



# Springwood High School French Curriculum Plan

## **Our Vision:**

To develop a love of languages giving the students the skills they need to use French confidently when in France or in a French speaking country.

Exam boards: Edexcel GCSE and Edexcel A level

## **Brief overview of topics, themes, skills or key questions for each term:**

### **Key Stage 3**

#### **Why are we teaching a knowledge-rich curriculum; how is it different?**

We feel strongly that knowledge is taught to be remembered, not encountered. Therefore, we have incorporated research into cognitive science in the development of our curriculum, in order to ensure that our students leave Key Stage 3 knowing more and remembering more. Our knowledge-rich curriculum builds towards a deeper understanding of the target language by focusing on the core building blocks that underpin language-learning; phonics, vocabulary and grammar. These components are carefully and deliberately sequenced and routinely revisited and recycled throughout Key Stage 3. As a result, students become more proficient in their use of the target language, making clearer links between each piece of knowledge learnt, and are better able to manipulate the target language in a variety of contexts and for a variety of purposes.

#### **Why are we teaching this content, in this order?**

The content we teach allows students to speak, write, understand and respond to the target language in a range of contexts and for a variety of purposes. Our choice of topics reflects the varied interests of our students and many of our topics teach practical language, useful to real-life scenarios. As our students progress through the course, they have the opportunity to move on from discussing their own personal tastes and habits to considering wider issues, such as caring for the environment and children's rights. Our course also creates opportunities for students to develop cultural understanding of the target language country through the study of sport, music, food and festivals. These topics provide an excellent foundation for study at GCSE level and beyond.

The way we have chosen to sequence our content ensures a clear, logical progression in the complexity of grammar and phonics and range of vocabulary studied. For example, in Y7 students build proficiency in their understanding of the present tense and use of opinions before progressing



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to the use of further tenses in subsequent years. The spiral design of our Key Stage 3 curriculum also allows us to regularly re-visit grammar points and vocabulary in new contexts and in increasing depth. Students apply their developing knowledge of grammar, phonics and vocabulary through four key skills (listening, speaking, reading and writing) and tasks increase in complexity as the course progresses to reflect students' growing proficiency in the language.

### **How does our curriculum match the ambition of the National Curriculum?**

Our curriculum fully matches the ambitions of the National Curriculum, providing students with the necessary skills, knowledge and opportunities to communicate in the target language in a wide range of contexts and for a variety of purposes. Our course develops linguistic competence through the progressive study of phonics, grammar and vocabulary and students also have regular opportunities to develop intercultural understanding through exploration of the target language country and culture. In lessons, students routinely practise speaking and writing in order to develop fluency and accuracy. They also work with a variety of spoken and written texts, including authentic texts, in order to develop receptive listening and reading skills. By providing a solid foundation of transferable skills and knowledge necessary for success in languages, our curriculum fully equips students for future language study at GCSE and beyond.

### **How does the curriculum build on that from Key Stage 2?**

Whether or not students arrive in Year 7 with prior experience of the language they will study, our curriculum builds on key language skills developed at primary school such as; recognising cognates, memory techniques, pattern recognition and reading for gist. We also continue to foster students' curiosity for other cultures.

### **By the end of Key Stage 3, what key knowledge should pupils need to remember and be able to apply in this subject**

By the end of Key Stage 3, students will have a secure understanding of the phonetic system of the language they study, allowing them to successfully understand and produce the target language with increasing automaticity and fluency. Students are introduced to key sounds at the very beginning of their language studies, and new vocabulary is introduced with robust pronunciation practice. In order to support students, this skill is practised extensively through speaking and listening activities, including dictation and reading aloud.

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By the end of Year 9, students will have a developing understanding of key aspects of grammar underpinning the target language. Students will have been introduced to three tenses (present, past and future) and should be able to recognise and use them in their work with increasing accuracy and fluency. They will also be able to express justified opinions in the target language and should have an understanding of foundation grammatical principles, such as genders and adjectival agreement. Although students are encouraged to identify patterns in the target language, grammar is taught explicitly through carefully scaffolded activities and practiced alongside familiar vocabulary in all four skills (listening, speaking, reading and writing) in order to ensure proficiency.

| Year | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
|------|---|---|--|--|--|---|
| 7    | Introduction<br>Personal information, alphabet, days, months and dates, personality, describing siblings<br>Writing and translation | Describing family and pets.<br>Avoir and être<br>Adjectives<br>Picture description of family        | School<br>Telling the time<br>Subjects<br>Uniform<br>Opinions on school<br>Pronouns<br>Present tense verbs<br>French school system | Weather and clothing<br>Likes and dislikes<br>Hobbies and sport<br>Time phrases<br>Verbs faire and aller | Describing where you live<br>Home/ activities at home<br>Prepositions<br>Verb aller<br>Places in town revision             | Food – breakfast<br>Ordering food<br>Weekend plans<br>Prices<br>Immediate future<br>Role plays                        |
| 8    | Holidays Seasons and weather<br>Holiday activities in the past<br>Writing and translation   | Festivals<br>Describing a festival<br>Food and prices<br>Festival food<br>Near future<br>Role plays | TV programmes<br>opinions on TV<br>Digital technology<br>Going to the cinema<br>Leisure activities<br>Role plays                   | Shopping<br>Describing last weekend<br>Past tense<br>Where you live<br>Weather                           | Daily routine<br>Helping at home<br>What you did in your area<br>Sports<br>Reflexive verbs<br>Preparing a piece of writing | Sports<br>Opinions on sports<br>Asking for and giving directions<br>Keeping healthy<br>Illness<br>Role play - doctors |

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| 9 | Likes & dislikes<br>After school clubs<br>Friends<br>Describing birthday celebrations<br>Present Tense<br>Perfect Tense | Earning Money<br>Future jobs<br>Future plans<br>Describing what you did yesterday<br>The present tense<br>The near future tense<br>The perfect tense | Discussing music preferences<br>Musical instruments<br>Music festivals and future plans<br>Using two tenses together | Food and eating habits<br>Animals and the natural world.<br>The environment and changing the world. | French speaking countries<br>Travel aspirations<br>Impressive places<br>Holiday activities<br>French speaking country fact file | Describing a trip in the past<br>Describing people and what they do<br>Project/presentation on French speaking country. |
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### Key Stage 4

| Year | Autumn 1   | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
|------|--|---|--|---|---|--|
| 10   | Year 9 revision<br><u>Identity and Culture.</u><br>Discussing family and friends.<br>Describing Outings with family and friends.<br>Describing role models ( <i>at the start of Autumn 2</i> ) | <u>Identity and culture</u><br>Leisure time.<br>Discussing our hobbies and passions. (this includes online interests, reading favourite films and TV programmes.) | <u>Identity and culture</u><br>Talking about what we do , eat and drink ( <i>Beginning of Spring 1</i> )<br>Special occasions (family and religion )<br><i>beginning of Spring 1</i> | <u>Identity and culture</u><br>Talking about our region.<br>This includes discussing the weather, the activities we can do ( <i>second half of spring 2</i> ) | <u>Local area, holiday and travel</u><br><u>First half of summer 2</u><br>Advantages and issues living in our town and region.<br>Discussing what to do and see | <u>Local area, holiday and travel</u><br>Talking about travelling. this includes holiday disasters and ideal holidays.<br>Booking hotels and ordering food. This will be the opportunity for practicing role plays |

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| 11 | <u>Jobs and careers</u><br>Health check 1 +<br>Job applications<br>The importance of languages<br>plans . hope and wishes<br>work experience | <u>Jobs and careers</u><br>Mon boulot dans le tourisme<br><u>Revision for PPE's</u> to take place between<br>In November 2022 (exact dates tbc)<br><u>International and global dimensions</u><br>Talking about what makes you tick, discussing problems facing the world and protecting the Environment / 2nd Health check. | <u>International and global dimensions</u><br>Volunteering and discussing big events<br><u>Revision for PPE's</u> to take place in<br>February 2023 (exact dates tbc) | REVISION<br>Module 5 and revision for the mock speaking<br>End of March 2023<br>Revision Modules 1-2 | Revision Modules and speaking<br>3-4<br>5-6<br>7-8 |  |
|----|--|---|---|--|--|--|

### Key Stage 5

| Year | Autumn 1  | Autumn 2  | Spring 1   | Spring 2                                      | Summer 1   | Summer 2                                |
|------|---|---|--|---|--|---|
| 12   | <u><b>Changes in French Society.</b></u><br><br><b>subtopics:</b><br>-Family structures in France<br>-Education | <b>Subtopics:</b><br>-Education<br><br>-World of Work.<br>- La musique<br>Film study – la Haine | <b>Subtopics:</b><br>Les Medias<br><br>Film study – la Haine | <b>Subtopics:</b><br>Festivals and traditions | <b>Subtopics:</b><br>Impact positif de l'immigration en France<br>Les défis de l'immigration<br>Book<br>'Le gone du Chaâba '(start work) | <b>Subtopics:</b><br>Far Right politics |



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| 13 | Continue IRP<br>Immigration/ racism<br>Mock AS exam<br>A Level writing skills | Multicultural<br>society<br>A Level<br>expressions | Occupation and<br>Vichy<br>La Resistance<br>Avoidance of passive | Exam revision<br>Past papers.<br>Preparation for<br>speaking exam | Preparation/ Exam<br>revision<br>Speaking exam. | Exams |
|----|---|--|--|---|---|-------|

## Enrichment Activities

Competitions: Year 7 spelling bee

Trips: Trips to Cambridge and UEA universities KS4 and KS5. Year 7/8 trip to Paris ( july)

Cross-curricular: Literature is an integral part of GCSE and A level courses / Mathematical concepts / technology Food and Design / Sporting events- Tour de France / French cinema and French plays / music – French songs ( modern and traditional ) / ICT – classwork in ICT rooms / history of World Wars / Geography of France and French speaking countries.

Clubs & Support: quizlet / quia / zut / bbc bitesize and language courses.  
All KS3 groups have assessments at end of half terms – alternate speaking / writing based on GCSE style tasks ( role plays/Q ans A and picture description )  
All KS4 groups pre year 11 have assessments in 4 skills ( reading/listening/ speaking and writing ) on each topic, usually at half term and end of term.  
In year 11 pre mocks and mock exams take place  
Every Wednesday: After school club / Revision and French Homework Support  
in F3 for KS4 and 5

Online resourcesKS3

1. [www.bbc.co.uk/languages/french](http://www.bbc.co.uk/languages/french)
2. [www.languagesonline.org.uk](http://www.languagesonline.org.uk)
3. <http://zut.languageskills.co.uk/index.html>
4. <http://www.euroclubschools.co.uk/index.htm>



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- KS4 <https://qualifications.pearson.com/en/support/support-topics/exams/past-papers/past-papers-information-forstudents.html>  
<https://www.pearsonschoolsandfecolleges.co.uk/secondary/ModernLanguages/French14-16/StudioEdexcelGCSEFrench/StudioEdexcelGCSEFrench.aspx>
1. [www.frenchrevision.co.uk](http://www.frenchrevision.co.uk)
  2. [www.revisioncentre.co.uk/gcse/french](http://www.revisioncentre.co.uk/gcse/french)
  3. [www.bbc.co.uk/schools/gcsebitesize/french](http://www.bbc.co.uk/schools/gcsebitesize/french)
  4. <http://languagesonline.org.uk/Hotpotatoes/Index.htm>
  5. [www.s-cool.co.uk/gcse/french](http://www.s-cool.co.uk/gcse/french)
  6. <http://zut.languageskills.co.uk/index.html>
- KS5 <https://www.francetvinfo.fr/> (TV)  
<http://frenchcafejukebox.blogspot.co.uk/> (French music & activities)  
<https://qualifications.pearson.com/en/support/support-topics/exams/past-papers/past-papers-information-forstudents.html>