

# Subject overview for: French

## • 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.**

## 1. Key Stage Three summary (Year 7, Year 8 and Year 9)

### 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 “to be” and “to 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. They then move on to the topic of Holiday, which introduces the near future and conditional tense and finish their first year at JMHS with a topic on Food and Health which will encourage them to discuss healthy and unhealthy habits.

### Year 8

In Year 8, students start the topic Where I live to describe the area they live in, revisiting the present tense, introducing more complex adjectives, comparatives, and consolidating the conditional tense. The next topics are called Celebrations, Hobbies, Paris and Normandy 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.

## Year 9

In Year 9 students will revisit some of the topics studied in Year 7 and Year 8. They will start with the topic called Me, my family and friends for which they will describe themselves and others and talk about family relationships and friendships. This topic will be taught throughout Term 1, embedding important vocabulary and grammatical points. In Term 2, they will then move on to the topic called Hobbies, in which they will talk about sports, leisure activities, TV, film genres, books, the internet and what they do with friends. Finally, they will work on Food and Celebrations throughout Term 3. They will find out about Celebrations in French speaking countries as well as describing celebrations using the present, past and future.

### Summary of Content:

At Key Stage 3 students cover a topic each half term always linking to the previous learning.

| Year Group | Term   | Topics Covered                           |                                              |
|------------|--------|------------------------------------------|----------------------------------------------|
| 7          | Autumn | HT 1 - Greetings                         | HT 2 – About me                              |
|            | Spring | HT 3 - School                            | HT 4 - Hobbies                               |
|            | Summer | HT 5 – Holidays                          | HT 6 – Revision of key grammatical points    |
| 8          | Autumn | HT 1 – Where I live                      | HT 2 – Celebrations                          |
|            | Spring | HT 3 – Hobbies                           | HT 4 – Paris – activities on holiday         |
|            | Summer | HT 5 – Paris – Describing a past holiday | HT 6 – In Normandy – Describing Summer plans |
| 9          | Autumn | HT 1 – Me, my family and friends         | HT 2 – Me, my family and friends             |
|            | Spring | HT 3 – Hobbies                           | HT 4 – Hobbies                               |
|            | Summer | HT 5 – Food and Celebrations             | HT 6 – Food and Celebrations                 |

## **2. Key Stage Four summary**

### **a. 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.

| Year Group | Term   | Topics Covered             |                            |
|------------|--------|----------------------------|----------------------------|
| 10         | Autumn | HT 1 – Where I live        | HT 2 – Where I live        |
|            | Spring | HT 3 - Holiday             | HT 4 - Holiday             |
|            | Summer | HT 5 – School              | HT 6 – School              |
| 11         | Autumn | HT 1 – The world of work   | HT 2 – The world of work   |
|            | Spring | HT 3 – An Eye on the World | HT 4 – An Eye on the World |
|            | Summer | Exam period                | Exam period                |

### 3. 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.

| Year Group | Term   | Topics Covered                                                                                                                                                                                                                                                  | Sequencing rationale                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 12         | Autumn | <ul style="list-style-type: none"> <li>The changing nature of the family – CRE (Sept – Oct)</li> <li>The cyber-society – FL (Sept- Oct)</li> <li>The place of voluntary work – CRE (Nov-Dec)</li> <li>A culture proud of its heritage – FL (Nov-Dec)</li> </ul> | <ul style="list-style-type: none"> <li>The changing nature of family: grand-parents , parents and children, : concerns and problems; recomposed families, single parent families and single sex families; news trends of couples</li> <li>Cyber-society: who are the the internet users? How does technology improves our lives? What are the danger of the cyber society?</li> <li>The palce of voluntary work : who are the volunteers? What are the values of people we help? What are the values for the volunteers?</li> </ul> |

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|----|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |        |                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>A culture proud of its heritage: national, regional and local heritage; how does heritage reflects the culture? Heritage and tourism.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|    | Spring | <ul style="list-style-type: none"> <li>Contemporary francophone music- FL (Jan -March)</li> <li>Cinema: the 7<sup>th</sup> art form- CRE (Jan -March)</li> </ul>                                                                                                                                                      | <ul style="list-style-type: none"> <li>Contemporary French music: the diversity ; who listens and enjoys the music? How can we protect it?</li> <li>Cinema: Why the 7<sup>th</sup> art? Is it a national passion? Evolution of the cinema</li> </ul>                                                                                                                                                                                                                                                                                                                                                                              |
|    | Summer | <ul style="list-style-type: none"> <li>Mock IRP preparation</li> <li>Film study La Haine- FL</li> <li>Life for the Marginalised – CRE (April -May)</li> </ul>                                                                                                                                                         | <ul style="list-style-type: none"> <li>Launching the IRP and giving guidance: Research a topic of choice, prioritise and sequence information and discuss spontaneously in French</li> <li>Understand the social and political context of the film and being able to write a critical analysis of the movie- to be continued in Autumn Y13</li> <li>Life for the marginalised (who are the marginalised? What help can we offer? What is the attitude towards the marginalised?)</li> </ul>                                                                                                                                       |
| 13 | Autumn | <ul style="list-style-type: none"> <li>Film Study (continue) – FL (Sept-Oct)</li> <li>Mock IRP (part 2 of the Speaking ) last week of October-FL</li> <li>How criminals are treated- CRE – (Sept- Oct)</li> <li>Demonstrations and Strikes- CRE (Nov-Dec)</li> <li>Politics and Immigration - FL (Nov-Dec)</li> </ul> | <ul style="list-style-type: none"> <li>Being able to write a critical analysis of the movie</li> <li>Finalising the IRP mock to be tested in Oct</li> <li>How criminals are treated? (what are the attitudes towards criminality? Prison: success or failure? Other sanctions</li> <li>Demonstration and strikes : The power of trade-unions; are manifestations and strikes efficient? Different attitudes towards the political tensions</li> <li>Politics and immigration: political solutions towards immigration; immigration and the political parties; political engagement amongst immigrants.</li> </ul>                 |
|    | Spring | <ul style="list-style-type: none"> <li>Speaking IRP- FL (Jan)</li> <li>The right to vote and political commitment -FL (Jan Feb)</li> <li>No et Moi- Book study- CRE (Jan- April)</li> <li>Positive features of a diverse society- FL (March-April)</li> </ul>                                                         | <ul style="list-style-type: none"> <li>Launch the preparation of the Independent Research Project</li> <li>Teenagers, the right to vote and political commitment: for or against the right to vote? Are teenagers motivated or demotivated? What is the future of politics?</li> <li>Novel study “No et Moi”: Write accurately at length about an aspect of a film and novel, showing analysis, organisation of ideas and personal opinion with justification</li> <li>Positive features of a diverse society: a mixed ethnicity enriching the society; diversity, tolerance and respect; diversity: a lesson for life</li> </ul> |
|    | Summer | Exam period                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

#### 4. 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

## **5. 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.