

## Curriculum Intent, Implementation and Impact

Subject: French

Year group: Year 7

Periods per fortnight: 4

### INTENT:

Our vision in The Buckingham School MFL Department is that all students develop the skills and confidence to belong in a multicultural, mutually respectful world. We aim to inspire our students to have a love of languages by nurturing a linguistic curiosity to explore and respect other cultures and people.

We aim to ensure that **all** students:

- 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.
- Can 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.
- Can access, be motivated and engaged in their own language learning.

### IMPLEMENTATION:

| Term        | Topics studied<br>Add dates and any assessments included   | Extended learning opportunities<br>(homework, controlled assessments, field work, trips etc.)  | How parents could support students  |
|-------------|--|--|---|
| Autumn Term | <p style="text-align: center;"><b>Dynamo 1</b></p> <p><b>Module 1</b></p> <ul style="list-style-type: none"> <li>● Learning to pronounce key French sounds</li> <li>● Saying your name and learning numbers</li> <li>● Talking about brothers, sisters and age</li> <li>● Using the verb avoir</li> <li>● Describing a classroom</li> <li>● Using the indefinite and definite articles</li> <li>● Talking about likes and dislikes Using the verb aimer + the definite article</li> <li>● Describing yourself and others Using adjective agreement</li> <li>● Saying what you do</li> <li>● Understanding infinitives and regular –er verbs</li> <li>● Creating a video interview about yourself</li> <li>● Giving dates in French</li> </ul> <p><b>Module 2</b></p> <ul style="list-style-type: none"> <li>● Talking about colours</li> </ul> | <p>A range of the following as appropriate linked to content:</p> <p>Student Homework Workbook</p> <p>Vocabulary Learning</p> <p>Creative Tasks</p> <p>Grammar Tasks</p> <p>Researching authentic French sources</p> <p>Online activities Activelearn</p> <p>Extended projects</p> | <p>Ensure students have access to Activelearn</p> <p>Ensure students have a copy of the homework workbook</p> <p>Check that students complete homework and meet deadlines</p> <p>Support with learning key vocabulary weekly</p> <p>Encourage students to revise for End of term Assessments</p> <p>Encourage to explore language apps like duolingo</p> <p>Encourage to do speaking practice to build confidence</p> |

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|             | <ul style="list-style-type: none"> <li>● Telling the time</li> <li>● Saying what you think of your school subjects and why</li> <li>● Talking about likes and dislikes using –er verbs</li> <li>● Talking about what you wear to school</li> <li>● Using adjectives after nouns</li> <li>● Talking about your school day Using new –er verbs</li> <li>● Learning about a typical French school</li> <li>● Reading and listening for gist</li> <li>● Saying what there is / isn't, using il y a ... and il n'y a pas de ...</li> <li>● Agreeing and disagreeing</li> </ul> <p>Revision and End of term Assessment - 2 Skill Areas</p>  |  |   |
| Spring Term | <p style="text-align: center;"><b>Dynamo 1</b></p> <p><b>Module 3</b></p> <ul style="list-style-type: none"> <li>● Talking about weather and seasons Learning more key French sounds</li> <li>● Talking about which sports you play</li> <li>● Using jouer à</li> <li>● Talking about activities you do Using the verb faire</li> <li>● Discovering sport in French speaking countries</li> <li>● Using cognates and context</li> <li>● Talking about what you like doing Using aimer + the infinitive</li> <li>● Creating an interview with a celebrity</li> <li>● Forming and answering questions</li> </ul> <p><b>Module 4</b></p> <ul style="list-style-type: none"> <li>● Talking about animals</li> <li>● Using higher numbers</li> <li>● Describing your family</li> <li>● Using the possessive adjectives 'my' and 'your'</li> <li>● Describing where you live</li> <li>● Using the nous form of –er verbs</li> </ul> | <p>A range of the following as appropriate linked to content:</p> <p>Student Homework Workbook</p> <p>Vocabulary Learning</p> <p>Creative Tasks</p> <p>Grammar Tasks</p> <p>Researching authentic French sources</p> <p>Online activities Activelearn</p> <p>Extended projects</p> | <p>Ensure students have access to Activelearn</p> <p>Ensure students have a copy of the homework workbook</p> <p>Check that students complete homework and meet deadlines</p> <p>Support with learning key vocabulary weekly</p> <p>Encourage students to revise for End of term Assessments</p> <p>Encourage to explore language apps like duolingo</p> <p>Encourage to do speaking practice to build confidence</p> |

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|             | <ul style="list-style-type: none"> <li>● Talking about breakfast</li> <li>● Using the partitive article (du / de la / de l' / des)</li> <li>● Learning about Bastille Day</li> <li>● Using the glossary</li> <li>● Creating a cartoon family</li> </ul> <p>Substituting words to make texts your own</p> <p>Revision and End of Term Assessment – 2 Skill Areas</p>   |  |   |
| Summer Term | <p style="text-align: center;"><b>Dynamo 1</b></p> <p><b>Module 5</b></p> <ul style="list-style-type: none"> <li>● Talking about places in a town or village</li> <li>● Understanding prices in French</li> <li>● Saying where you go at the weekend</li> <li>● Using the verb aller (to go)</li> <li>● Inviting someone out</li> <li>● Using the verb vouloir (to want)</li> <li>● Ordering drinks and snacks in a café</li> <li>● Using the tu and vous forms of the verb</li> <li>● Saying what you are going to do Using the near future tense (aller + infinitive)</li> <li>● Talking about plans for a special weekend</li> <li>● Using two tenses together</li> </ul> <p>Project work<br/>Extension work on all content covered<br/>Grammaire consolidation</p> <p>Revision and End of Year Assessment – 4 Skill Areas</p> | <p>A range of the following as appropriate linked to content:</p> <p>Student Homework Workbook</p> <p>Vocabulary Learning</p> <p>Creative Tasks</p> <p>Grammar Tasks</p> <p>Researching authentic French sources</p> <p>Online activities Activelearn</p> <p>Extended projects</p> | <p>Ensure students have access to Activelearn</p> <p>Ensure students have a copy of the homework workbook</p> <p>Check that students complete homework and meet deadlines</p> <p>Support with learning key vocabulary weekly</p> <p>Encourage students to revise for End of Year Assessments</p> <p>Encourage to explore language apps like duolingo</p> <p>Encourage to do speaking practice to build confidence</p> |

## IMPACT:

### MFL Mastery Assessment KS3.

The Buckingham School MFL Mastery Assessment System is based on three principles:

- It is competency driven.
- Students master chunks of content before studying new content and master the skills they need to access the content.
- Students must prove that they have understood all the content and have mastered the skills that they have been taught and that they can apply it.

### Key Assessment Points.

Students will be assessed to prove that they have understood and can apply what has been taught each full term. Students will be tested using cumulative GCSE exam style assessments in all 4 skill areas of Listening, Reading, Speaking and Writing over each KS3 year.

Each student will be graded as Emerging/Developing/Secure/Mastered in each of the skill areas as at GCSE where each skill is 25% of the overall grade awarded.

This approach enables students to confidently make a language option choice and be GCSE ready when they reach the end of KS3.