

# Subject overview for: French

## 1. Subject overview

The MFL department follows the National Curriculum guidelines (in bold below) and through studying French at JMHS, students develop the following skills:

- **Show greater cultural curiosity and empathy towards other countries to help promote tolerance in British society.** The reasons for learning a language are made explicit and **culture an integral part.** **Resources will be authentic,** relevant and current to extend text books and motivate. Classwork will be enhanced by extra-curricular experiences **such as French literature, film, music and trips.**
- **Be confident communicators. Be leaders.** Students will be given opportunities and the language skills **to communicate confidently in speaking and writing for practical purposes,** including role play situations. Motivated students can take a lead and be Languages role models – simply in class group work, as Year 9 Language Leaders and as Sixth Form Language Assistants.
- **Be inspired. Be independent learners and have linguistic curiosity and resilience.** The enjoyment and challenge of Languages will motivate students to always look for and **build on the vocabulary and grammar** they already know and for some to continue with the subject post 16. In KS5 students will be able to connect with many other subjects and become aware of the **value of languages in the world of work to encourage further language study and working abroad.**

## 2. Key Stage Three summary (Year 7 and Year 8)

### Year 7

Our aim is for every student at JMHS to have the experience of learning a foreign language to widen horizons. The curriculum is designed to encourage students to learn the basics of the French language and the French culture. We start French from the beginning regardless of primary school experience. Students first learn basic vocabulary on Greetings and clothes with colours and word order. Then, they move on to the topic called About me, for which they give opinions about what they like and dislike, and describe themselves with key modal verbs such as “be” and “have” while also learning the negative form.

The following topic is School to consolidate opinion phrases, reasons and the present tense. Students next move on to the topic of Hobbies to further use opinions and reasons, as well as -er verbs and irregular verb “to do” in the present tense. The final topic is Holiday, which introduces the near future and conditional tense.

### Year 8

In Year 8, students start the topic Where I live to describe the area they live in, revisiting the present tense. Followed by My Home which introduces more complex adjectives, comparatives, consolidates the conditional and introduces prepositions.

The next topics are called Celebrations, Hobbies and Paris where students revisit food vocabulary, talk about French celebrations, revisit the near future and use the perfect tense. Student talk about leisure activities such as types of books, movie genres, TV programmes and activities on the Internet while giving opinions and reasons. Students learn about time frames, holiday activities and use the past, present and future tenses.

### 3. Key Stage Four summary

#### a. Year 9: Transition year

Year 9 is a transition year and students will revisit some of the topics studied in Year 7 and Year 8 such as “Family and Friends” or “Hobbies”, while being introduced to some of the GCSE requirements such as extending sentences with complex structures.

#### b. Year 10 and Year 11: GCSE French

Year 10 GCSE starts with the module on “Where I live”. It starts with revision and use of cognates. “Holiday” and “School” are then studied in this order as the grammar taught in these two modules gradually becomes more challenging with complex structures.

Year 11 concludes the GCSE years with the last two topics and is focussed throughout the year on GCSE skills. “The World of Work” focuses on improving accuracy in tenses and detail such as genders and adjective endings. The final module “An Eye on the World” is varied and involves challenging ideas and new vocabulary in topics such as environment, global events and social problems. This allows a focus on dealing with unknown vocabulary in listening and reading texts. After this, students begin preparation for all GCSE exams so they understand the different formats and how to succeed.

### 4. Sixth Form courses

#### A level French

##### Year 12

The priority in Year 12 is to bridge the learning from Year 11, establish good language study skills and build student confidence. This is especially important in speaking where weekly sessions with our Language Assistant are vital to establish spontaneity and fluency. Students study two topics a half term, one per teacher and have a summative assessment in all skills at the end of topic. Most Year 12 topics have a familiar basis in GCSE (Family, Digital World, Youth Culture, Traditions), but quickly add A level vocabulary and high frequency verbs. Listening and reading comprehension is practised from the outset, whilst summary skills are addressed later as new A level skill. Grammar is taught discreetly and students practise in their own grammar book as directed. From Easter, students revise for the UCAS exam. The rest of the summer term is spent introducing the film studied for the written A level exam and launching the IRP (Individual Research Project) with students.

##### Year 13

In Year 13, the focus is on completing the syllabus topics, studying the set novel and film and preparing for the oral exam and general exam practice.

In the first term the aim is to complete the remaining four topic areas and to launch the IRP (The individual research project). Until the oral exam the IRP will then be guided and practised with the FLA (in collaboration with the lead teacher) alongside the topic oral cards. This means that in the spring term the focus can be on the study of the novel and film, students having read the novel during the previous summer holiday and watched the film during the Xmas holiday. During the final half-term the focus will be on exam preparation and revision guidance.

## **5. Contribution to preparing for life in modern Britain/equalities**

Through learning French as a Modern Foreign Language at John Masefield High School, students will have greater cultural curiosity and empathy towards other countries to help promote tolerance in British society. Understanding and tolerance towards new cultures is integral to learning in all year groups. Classwork is enhanced with extra-curricular experiences such as film, music and wonderful trips.

Learning a foreign language has multiple advantages and prepares students for their future by:

- improving memory function (long & short-term)
- expanding social mobility in our global economy
- enhancing creative thinking capacity
- improving confidence
- extending cultural understanding
- enhancing problem solving skills

## **6. Contribution to careers provision**

In KS4, two key modules focus on future studies and employment, School life and The World of Work. We discuss what students are planning to study after their GCSEs and beyond, the advantages of having a summer or weekend job and we look at a CV and job applications. A wide range of potential future careers are covered, as well as the advantages of speaking a language in the global workplace.