

<p>FRENCH YEAR 7</p>	<p>CURRICULUM INTENT: The Castle Donington College Modern Foreign Languages Department aims for its students: ✓ To foster students' curiosity and deepen their knowledge of the world, through a love of languages. ✓ To provide an opening to other cultures, liberating insularity. ✓ To develop student's ideas and thoughts in response to a range of spoken language and written texts. ✓ To provide all students with the opportunity to learn a language. ✓ To provide the foundations for further language learning, the learning of other languages and the links to their own mother tongue. ✓ To develop self-efficacy and resilience in order to build a strong sense of success and to be proud of their achievements. ✓ To develop automaticity of key grammar and syntax in order to use language across topics. ✓ To develop fluency, providing many speaking opportunities, including those of a practical sense. ✓ To develop the metacognitive skills which equip students as better learners in MFL and beyond</p>		
<p>UNIT</p>	<p>UNIT 1</p>	<p>UNIT 2</p>	<p>UNIT 3</p>
<p>KNOWLEDGE (KEY CONCEPTS)</p>	<p>INTRODUCTION TO FRANCE AND THE FRENCH SPEAKING WORLD, IMPORTANCE OF LANGUAGES, CLASSROOM LANGUAGE, ALPHABET, GREETINGS, NAME, FEELINGS, NUMBERS, AGES, DAYS, MONTHS, SEASONS, DATES AND BIRTHDAYS; DESCRIBE WHERE WE LIVE(CITY, TOWN, VILLAGE ONLY); INTRO TO BASIC OPINIONS AND JUSTIFICATIONS</p>	<p>DESCRIBE PHYSICALITIES - INCLUDING EYE COLOUR, HAIR COLOUR AND STYLE; DESCRIBING PERSONALITIES</p>	<p>INTRODUCTION OF FAMILY MEMBERS AND PETS; GIVING OPINIONS ON FAMILY AND PETS, IN PARTICULAR FAVOURITE ANIMALS WITH COLOURS</p>
<p>GRAMMAR AND UNDERSTANDING</p>	<p>INTRODUCTION TO PHONICS, GETTING TO GRIPS WITH SYNTAX STRUCTURE, PRESENT TENSE OF THE VERB AVOIR, DISTINCTION BETWEEN FORMAL AND INFORMAL LANGUAGE, IMPERATIVE, HABITER IN PRESENT TENSE (1ST PERSON)</p>	<p>PRESENT TENSE OF AVOIR AND ETRE, ADJECTIVAL AGREEMENTS, DEFINITE AND INDEFINITE ARTICLES, INTENSIFIERS, INTRO OF QUESTION WORDS, FORMING AND UNDERSTANDING RESPONSES</p>	<p>INTRODUCTION OF IL Y A; POSSESSIVE ADJECTIVES;ADJECTIVAL AGREEMENTS; REVISION OF INTENSIFIERS; EXTENSION OF OPINIONS IN SENTENCES</p>
<p>END POINTS</p>	<ul style="list-style-type: none"> • I can recognise the meaning of greetings • I can give the English meaning of French instructions • I can extract ages from French sentences • I can answer questions about French texts • I can understand what topic French sentences are about • I can translate sentences into English • I can listen and understand where people live • I can listen and understand if people like where they live or not and why • I can understand a variety of information in French 	<ul style="list-style-type: none"> • I can hold a conversation about facial and personality descriptions as well as language from previous units • I can ask a question in French 	<ul style="list-style-type: none"> • I can describe a photo • I can write a paragraph about the current topic and reuse vocabulary from previous topics • I can translate sentences into French
<p>ASSESSMENT</p>	<p>READING - ANSWERING QUESTIONS IN ENGLISH AND TRANSLATION FRENCH TO ENGLISH (class language, greetings, ca va, ages, days, months, birthdays) LISTENING - ANSWERING QUESTIONS IN ENGLISH (where we live, opinions and reasons + recap of previous topics), DICTATION TASK</p>	<p>SPEAKING - GENERAL CONVERSATION (all topics covered so far)</p>	<p>WRITING - WRITE ABOUT A PHOTO (family and pets), TRANSLATION INTO FRENCH (Mostly family and pets + recap of previous topics), 40 WORD PIECE (Mostly family and pets + recap of previous topics)</p>

<p>FRENCH YEAR 8</p>	<p>CURRICULUM INTENT: The Castle Donington College Modern Foreign Languages Department aims for its students: ✓ To foster students' curiosity and deepen their knowledge of the world, through a love of languages. ✓ To provide an opening to other cultures, liberating insularity. ✓ To develop student's ideas and thoughts in response to a range of spoken language and written texts. ✓ To provide all students with the opportunity to learn a language. ✓ To provide the foundations for further language learning, the learning of other languages and the links to their own mother tongue. ✓ To develop self-efficacy and resilience in order to build a strong sense of success and to be proud of their achievements. ✓ To develop automaticity of key grammar and syntax in order to use language across topics. ✓ To develop fluency, providing many speaking opportunities, including those of a practical sense. ✓ To develop the metacognitive skills which equip students as better learners in MFL and beyond</p>		
<p>UNIT</p>	<p>UNIT 1</p>	<p>UNIT 2</p>	<p>UNIT 3</p>
<p>KNOWLEDGE (KEY CONCEPTS)</p>	<p>DESCRIPTION OF FOOD ITEMS AND RELEVANT OPINIONS; TALKING ABOUT DIFFERENT MEALS AND COURSES IN A MEAL, INTRODUCE TIME EXPRESSIONS, SMACKS, ORDERING FOOD; QUANTITIES AND RECIPES; FOOD AROUND THE WORLD</p>	<p>DESCRIPTIONS OF SELF, FRIENDS AND FAMILY; SPEAK ABOUT HOW LONG YOU HAVE KNOWN SOMEONE; ANALYSE PERSONALITIES IN THE PAST AND HOW THEY HAVE CHANGED; DESCRIPTION OF LEISURE ACTIVITIES WITH FRIENDS AND FAMILY</p>	<p>DESCRIBE YOUR SCHOOL SUBJECTS WITH OPINIONS; TIME EXPRESSIONS</p>
<p>GRAMMAR AND UNDERSTANDING</p>	<p>PARTITIVE ARTICLES; PRESENT TENSE OF BOIRE AND MANGER (ALL PRONOUNS); USE OF ALLER TO FORM NEAR FUTURE; PRESENT TENSE OF POUVOIR; INTRO OF CONDITIONAL; IL FAUT + INFINITIVE; COMPARATIVE CONNECTIVES;</p>	<p>PRESENT TENSE OF ETRE (1ST+3RD PERSON), ADJECTIVAL AGREEMENTS, DIRECT OBJECT PRONOUNS, DEPUIS + PRESENT TENSE, INTRODUCTION OF IMPERFECT (1ST PERSON ONLY), POSSESSIVE ADJECTIVES, CONNECTIVES AND INTENSIFIERS</p>	<p>REVISION OF OPINION VERBS (+INF); PRESENT TENSE OF ÉTUDIER; PREPOSITIONS WITH TIME; REVISION OF QUANTITIES; REVISION OF POSSESSIVE ADJECTIVES;</p>
<p>END POINTS</p>	<ul style="list-style-type: none"> • I can listen and choose items that I hear • I can listen and decipher meals and food items • I can listen and order items chronologically • I can listen and answer multiple choice questions • I can listen and decide where sentences come from • I can listen out for food items and their relevant opinion • I can listen and answer questions in English • I can speak in a role play about ordering food and expressing my own opinions • I can ask a question in French 	<ul style="list-style-type: none"> • I can decode meanings from texts • I can finish off sentences in English about a French text • I can associate pictures to written French • I can answer questions in English about a French text • I can read a text and complete the sentences in French • I can translate from French to English 	<ul style="list-style-type: none"> • I can describe a photo • I can write a paragraph about the current topic and reuse vocabulary from previous topics • I can translate sentences into French • I can select the correct word
<p>ASSESSMENT</p>	<p>LISTENING - ANSWERING QUESTIONS IN ENGLISH, DICTATION TASK</p> <hr/> <p>SPEAKING - ROLE PLAY</p>	<p>READING - ANSWERING QUESTIONS IN ENGLISH AND TRANSLATING FRENCH TO ENGLISH</p>	<p>WRITING - WRITE ABOUT A PHOTO (school topic), TRANSLATION INTO FRENCH (Mostly school + recap of previous y8 topics), 40 WORD PIECE (Mostly school + recap of previous topics)</p>

FRENCH YEAR 9	<p>CURRICULUM INTENT: The Castle Donington College Modern Foreign Languages Department aims for its students:</p> <ul style="list-style-type: none"> ✓ To foster students' curiosity and deepen their knowledge of the world, through a love of languages. ✓ To provide an opening to other cultures, liberating insularity. ✓ To develop student's ideas and thoughts in response to a range of spoken language and written texts. ✓ To provide all students with the opportunity to learn a language. ✓ To provide the foundations for further language learning, the learning of other languages and the links to their own mother tongue. ✓ To develop self-efficacy and resilience in order to build a strong sense of success and to be proud of their achievements. ✓ To develop automaticity of key grammar and syntax in order to use language across topics. ✓ To develop fluency, providing many speaking opportunities, including those of a practical sense. ✓ To develop the metacognitive skills which equip students as better learners in MFL and beyond 	
UNIT	UNIT 1 (FREE-TIME ACTIVITIES PART 1)	UNIT 2 (SOCIAL MEDIA & MOBILE TECHNOLOGY)
KNOWLEDGE (KEY CONCEPTS)	TYPES OF MUSIC, HOW WE LISTEN TO MUSIC, INSTRUMENTS, TYPES OF BOOKS AND READING HABITS, TYPES OF TV PROGRAMMES, TYPES OF FILMS, GENERAL INFORMATION ABOUT FILMS	TYPES OF TECHNOLOGY DEVICES AND SOCIAL MEDIA, OPINIONS, REASONS FOR AND AGAINST, DANGERS AND BENEFITS OF NEW TECHNOLOGIES, LIFE BEFORE TECHNOLOGY
GRAMMAR AND UNDERSTANDING	ECOUTER, REGARDER, LIRE + JOUER (DE) IN THE PRESENT TENSE; POSITION OF ADVERBS; PARTITIVE ARTICLES; DIRECT OBJECT PRONOUNS; FINITE+INF CONSTRUCTIONS; REVISION OF ARTICLES; PERFECT TENSE OF ECOUTER, REGARDER, LIRE + JOUER, COMPARATIVE AND SUPERLATIVE	UTILISER (+SE SERVIR DE) IN PRESENT TENSE; POSITION OF ADVERBS OF TIME; PRESENT TENSE OF ER VERBS ; POUR/AFIN DE + INFINITIVE; FIN+INF ; REVISION OF ADJECTIVAL AGREEMENTS AND POSITION ; COMPARATIVE AND SUPERLATIVE; REVISION OF IL FAUT+INF; REVISION OF PAST AND FUTURE TENSES
END POINTS	<ul style="list-style-type: none"> • I can do a role-play based on this unit • I can listen and answer questions in English about musical instruments • I can listen and answer questions in English about types of books and TV programmes • I can listen and answer questions in English about music types of music, ways of listening to music and reasons for listening to music • I can listen and answer questions in English about TV programmes • I can listen and answer questions in English about cinema • I can listen and answer questions in English about TV habits • I can listen and answer questions in English opinions on hobbies 	<ul style="list-style-type: none"> • I can read and answer questions about Technology in Everyday Life in English • I can translate a paragraph about Technology in Everyday Life from French to English • I can write sentences about a photo • I can write 40 words about technology and social media • I can translate five sentences from English to French about technology and social media • I can write 90 words about technology and social media • I can write 150 words about technology and social media (Higher only) • I can translate a paragraph from English to French about technology and social media
ASSESSMENT	LISTENING - ANSWERING QUESTIONS IN ENGLISH DICTATION TASK	READING - ANSWERING QUESTIONS IN ENGLISH; AND TRANSLATION FRENCH TO ENGLISH
	SPEAKING - ROLE PLAY	WRITING - <i>PHOTO TASK, TRANSLATIONS, 40/90/150 WORDS</i>