

# Curriculum Intent, Implementation and Impact

Subject: French

Year group: Year 8

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 Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn Term	<p style="text-align: center;"><b>Dynamo 2</b></p> <p><b>Module 1</b></p> <ul style="list-style-type: none"> <li>● Talking about school holidays</li> <li>● Using the verbs <i>avoir</i> and <i>être</i></li> <li>● Saying what you visited and what it was like</li> <li>● Using the perfect tense of <i>visiter</i></li> <li>● Saying what you did during the holidays</li> <li>● Using the perfect tense of regular <i>-er</i> verbs</li> <li>● Understanding the perfect tense of irregular verbs</li> <li>● Listening and reading for negatives in the perfect tense</li> <li>● Taking part in an interview about a special holiday</li> <li>● Using the perfect tense of <i>aller</i> (to go)</li> </ul> <p><b>Module 2</b></p> <ul style="list-style-type: none"> <li>● Understanding dates</li> <li>● Saying what festivals you like and dislike</li> </ul> <p>● Describing a festival</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 term Assessments</p> <p>Encourage to explore language apps like duolingo</p> <p>Encourage to do speaking practice to build confidence</p>

	<ul style="list-style-type: none"> <li>• Using the present tense of regular <i>-er</i> verbs</li> <li>• Understanding more detailed information about a festival</li> <li>• Identifying the subject when listening and reading</li> <li>• Buying food at a market</li> <li>• Working on a role play task</li> <li>• Talking about what you are going to eat on a special day</li> <li>• Using the partitive article (<i>du, de la, des</i>)</li> <li>• Talking about a future trip</li> <li>• Using the near future tense with questions</li> </ul> <p>Revision and End of term Assessment - 2 Skill Areas</p>		
Spring Term	<p style="text-align: center;"><b>Dynamo 2</b></p> <p><b>Module 3</b></p> <ul style="list-style-type: none"> <li>• Talking about TV programmes, actors and actresses</li> <li>• Using adjective agreement</li> <li>• Talking about digital technology</li> <li>• Forming and answering questions</li> <li>• Talking about leisure activities</li> <li>• Using negatives</li> <li>• Arranging to go to the cinema</li> <li>• Using the 24-hour clock</li> <li>• Spotting synonyms when listening and reading</li> <li>• Spotting verbs in the perfect tense in a song</li> <li>• Creating a chat show interview</li> <li>• Asking and answering questions in two tenses</li> </ul> <p><b>Module 4</b></p> <ul style="list-style-type: none"> <li>• Talking about where you live</li> <li>• Describing the weather</li> <li>• Describing where you live</li> <li>• Using <i>pouvoir</i> + infinitive</li> <li>• Talking about how you must help at home</li> <li>• Using <i>devoir</i> + infinitive</li> <li>• Talking about daily routine</li> <li>• Using reflexive verbs</li> <li>• Reading texts for overall meaning</li> <li>• Spotting alternative ways of saying the same thing</li> <li>• Bringing together what you have learned into a piece of writing</li> <li>• Using two tenses in writing</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>

	Revision and End of Term Assessment – 2 Skill Areas		
Summer Term	<p style="text-align: center;"><b>Dynamo 2</b></p> <p><b>Module 5</b></p> <ul style="list-style-type: none"> <li>● Talking about sports</li> <li>● Using <i>jouer à</i> and <i>faire de</i></li> <li>● Giving opinions about sports</li> <li>● Using the comparative</li> <li>● Asking the way and giving directions</li> <li>● Using the <i>vous</i>-form imperative</li> <li>● Listening for cognates</li> <li>● Translating from French into English</li> <li>● Talking about injuries and illness</li> <li>● Taking part in a conversation with the doctor</li> <li>● Understanding sports people</li> <li>● Using three tenses together in speaking</li> </ul> <p>Project work Extension work on all content covered 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.