

## French Knowledge Sequencing - KS3

By the end of Key Stage Three, we want all students to **know** and be able to **do** the following things in French: recall a wide range of vocabulary and apply it in different contexts; understand and apply grammar with accuracy; use a range of time frames and tenses (past, present and future); extract the key information from a range of spoken and written texts; communicate clearly both orally and in writing.

**Prior Knowledge** In KS3, students will build on the following **prior learning** (which may be in English, French or another language): Vocabulary knowledge; oracy; English language and grammar skills; foreign language learning skills from KS2; cultural knowledge from primary school or personal experience.

**Future Knowledge** The KS3 Curriculum in French will prepare students for the following **future learning**: Developing listening, reading, writing and speaking skills at GCSE level; expanding vocabulary over a wider range of subject areas; using more complex grammar structures and a wider range of tenses; communicating with a higher level of fluency.

	Term	Key Knowledge	Assessment Focus (under review & subject to change)
Year 7	1	In the topic area of 'All about me!', vocabulary and structures for: greetings, introducing oneself, numbers, ages and birthdays, physical descriptions, countries & nationalities Grammar: cognates, gender of nationality adjectives, singular of verb <i>être</i> , singular of verb <i>avoir</i> Knowledge: French-speaking towns and countries, identifying differences between English & French pronunciation, French alphabet, working out unfamiliar language	Listening, reading, translation & vocab assessment
	2	In the topic area of 'My Personal World', vocabulary and structures for: family members, animals, personality Grammar: adjectival placement & agreement, simple quantifiers, present tense of <i>être</i> , possessive adjectives – <i>mon, ma, mes</i> , simple direct object pronouns Knowledge: describing people using correct adjectives, referring to the past and future using simple tenses ( <i>je voudrais, j'avais</i> )	Reading aloud speaking assessment
	3	In the topic area of 'That's My Thing', vocabulary and structures for: leisure activities, time & frequency phrases, music preferences, giving opinions using infinitive constructions Grammar: revisit adjectival placement & agreement, regular –er verbs, irregular verbs <i>aller, faire, avoir être</i> , extend possessive adjectives – <i>son, sa, ses</i> , first sight of perfect tense, <i>jouer +au, faire +du</i> Knowledge: talking and writing about likes and dislikes of a wide variety of free time activities, giving a short presentation	Writing assessment
	4	In the topic area of 'My School', vocabulary and structures for: school subjects, opinions, school facilities, telling the time, describing clothes Grammar: revisit –er verbs, using <i>il y a / il n'y a pas de</i> , using a range of adjectives and conjunctions to justify opinions, revisit adjective placement & agreement Knowledge: giving a range of opinions, improving reading skills, extending sentences with conjunctions	ASSESSMENT WEEK: Listening, reading, translation & vocab assessment
	5-6	In the topic area of 'My Neighbourhood', vocabulary and structures for: weather, places and activities in town, directions Grammar: modal verbs ( <i>on peut/on veut + infinitive</i> ), revisit <i>il y a / il n'y a pas de</i> , revisit –er verbs, revisit adjective placement, revisit conditional <i>je voudrais</i> Knowledge: improving listening skills, extending sentences with conjunctions	Speaking assessment – role play
Year 8	Term	<b>Key Knowledge</b>	
	1	In the topic area of 'At the table', vocabulary and structures for: food & drink, opinions with reasons, ordering food/drink, quantities & measures Grammar: revisit & extend partitive article, present tense verbs, negative forms <i>ne...pas/jamais</i> , revisit modal verbs <i>plus je peux, il faut</i> Knowledge: understanding cultural differences in eating habits, having a conversation in a café	Listening, reading, translation & vocab assessment
	2-3	In the topic area of 'The world of media', vocabulary and structures for: types of TV programmes, music genres, film genres, uses of mobile phones, advantages & disadvantages of new technology, talking about celebrity culture Grammar: direct object pronouns, <i>faire/rendre + infinitive, ce que</i> , revisit perfect tense Knowledge: arguing for and against, justifying opinions, describing a film you have seen	Grammar assessment – perfect tense
	4	In the topic area of 'Moving is important', vocabulary and structures for: summer & winter sporting activities, revisit frequency phrases, body parts, injuries & their impact, expressing & justifying opinions Grammar: Conditional <i>j'aimerais, je voudrais</i> , past tense of <i>aller, faire</i> and <i>jouer, depuis + present tense</i> , use of <i>c'était</i> , revisit modal structures and negatives Knowledge: using more complex vocabulary, recognising different tenses, extending opinions	Speaking – reading aloud assessment
5-6	In the topic area of 'Holidays', vocabulary and structures for: differences between GB and France, types of holiday, destinations, accommodation, activities, opinions, national celebrations Grammar: revisit –er verbs, revisit conditional (dream holiday), perfect tense with <i>avoir &amp; être</i> , near future <i>je vais + infinitive</i> , conjunctions Knowledge: writing in three tenses, increasing cultural knowledge of French speaking countries and festivals	ASSESSMENT WEEK: Writing assessment Listening, reading, translation & vocab assessment	
Year 9	Term	<b>Key Knowledge</b>	
	1	In the topic area of 'In great shape', vocabulary and structures for: importance of healthy lifestyle including diet & exercise, quantities, resolutions, opinions, mealtime preferences, revisit body parts Grammar: simple future tense, impersonal structures, <i>en</i> , revisit perfect tense, Knowledge: analysing own lifestyle, giving tips on a healthy lifestyle and knowing consequences of a unhealthy lifestyle	Writing assessment – open book, in Assessed Work Booklet
	2	In the topic area of 'At my house', vocabulary and structures for: different types of home, describing rooms in the house, ideal home Grammar: prepositions, conditional formation, using <i>y</i> , using <i>depuis + present tense</i> , regular –re verbs, <i>si</i> clauses with imperfect and conditional Knowledge: understanding and using a variety of tenses accurately in one text	Listening, reading, translation & vocab assessment
	3	In the topic area of 'Around the world', vocabulary and structures for: comparing modes of transport, travel plans & buying tickets, describing a past holiday Grammar: negatives <i>ne...jamais, ne...ni...ni</i> etc., present tenses of –ir verbs, using <i>si/quand</i> with correct tenses, <i>on pourrait+</i> infinitive, revisit perfect tense, revisit imperfect tense, revisit future tense Knowledge: talking about Francophone festivals, writing in at least three tenses	ASSESSMENT WEEK: Listening, reading, translation & vocab assessment
	4	In the topic area of 'A job, a dream!', vocabulary and structures for: jobs, personal qualities, ambitions, part-time jobs, success & failure Grammar: masculine & feminine forms of jobs, revisit imperfect & conditional, revisit <i>si</i> clauses, <i>quand</i> with different tenses, revisit <i>il faut</i> Knowledge: Using different tenses together, building translation skills, building listening and reading skills	Speaking assessment – reading aloud
5	In the topic area of 'Les Choristes' film study, vocabulary and structures for: describing characters and plot, film terminology, opinions & justification, adjectives Grammar: revisit all tenses including irregular verbs, revisit <i>si</i> clauses, revisit <i>quand</i> with different tenses, impersonal structure <i>il faut/il ne faut pas...</i> Knowledge: study and analyse a critically acclaimed French film for enjoyment, understanding the cultural importance of cinema in the Francophone world	Writing assessment	

Opportunities for developing literacy skills and developing learner confidence and enjoyment in reading	Links to British Values	Links to Careers	Links to Other Personal Development
<p>Students are introduced to key grammatical terminology throughout the Key Stage 3 course and are provided with Work Booklets which include vocabulary lists and knowledge organisers.</p> <p>Class teachers apply the school literacy and marking policy to help support students. The MFL department also has subject specific guidance on literacy in booklets.</p> <p>Students are encouraged to improve their French reading skills with regular practice on <a href="http://www.languagenut.com">www.languagenut.com</a> which has a wide range of texts for Key Stages 3 &amp; 4.</p> <p>News websites: <a href="http://www.france24.com">www.france24.com</a> <a href="http://www.lemonde.fr">www.lemonde.fr</a></p> <p>We suggest that students read the French versions of books they are familiar with to develop vocabulary. The library has several books available to read about French culture and history.</p> <p>Some suggested books:</p> <ul style="list-style-type: none"> <li>Le Petit Prince – Antoine De Saint-Exupery</li> <li>Le Petit Nicolas – Sempe &amp; Goscinny</li> <li>Harry Potter à l'école des Sorciers – J.K. Rowling</li> <li>Hunger Games – Suzanne Collins</li> <li>Winnie L'Ourson – A.A. Milne</li> <li>Complete Fairy Tales – Charles Perrault</li> <li>France – DK Eyewitness</li> </ul>	<p>Mutual Respect:</p> <ul style="list-style-type: none"> <li>Respect each other in the classroom and behave well, allowing everyone to learn effectively</li> <li>Collaborate well with each other, promoting a positive working atmosphere</li> <li>Support each other and not criticise those who are volunteering answers and opinions</li> <li>Be respectful with peer assessing work</li> </ul> <p>Democracy:</p> <ul style="list-style-type: none"> <li>Make decisions collaboratively when working in pairs or groups</li> <li>All students have the right to voice their opinion and everyone will listen respectfully</li> <li>Voicing opinions and justifying them is a key element of learning the language at every Key Stage</li> </ul> <p>Tolerance:</p> <ul style="list-style-type: none"> <li>One of MFL's main aims is to promote the view that diversity is something to be embraced and celebrated</li> <li>Study of cultures in a variety of French-speaking countries promotes diversity, respect and tolerance</li> <li>Trips abroad immerse students in different cultures, thus promoting tolerance</li> <li>'Customs and festivals' is a key topic in French and students learn about different traditions, customs, festivals and beliefs across all three Key Stages</li> </ul> <p>Rule of Law:</p> <ul style="list-style-type: none"> <li>Rules are in place in the classroom to ensure the safety of everyone</li> <li>Rules are followed to ensure all students are able to learn and achieve to their full potential</li> <li>Understand consequences if rules are ignored</li> </ul> <p>Individual Liberty:</p> <ul style="list-style-type: none"> <li>Students have the choice of which language(s) they want to study at GCSE and beyond</li> <li>Freedom of speech is promoted and respected in lessons</li> <li>Students are encouraged to voice their opinion in all topics studied in French</li> </ul>	<p>The French curriculum links to all careers as it provides students with opportunities to develop skills which prepare them for their future working life. These include:</p> <ul style="list-style-type: none"> <li>Communication skills – speaking is a key element in every lesson and students are encouraged to speak and write in a wide variety of situations</li> <li>Developing confidence and encouraging resilience – students develop resilience in coping with the challenge that the language offers and develop confidence to communicate with increasing fluency</li> <li>Problem solving and teamwork – students work collaboratively to solve grammar problems and compete to complete challenges</li> <li>Promoting creativity – students write creatively about each of the topics studied</li> </ul> <p>When opportunities arise, students are offered the chance to learn more about careers involving languages. This includes taking part in webinars hosted by GCHQ and the British Council.</p> <p>Potential careers involving languages are signposted around the department and referred to regularly as part of careers week or apprenticeships week etc. These include:</p> <ul style="list-style-type: none"> <li>GCHQ Language Analyst</li> <li>Translator/ Interpreter</li> <li>Engineer</li> <li>Marketing manager</li> <li>Journalist</li> <li>Travel advisor</li> <li>Teacher</li> <li>Travel blogger</li> <li>Diplomat</li> <li>First responder</li> <li>Screenwriter</li> <li>Chemist</li> </ul>	<p>Living in the Wider World:</p> <ul style="list-style-type: none"> <li>Cultural knowledge of French-speaking countries is developed at all stages of the curriculum, including those countries with a very different lifestyle or culture to our own</li> <li>The importance of different festivals and traditions in French-speaking societies</li> <li>Developing 'cultural capital' to ensure that students know that the world is their oyster and they should go and explore it!</li> <li>Trips to experience the culture in France</li> </ul> <p>Relationships:</p> <ul style="list-style-type: none"> <li>Positive relationships are promoted in the classroom, including a variety of pair and group tasks</li> <li>The topics of family and teenage problems are explored at Key Stage 3</li> </ul> <p>Health and wellbeing:</p> <ul style="list-style-type: none"> <li>Managing study and revision time effectively</li> <li>Recognising new challenges and the importance of resilience</li> <li>The topic of health is covered across all three Key Stages in French, including healthy eating, exercise and substances</li> </ul>
Extra-Curricular and Co-Curricular Opportunities		Links with other subjects in the curriculum	
<ul style="list-style-type: none"> <li><a href="http://www.languagenut.com">www.languagenut.com</a> available for extra-curricular learning</li> <li>Variety of clubs on offer, including Duolingo Club and Language Culture Club</li> <li>Trip to France &amp; Belgium with History department</li> <li>NLC competition from GCHQ</li> <li>European Day of Languages</li> </ul>		<p>German – skills developed in either language are beneficial in learning the other. These include: communication, grammatical knowledge, revision skills.</p> <p>English – alphabet, grammar, vocabulary, sentence structure, communication, descriptive writing</p> <p>Geography – geography and culture of French-speaking countries</p> <p>History – history of festivals and traditions in French-speaking countries, family trees</p> <p>Maths – numbers, dates, telling the time</p> <p>PE – talking about sports &amp; healthy/unhealthy lifestyles</p> <p>Food tech – discussing healthy/unhealthy foods and traditional dishes from German-speaking countries</p> <p>PSHE – SMSC themes</p> <p>Science – food groups &amp; healthy lifestyles</p>	

## French Knowledge Sequencing - KS4

By the end of Key Stage 4 we want all students to **know** and **do** the following: Develop listening, speaking, reading and writing skills across a wide variety of themes and topics; further develop knowledge from previous key stages to produce more complex and developed spoken and written structures; increase fluency and confidence in communicating effectively in their spoken French; learn new grammar concepts and further consolidate previously learned ones; develop vocabulary knowledge and comprehension skills to be able to use and understand French in a variety of contexts.

Prior Knowledge	In KS4 students will build on the following <b>prior learning</b> : recalling a wide range of vocabulary and apply it in different contexts; understanding and applying grammar with accuracy; using a range of time frames and tenses (past, present and future); extracting the key information from a range of spoken and written texts; communicate clearly both orally and in writing.
Future Knowledge	The KS4 Curriculum in French will prepare students for the following <b>future learning</b> : Essay writing and analysis of film and literature in KS5; communicating accurately and fluently both in writing and verbally; complex listening and reading comprehension; higher level grammar structures.

		Term	Key Knowledge	Assessment Focus (under review & subject to change)
Year 10	NEW GCSE	1	In the topic area of 'Identity & relationships with others', vocabulary and structures for: introducing myself, relationships with family & friends, talking about future plans Grammar: present tense -er/-ir/-re verbs, future tense of regular -er verbs, present tense reflexive verbs, position + agreement of adjectives, qui, comparative adjectives, present participle of regular verbs, impersonal verbs, ne...aucun Knowledge: answering questions in French, how to approach dictation, 50 word writing tasks, being able to compare different situations	General assessment – reading, listening, writing, vocab, grammar
		2	In the topic area of 'Healthy living', vocabulary and structures for: describing current and previous eating habits & lifestyle, health problems & addictions, healthy choices, habits & challenges, sport Grammar: negative sentences, near future tense, imperative – tu form, perfect tense of regular avoir verbs, irregular present participles, position of adverbs, plural nouns, avant de + infinitive, interrogative adjective: quel, indirect object pronouns, impersonal expressions Knowledge: tackling the photo card and surprise questions, translating with precision, reading aloud	Speaking assessment – reading aloud with follow up questions
		3	In the topic area of 'Free time activities', vocabulary and structures for: current & previous free time activities including TV, cinema, sport, music, opinions & justifications, advantages & disadvantages Grammar: imperfect tense of regular verbs, perfect tense with avoir: irregular past participles, reflexive verbs in present tense (plural forms), revisit near future tense, perfect tense with être, perfect tense modal verbs, adverbs ending in -ment, emphatic pronouns (moi, toi), correct position of reflexive pronouns, partitive articles (du, de la, de l', des), en + à with places, agreement with preceding direct object pronouns Knowledge: approaching the 90 word writing task, participating in role plays, writing in a range of time frames	MOCK EXAMS – Listening, Reading and Writing
		4	In the topic area of 'Education & work', vocabulary and structures for: subjects & opinions, school life, school routine and rules, studies post-16, work, jobs and future plans Grammar: pouvoir + devoir, negative constructions, conditional of regular -er verbs, il faut + infinitive, il y a + il y aura, être en train de and venir de + infinitive, ordinal numbers, nouns ending in -ation, superlative adjectives, feminine person nouns, indefinite adjectives, adverbs of quantity Knowledge: understanding school systems in Francophone countries, phonics – reading aloud with accuracy, how to approach the 150 word writing task	Reading and translation into English
		5	In the topic area of 'Customs, festivals & celebrations', vocabulary and structures for: describing celebrations and traditions and what they mean to you, traditions in Francophone countries Grammar: c'est + il y a, present tense of common irregular verbs, imperfect tense, revisit perfect tense with avoir + être, past + near future tenses together, future tense of être, avoir, aller + faire, question words and subject-verb inversion, direct object pronouns (me, te, vous, le, la), y and en, forming irregular plural nouns, functions of definite + indefinite articles, relative clauses with que, qui, quand + où Knowledge: describing past celebrations and planning future ones, building listening & reading skills with complex vocabulary, building knowledge of festivals in Francophone countries	Listening and dictation
		6	In the topic area of 'Where people live', vocabulary and structures for: describing home & activities there, ideal homes, town and what there is to do there, advantages & disadvantages Grammar: revisit perfect tense with avoir + être, present tense modal verbs, revisit conditional of regular -er verbs, de after a negative or expression of quantity, si and quand, indirect object pronouns (plural forms) Knowledge: responding to a photocard, improving accuracy in dictation, translating accurately into French	Writing – gap fill, translation, 50 & 90 word tasks
Year 11	LEGACY GCSE	Term	Key Knowledge	
		1	In the topic area of 'Future plans & careers', vocabulary and structures for: post-16 education plans, future plans for careers, describing jobs and qualities needed to do them, comparing options Grammar: revisit simple future and near future tenses, comparisons, revisit <i>si</i> and <i>quand</i> clauses, passive voice in present tense Knowledge: how to approach the 150 word task In the topic area of 'Travel & Tourism', vocabulary and structures for: types of holidays, describing usual, past & future holidays, best and worst holidays Grammar: sequencing words & phrases, revisit <i>depuis</i> + present tense, <i>après avoir/être</i> + past participle, <i>venir de</i> + infinitive Knowledge: using perfect and imperfect tenses with confidence, using three time frames	Writing assessment – 90/150 word
		2	In the topic areas of 'Healthy living' and 'Marriage', vocabulary and structures for: describing current and previous eating habits & lifestyle, health resolutions, marriage & relationship choices Grammar: modal verbs ( <i>vouloir, devoir, pouvoir</i> + infinitive), indefinite pronouns, <i>en</i> + present participle, recognition of pluperfect tense, revisit direct object pronouns, revisit reflexive verbs, future tenses Knowledge: improving translation skills	MOCK EXAMS – Listening, Reading, Writing past papers
		3	In the topic area of 'Technology', vocabulary and structures for: uses of social media & mobile technology, benefits & dangers Grammar: revisit irregular present tense verbs, using <i>grâce à</i> , pronouns <i>moi, toi, lui, elle, il est possible que</i> + subjunctive Knowledge: building complex reasons, arguing for and against	MOCK EXAM – Speaking past paper
		4	In the topic areas of 'Global issues' and 'Social issues' vocabulary and structures for: describing environmental problems and solutions locally and internationally, poverty & homelessness, charity work Grammar: Pluperfect tense, revisit <i>en</i> and <i>y</i> , verbs of possibility, <i>permettre de</i> + infinitive, revisit all modal verbs Knowledge: tackling the photo card and 90 word questions, understanding the work of Francophone charities	MOCK EXAMS – Listening, Reading, Writing past papers
5	Preparation for Speaking, Listening, Reading and Writing exams: Intense practice of roleplay and photo cards and general conversation questions for speaking exam; vocabulary revision and practice for listening and reading exams; revision of grammar and structures for writing exam; tips and practice for success in all 4 exams.	Practice questions from Exampro – all skills and topics		

Opportunities for developing literacy skills and developing learner confidence and enjoyment in reading	Links to British Values	Links to Careers	Links to Other Personal Development
<p>Students are introduced to key grammatical terminology throughout the Key Stage 4 course and are provided with Work Booklets which include vocabulary lists and knowledge organisers.</p> <p>Class teachers apply the school literacy and marking policy to help support students. The MFL department also has subject specific guidance on literacy in booklets.</p> <p>Students are encouraged to improve their French reading skills with regular practice on <a href="http://www.languagenut.com">www.languagenut.com</a> which has a wide range of texts for Key Stages 3 &amp; 4.</p> <p>News websites:</p> <p><a href="http://www.france24.com">www.france24.com</a></p> <p><a href="http://www.lemonde.fr">www.lemonde.fr</a></p> <p>We suggest that students read the French versions of books they are familiar with to develop vocabulary. The library has several books available to read about French culture and history.</p> <p>Some suggested books:</p> <ul style="list-style-type: none"> <li>Le Petit Prince – Antoine De Saint-Exupery</li> <li>Le Petit Nicolas – Sempe &amp; Goscinny</li> <li>Harry Potter à l'école des Sorciers – J.K. Rowling</li> <li>Hunger Games – Suzanne Collins</li> <li>Winnie L'Ourson – A.A. Milne</li> <li>Complete Fairy Tales – Charles Perrault</li> <li>France – DK Eyewitness</li> </ul>	<p>Mutual Respect:</p> <ul style="list-style-type: none"> <li>Respect each other in the classroom and behave well, allowing everyone to learn effectively</li> <li>Collaborate well with each other, promoting a positive working atmosphere</li> <li>Support each other and not criticise those who are volunteering answers and opinions</li> <li>Be respectful with peer assessing work</li> </ul> <p>Democracy:</p> <ul style="list-style-type: none"> <li>Make decisions collaboratively when working in pairs or groups</li> <li>All students have the right to voice their opinion and everyone will listen respectfully</li> <li>Voicing opinions and justifying them is a key element of learning the language at every Key Stage</li> </ul> <p>Tolerance:</p> <ul style="list-style-type: none"> <li>One of MFL's main aims is to promote the view that diversity is something to be embraced and celebrated</li> <li>Study of cultures in a variety of French-speaking countries promotes diversity, respect and tolerance</li> <li>Trips abroad immerse students in different cultures, thus promoting tolerance</li> <li>'Customs and festivals' is a key topic in French and students learn about different traditions, customs, festivals and beliefs across all three Key Stages</li> </ul> <p>Rule of Law:</p> <ul style="list-style-type: none"> <li>Rules are in place in the classroom to ensure the safety of everyone</li> <li>Rules are followed to ensure all students are able to learn and achieve to their full potential</li> <li>Understand consequences if rules are ignored</li> </ul> <p>Individual Liberty:</p> <ul style="list-style-type: none"> <li>Students have the choice of which language(s) they want to study at GCSE and beyond</li> <li>Freedom of speech is promoted and respected in lessons</li> <li>Students are encouraged to voice their opinion in all topics studied in French</li> </ul>	<p>The French curriculum links to all careers as it provides students with opportunities to develop skills which prepare them for their future working life. These include:</p> <ul style="list-style-type: none"> <li>Communication skills – speaking is a key element in every lesson and students are encouraged to speak and write in a wide variety of situations</li> <li>Developing confidence and encouraging resilience – students develop resilience in coping with the challenge that the language offers and develop confidence to communicate with increasing fluency</li> <li>Problem solving and teamwork – students work collaboratively to solve grammar problems and compete to complete challenges</li> <li>Promoting creativity – students write creatively about each of the topics studied</li> </ul> <p>When opportunities arise, students are offered the chance to learn more about careers involving languages. This includes taking part in webinars hosted by GCHQ and the British Council.</p> <p>Potential careers involving languages are signposted around the department and referred to regularly as part of careers week or apprenticeships week etc. These include:</p> <ul style="list-style-type: none"> <li>GCHQ Language Analyst</li> <li>Translator/ Interpreter</li> <li>Engineer</li> <li>Marketing manager</li> <li>Journalist</li> <li>Travel advisor</li> <li>Teacher</li> <li>Travel blogger</li> <li>Diplomat</li> <li>First responder</li> <li>Screenwriter</li> <li>Chemist</li> </ul>	<p>Living in the Wider World:</p> <ul style="list-style-type: none"> <li>Cultural knowledge of French-speaking countries is developed at all stages of the curriculum, including those countries with a very different lifestyle or culture to our own</li> <li>The importance of different festivals and traditions in French-speaking societies</li> <li>Developing 'cultural capital' to ensure that students know that the world is their oyster and they should go and explore it!</li> <li>Trips to experience the culture in France</li> <li>Environmental issues studied in French at Key Stage 4</li> </ul> <p>Relationships:</p> <ul style="list-style-type: none"> <li>Positive relationships are promoted in the classroom, including a variety of pair and group tasks</li> <li>The topics of relationships, marriage and different types of family is discussed at Key Stage 4 and 5</li> </ul> <p>Health and wellbeing:</p> <ul style="list-style-type: none"> <li>Managing study and revision time effectively</li> <li>Recognising new challenges and the importance of resilience</li> <li>The topic of health is covered across all three Key Stages in French, including healthy eating, exercise and substances</li> </ul>
<p><b>Extra-Curricular and Co-Curricular Opportunities</b></p>	<p><b>Links with other subjects in the curriculum</b></p>		
<ul style="list-style-type: none"> <li><a href="http://www.languagenut.com">www.languagenut.com</a> available for extra-curricular learning</li> <li>Weekly contact with the French FLA</li> <li>Variety of clubs on offer, including Duolingo Club and Language Culture Club, KS4 French revision club and speaking club</li> <li>Y11 trip to Lille</li> <li>NLC competition from GCHQ</li> <li>European Day of Languages</li> </ul>	<p>German – skills developed in either language are beneficial in learning the other. These include: communication, grammatical knowledge, revision skills.</p> <p>English – alphabet, grammar, vocabulary, sentence structure, communication, descriptive writing</p> <p>Geography – geography and culture of Francophone countries, global and social issues topics including environment and poverty</p> <p>History – history of festivals and traditions in French-speaking countries</p> <p>Maths – numbers, dates, telling the time</p> <p>PE – talking about sports &amp; healthy/unhealthy lifestyles</p> <p>Food tech – discussing healthy/unhealthy foods and traditional dishes from German-speaking countries</p> <p>PSHE – SMSC themes</p> <p>Science – food groups &amp; healthy lifestyles</p>		

## French Knowledge Sequencing – KS5

By the end of Key Stage 5 we want all students to **know** and **do** the following: write and speak with a high level of fluency and grammatical accuracy across a wide variety of topics and themes; analyse texts closely and summarise them succinctly; complete independent research for their speaking exam on a topic of their choice from a Francophone country; understand and respond to all types of written and spoken texts; write detailed analysis of a film and a novel in the French language.

**Prior Knowledge** In KS5 students of French will build on the following prior learning: Develop listening, speaking, reading and writing skills across a wide variety of themes and topics; further develop knowledge from previous key stages to produce more complex and developed spoken and written structures; increase fluency and confidence in communicating effectively in their spoken French; learn new grammar concepts and further consolidate previously learned ones; develop vocabulary knowledge and comprehension skills to be able to use and understand French in a variety of contexts.

**Future Knowledge** The Key Stage 5 French curriculum will effectively prepare students for the following future learning: Further study at university and beyond; how to be a skilled linguist with the ability to pursue learning of other new languages; independent research skills in preparation for undergraduate study; communication skills essential for all aspects of life after school.

	Term	Key Knowledge - please note that sequencing may alter slightly depending on which of the SJSF schools and teachers are sharing the group	Assessment Focus
Year 12	1	In the context of 'The Changing State of the Family', vocabulary & structures for: grandparents, parents & children – problems & issues; single parents, same sex parents, 'blended families; life as a couple Grammar: Present tense, using two verbs together, perfect tense In the context of 'Cyber Society', vocabulary and structures for: who are the cybernauts; how does technology make daily life easier; dangers posed by cyber-society Grammar: negatives, imperfect tense, pronouns	Induction assessments
	2	Within the study of the film 'La Haine': film study & analysis; essay writing skills & practice In the context of 'Contemporary Francophone music', vocabulary and structures for: the diversity of contemporary Francophone music; who listens to & appreciates this music; how do we safeguard it Grammar: question forms, subjunctive, possibility (verbs of wishing), modal verbs in conditional	Formal assessments; adapted Paper 1 & 2 style assessments to cover material studied so far
	3	Continued study of the film 'La Haine' In the context of 'A culture proud of its heritage', vocabulary and structures for: national, regional & local heritage; how heritage reflects culture; heritage & tourism Grammar: adjectival agreements, comparatives & superlatives, revisit subjunctive – doubt, uncertainty, necessity, <i>si</i> clauses (present + future)	Film essay
	4	In the context of 'Cinema: the 7 <sup>th</sup> Art form', vocabulary and structures for: why the 7 <sup>th</sup> art form?; cinema – a national passion?; the evolution of cinema – the broad outline Grammar: infinitive clauses, connectives followed by the subjunctive; revisit <i>si</i> clauses, pluperfect, conditional perfect In the context of 'The place of voluntary work', vocabulary and structures for: who are voluntary workers & what do they do?; value of voluntary work for helpers and for those who receive help Grammar: connectives – temporal & casual, revisit conditional and <i>si</i> clauses (imperfect + conditional), future tense	Paper 3 – photo card
	5	In the context of 'Positive aspects of a diverse society', vocabulary and structures for: benefits of a diverse society; the need for tolerance & respect; how to promote diversity to create a richer world Grammar: revisit present tense, future tense and conditional In the context of 'Revision & Exam Skills': improving exam skills for Paper 1, 2 and 3	Formal assessments – Paper 1
	6	Continue study of 'Positive aspects of a diverse society' Launch of the Independent Research Project Within the study of a text ('No et moi' or 'L'Étranger') vocabulary and structures for: text study & analysis; character studies; essay writing skills & practice	Formal assessments – Paper 2
	Term	Key Knowledge	
Year 13	1	Continue study of a text IRP review In the context of 'Teens, the right to vote & political engagement', vocabulary and structures for: arguments relating to the right to vote; French political system & its evolution; engagement levels of young people & their influence on politics; future of politics & political engagement Grammar: passive voice, revisit subjunctive mood	Literature essay
	2	In the context of 'How we treat criminals', vocabulary and structures for: examining different attitudes to crime; merits and problems of prison; considering alternative forms of punishment Grammar: Past historic tense, revisit <i>si</i> clauses, infinitive constructions In the context of 'Protests, strikes: who has the power?', vocabulary and structures for: understanding the role of unions; discussing strikes & protests and considering different ways of protesting; discussing different attitudes towards strikes, protests and other political tensions Grammar: subject & object pronouns, relative pronouns, demonstrative adjectives & pronouns	Paper 1 & 2 assessments
	3	In the context of 'Politics and immigration', vocabulary and structures for: discussing political issues relating to immigration in Francophone countries; considering viewpoints of political parties; considering immigration from standpoint of immigrants; aspects of racism Grammar: revisit imperfect & perfect tenses, future perfect, conditional perfect In the context of 'What life for those who are marginalised?', vocabulary and structures for: examining different groups who are socially marginalised; measures to help those who are socially marginalised; considering contrasting attitudes towards people who are socially marginalised Grammar: revisit perfect tense, imperfect tense, pluperfect tense	Formal mock exams – Paper 1, 2
	4	Continue study of Politics and immigration' Continue study of 'What life for those who are socially marginalised?'	Speaking – photo card & IRP
	5	In the context of 'Revision & exam skills': revision of film 'La Haine' with essay writing practice; revision of Y12 and Y13 topics; revision of exam skills for all three papers	Final A-level exams

Opportunities for developing literacy skills and developing learner confidence and enjoyment in reading	Links to British Values	Links to Careers	Links to Other Personal Development
Students' knowledge of key grammatical terminology is developed further through Key Stage 5. They are provided with logins for <a href="http://www.kerboodle.com">www.kerboodle.com</a> where they can access the textbook and are encouraged to use the range of reading materials on offer to develop their confidence.	Mutual Respect: <ul style="list-style-type: none"> <li>Respect each other in the classroom and behave well, allowing everyone to learn effectively</li> <li>Collaborate well with each other, promoting a positive working atmosphere</li> </ul>	The French curriculum links to all careers as it provides students with opportunities to develop skills which prepare them for their future working life. These include:	Living in the Wider World: <ul style="list-style-type: none"> <li>Cultural knowledge of French-speaking countries is developed at all stages of the curriculum, including those countries with a very different lifestyle or culture to our own</li> </ul>

<p>All students partake in the study of a French novel at Key Stage 5. Across years 12 and 13, French students are enabled to read a variety of texts about French-speaking countries and culture and are encouraged to read and research more widely, including for their own independent research project.</p> <p>News websites:</p> <p><a href="http://www.france24.com">www.france24.com</a></p> <p><a href="http://www.lemonde.fr">www.lemonde.fr</a></p> <p>We suggest that students read the French versions of books they are familiar with to develop vocabulary and then move on to reading French literature. The library has several books available to read about French culture and history as well as a range of texts in the French language.</p> <p>Some suggested books:</p> <ul style="list-style-type: none"> <li>• Le Petit Prince – Antoine De Saint-Exupery</li> <li>• Le Petit Nicolas – Sempe &amp; Goscinny</li> <li>• Harry Potter à l'école des Sorciers – J.K. Rowling</li> <li>• Hunger Games – Suzanne Collins</li> <li>• Winnie L'Ourson – A.A. Milne</li> <li>• Complete Fairy Tales – Charles Perrault</li> <li>• France – DK Eyewitness</li> <li>• Le Tartuffe - Molière</li> <li>• Candide - Voltaire</li> <li>• Boule de Suif et autres contes de la guerre - Guy de Maupassant</li> <li>• L'étranger - Albert Camus</li> <li>• Bonjour tristesse - Françoise Sagan</li> <li>• Elise ou la vraie vie - Claire Etcherelli</li> <li>• Un sac de billes - Joseph Joffo</li> <li>• Kiffe kiffe demain - Faïza Guène</li> <li>• Un secret - Philippe Grimbert</li> <li>• No et moi - Delphine de Vigan</li> </ul>	<ul style="list-style-type: none"> <li>• Support each other and not criticise those who are volunteering answers and opinions</li> <li>• Be respectful with peer assessing work</li> </ul> <p>Democracy:</p> <ul style="list-style-type: none"> <li>• Make decisions collaboratively when working in pairs or groups</li> <li>• All students have the right to voice their opinion and everyone will listen respectfully</li> <li>• Voicing opinions and justifying them is a key element of learning the language at every Key Stage</li> <li>• Understanding of political systems and engagement in French-speaking countries studied at A-level</li> </ul> <p>Tolerance:</p> <ul style="list-style-type: none"> <li>• One of MFL's main aims is to promote the view that diversity is something to be embraced and celebrated</li> <li>• Study of cultures in a variety of French-speaking countries promotes diversity, respect and tolerance</li> <li>• Trips abroad immerse students in different cultures, thus promoting tolerance</li> <li>• 'Customs and festivals' is a key topic in French and students learn about different traditions, customs, festivals and beliefs across all three Key Stages</li> </ul> <p>Rule of Law:</p> <ul style="list-style-type: none"> <li>• Rules are in place in the classroom to ensure the safety of everyone</li> <li>• Rules are followed to ensure all students are able to learn and achieve to their full potential</li> <li>• Understand consequences if rules are ignored</li> <li>• A level topics include 'Crime and Punishment' in French</li> </ul> <p>Individual Liberty:</p> <ul style="list-style-type: none"> <li>• Students have the choice of which language(s) they want to study at GCSE and beyond</li> <li>• Freedom of speech is promoted and respected in lessons</li> <li>• Students are encouraged to voice their opinion in all topics studied in French</li> </ul>	<ul style="list-style-type: none"> <li>• Communication skills – speaking is a key element in every lesson and students are encouraged to speak and write in a wide variety of situations</li> <li>• Developing confidence and encouraging resilience – students develop resilience in coping with the challenge that the language offers and develop confidence to communicate with increasing fluency</li> <li>• Problem solving and teamwork – students work collaboratively to solve grammar problems and compete to complete challenges</li> <li>• Promoting creativity – students write creatively about each of the topics studied</li> </ul> <p>When opportunities arise, students are offered the chance to learn more about careers involving languages. This includes taking part in webinars hosted by GCHQ and the British Council.</p> <p>Potential careers involving languages are signposted around the department and referred to regularly as part of careers week or apprenticeships week etc. These include:</p> <ul style="list-style-type: none"> <li>• GCHQ Language Analyst</li> <li>• Translator/ Interpreter</li> <li>• Engineer</li> <li>• Marketing manager</li> <li>• Journalist</li> <li>• Travel advisor</li> <li>• Teacher</li> <li>• Travel blogger</li> <li>• Diplomat</li> <li>• First responder</li> <li>• Screenwriter</li> <li>• Chemist</li> </ul>	<ul style="list-style-type: none"> <li>• The importance of different festivals and traditions in French-speaking societies</li> <li>• Developing 'cultural capital' to ensure that students know that the world is their oyster and they should go and explore it!</li> <li>• Trips to experience the culture in France</li> </ul> <p>Relationships:</p> <ul style="list-style-type: none"> <li>• Positive relationships are promoted in the classroom, including a variety of pair and group tasks</li> <li>• The topics of relationships, marriage and different types of family is discussed at Key Stage 4 and 5</li> </ul> <p>Health and wellbeing:</p> <ul style="list-style-type: none"> <li>• Managing study and revision time effectively</li> <li>• Recognising new challenges and the importance of resilience</li> <li>• The topic of health is covered across all three Key Stages in French, including healthy eating, exercise and substances</li> </ul>
<p><b>Extra-Curricular and Co-Curricular Opportunities</b></p>	<p><b>Links with other subjects in the curriculum</b></p>		
<ul style="list-style-type: none"> <li>• <a href="http://www.languagenut.com">www.languagenut.com</a> and <a href="http://www.kerboodle.com">www.kerboodle.com</a> available for extra-curricular learning</li> <li>• Weekly one-to-one session with the French FLA</li> <li>• French Prefect position available for students to take on a position of responsibility in promoting and developing French provision in school</li> <li>• Various competitions and opportunities from the British Council, GCHQ, various universities and other sources to enhance learning and challenge students further</li> <li>• European Day of Languages</li> </ul>	<p>German – skills developed in either language are beneficial in learning the other. These include: communication, grammatical knowledge, revision skills</p> <p>English – alphabet, grammar, vocabulary, sentence structure, communication, descriptive writing, analysis of a novel</p> <p>Geography – geography and culture of Francophone countries, global and social issues topics including charities world-wide</p> <p>History – history of festivals and traditions in French-speaking countries</p> <p>Personal development – SMSC themes including benefits of diversity, the marginalised in society, 'crime and punishment', immigration</p> <p>Music – study of contemporary Francophone music</p> <p>ICT – study of the digital world</p> <p>Art – study of artistic culture in the Francophone world</p>		