ul style="list-style-type: none"> to work on key vocabulary for each of the 5 themes to practise the skills of listening and reading ready for the exams to practise translation ready for the reading and writing exams to use key structures in the writing exam 	

French Final Assessment Structure:

Component	Weighting	Content	Proposed Date of Examination
Listening	25%	Foundation - 35 minutes Higher - 45 minutes Any of the GCSE topics/themes can come up in the exam	May/June of Year 11
Speaking	25%	Foundation - 7-9 minutes <ul style="list-style-type: none"> • Role-play • Describe a photo • Two conversations (presentation and unseen theme) Higher - 10-12 minutes <ul style="list-style-type: none"> • Role-play • Describe a photo • Two conversations (presentation and unseen theme) 	April/May of Year 11
Reading	25%	Foundation - 45 minutes Higher - 60 minutes Any of the GCSE topics/themes can come up in the exam	May/June of Year 11
Writing	25%	Foundation - 60 minutes <ul style="list-style-type: none"> • Describe a photo in 20-30 words • Write 40-50 words using present and future tenses • Write 80-90 words using present, future and past tenses. • Translate individual sentences into French Higher - 75 minutes <ul style="list-style-type: none"> • Write 80-90 words using present, future and past tenses. • Write 130-150 words to convince and persuade • Translate a paragraph into French 	May/June of Year 11

Please see exam board websites for up to date information:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016.html>