**The Nottingham Emmanuel School – *French* Curriculum Map (2022-2023)**

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| Intent statement | | | In MFL, the rationale behind our curriculum map is to reflect the world in which our students live whilst broadening their horizons by teaching them to communicate in a different language and teaching them to appreciate and respect different cultures whilst learning more about their own. Through language learning, we prepare students for future study and employment by teaching them a variety of skills that appeal to employers such as communication, translation, working as a team and resilience. | | | | | | | | | | | | | | | |
| Diversity across the curriculum | | | Our curriculum represents the diversity of our students in our resources through using images, names and texts about people of different religion, race and sexuality. We explore the people and traditions of Hispanic and francophone countries in both mainland Spain and France but also including countries outside of Europe. This allows students to appreciate different cultures whilst identifying links with their own culture. | | | | | | | | | | | | | | | |
|  |  | AUT 1 | | | AUT 2 | | | SPR 1 | | SPR 2 | | | SUM 1 | | | SUM 2 | |
| Year 8 | Title and objectives | T’es branché | | | T’es branché | | | La France a du Talent | | Paris Touristique | | | Paris Touristique | | | Manger et boire | |
| Core knowledge | Tv  Movies  Technology  Activities + weather | | | Books  Le weekend dernier  Music  French music stars  Christmas in France | | | La France a du talent  Je dois gagner  Les juges son comment  Et le gagnant est… | | Paris Touristique  Les jeunes Parisiens  Une semaine à Paris  C’était comment | | | Mon album photo  24 heures chrono  14th July in Paris  Paris, Ville Magique | | | A table tout le monde  Mealtimes  At the restaurant  Il faut faire des crepes  Mon style  Carnaval | |
| Skills | * Opinions * Connctives * Intensifiers * Regular verbs * Time phrases * Comparatives * Negatives * Expressions of frequency * High frequency irregular verbs – present tense * Si/ quand | | | * Passé composé – regular verbs in the first person * Past tense expressions and time phrases. * Avoir * Past participles * 3rd person opinions * Using cognates * Reading skills | | | Infinitives  Infinitive phrases  Modal verbs  Adjectives of personality  Avoir and être  Future tense | | On peut + infinitive  Opinión + infinitive  Passé composé  Irregular past participles  Past tense time phrases  Adjectives  Opinions in the past tense + c’était/ je l’ai trouvé | | | Passé composé of regular verbs  Passé composé with être  Passé composé with negatives  Reading for detail | | | Time phrases  Time  Opinions  Partitive articles  Quantities and containers  Roleplay  Colours  Adjective agreement  Future tense | |
| Covid recovery | We will only assume knowledge of topics and points covered in year 7, we appreciate that language provision in primary schools will have been affected due to the pandemic. | | | | | | | | | | | | | | | |
| Careers | Lesson activity – profiles of people who have studied language including; scientist, politician, footballer, politican | |  | | | Where will languages take me? RAF | | | |  | | | The Tourist Fair Workshop | | |  |
| Year 9 EBACC | Title and objectives | Ma vie sociale | | Ma vie sociale | | | Au Boulot B | | | | Bien dans sa peau B | | | Bien da sa peau (C) | | | Moi dans le Monde (B) |
| Core knowledge | * Planete Facebook * Comment tu trouves * Tu viens aussi? * Tu veux y aller | | * Ca c’est bien passé * Fou de la musique * La fête de la musique | | | * Mon boulot * Investigating jobs using languages | | | | * Le sport et le fitness * Advice * Mes resolutions * Manger sain | | | * Je serai en forme * Es-tu en forme? * La santé des jeunes | | | * Tu vas l’acheter? * Le Bonheur c’est * Les jeunes contre l’injustice * Des problèmes sociaux (Kerboodle 108) |
| Au Boulot A | | | Bien dans sa peau A | | | | Moi dans le Monde (a) | | |
| * Jobs * Le monde est un village * Quand j’étais plus jeune | | | * Body parts * J’ai mal | | | | * Mes droits * Mes priorités | | |
| Skills | Time phrases  Opinion expressions  Common irregular verbs  Definite articles  Direct object pronouns.  Agreement/ disagreement  Future plans | | Passé composé  Justified opinions in the past tense  Recognising tenses in a text.  Coping with new vocabulary and understanding challenging text.  Adjective agreements  Using on peut + infinitive  Modal verbs  Near future tense  Imperfect tense | | | Using different tenses within one text  Reading skills  Listening strategies  Avoir mal à  On/nous | | | | Il faut  Describing a photo  Depuis  Agreements  Pour + infinitive  Paritive article  Negatives  Futur simple | | | Future tense of irregular verbs  Sequencers  Expressions with avoir  Possessive pronouns  Direct object pronouns  Ce qui me préoccupe/ ce qui est important | | | Si  Direct object pronouns  Skim reading a text  Using three tenses together.  Identifying verbs in different tenses.  Using the infinitive to mean –ing  Question words  Imperative  Justifying answers. |
| Covid recovery | Topics that will need to be addressed include: days of the week, school subjects, facilities, present tense, negatives, time, as these are topics that were covered during online learning and therefore knowledge will not be quite as embedded. | | | | | | | | | | | | | | | |
| Careers | Talk from French restauranteur (French Living) | RoutesLIVE! Languages for Business | | | Where will languages take me – PWC student | | |  | | |  | | | Humanitarian Interpreter – Job Profile <https://translatorswithoutborders.org/blog/the-voice-of-the-vulnerable/> | | |
| Year 9 | Title and objectives | Ma vie sociale | Ma vie Sociale | | | Au Boulot | | | Au Boulot | | | Bien dans sa peau | | | Bien dans sa peau | | |
| Core knowledge | * Planete Facebook * Comment tu trouves * Tu viens aussi? | Tu veux y aller  Ca c’est bien passé  Fou de la musique  La fête de la musique | | | * Jobs * Le monde est un village * Mon boulot | | | Investigating jobs using languages | | | * Mes resolutions * Manger sain * Je serai en forme | | | * Es-tu en forme? * La santé des jeunes * Les problèmes sociaux | | |
| Bien dans sa peau | | |
| * Le sport et le fitness * Advice | | |
| Skills | Time phrases  Opinion expressions  Common irregular verbs  Definite articles  Direct object pronouns. | Agreement/ disagreement  Future plans  Passé composé  Justified opinions in the past tense  Recognising tenses in a text.  Coping with new vocabulary and understanding challenging text. | | | Adjective agreements  Using on peut + infinitive  Modal verbs  Near future tense  Imperfect tense | | | Using different tenses within one text  Reading skills  Listening strategies  Avoir mal à  On/nous  Il faut  Describing a photo  Depuis | | | Agreements  Pour + infinitive  Paritive article  Negatives  Futur simple | | | Future tense of irregular verbs  Sequencers | | |
| Covid recovery | Topics that will need to be addressed include: days of the week, school subjects, facilities, present tense, negatives, time, as these are topics that were covered during online learning and therefore knowledge will not be quite as embedded. | | | | | | | | | | | | | | | |
| Careers | Languages are our Business Booklet  <https://europedirectnortheastengland.files.wordpress.com/2018/09/44899-rls-languages-are-our-business-booklet.pdf> | | RoutesLIVE! Languages for Business | | | Where will languages take me – PWC student | | | |  | | | Speed Dating with profiles of joint honours university courses with languages. | | |  |

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| Year 10 | Title and objectives | Family and Friends | Local Area | | Free Time | | Daily Life and Special Ocassions | | School | | Social Issues |
| Core knowledge | Family members  Describing people  Physical description and clothes  Talking about getting on with others  Talking about what makes a good friend  Marriage  Talking about role models | Describing a house  Ideal Home  Places in town and activities  Weather/ Transport  Directions  Problems in your town  Tes projets pour le weekend prochain  Community Projects | | Sports  Extreme Sports  Hobbies  Reading  TV programmes  Le weekend dernier  A night out with friends | | Making arrangements  Daily routine  Shopping  Clothes  Tu vs. vous  Festivals and Traditions  Describing International Festivals  Food at home vs. special occasions | | School subjects  Typical school Day  Differences between French and British schools  Schools in different French speaking countries  School rules  School Exchange  Ideal school | | Advice for being healthy  What I do to stay healthy  Comparing old and new health habits  Health Resolutions  Sous influence  Les droits  Volunteering  Charities  Social issues  Inequality  Poverty |
| Skills | Possessive pronouns  Adjective agreement  Avoir and être  Pronouns  Learning vocabulary  Describing a photo  Reflexive verbs  -er verbs  Common irregular present tense  The relative pronoun qui  Perfect tense | Prepositions  Definite and indefinite articles  Aller  Preposition à meaning to  Near future tense | | Perfect tense  Time phrases, sequencers and connectives  Jouer à and jouer de  Negatives  Opinion phrases  Depuis + present tense  Irregular verbs in the present tense  Comparatives  Perfect tense with etre | | Asking questions  Vouloir  Forming questions Using devoir and pouvoir  Using quel/ quelle  Using ce/cette/ces  Using the pronoun en  Using tu and vous  Using venir de + infinitive | | Direct object pronouns  Using the ils form of the verb  Using il faut and i lest interdit de  Imperfect tense  Using three time frames  Using the pronouns ils and elles | | Using emphatic pronouns  Understanding the passive  Using three time phrases  Using the imperative  Giving arguments for and against |
| Covid recovery | The following topics will have not been embedded in KS3 due to being taught online or not at all due to decisions we took about the curriculum when teaching online therefore will need to be prioritised for retrieval: Daily routine, weather, town, directions, clothes, time, present tense regular, jouer and faire, higher level connectives, future tense/ expressions, prepositions of location, demonstrative adjectives, high frequency verb expressions. | | | | | | | | | |
| Careers |  | EKFB Promoting a Business in French Project | |  | |  | | <https://alzea.org/offre/afrique-du-sud-stage-comptabilite-finance/>  Comprehension activity on a work experience in Finance in South Africa. | | FCDO Translation and Interpretation  <https://www.fcdoservicescareers.co.uk/our-people/translation-and-interpreting/> |
| Year 11 | Title and objectives | Holidays | | Work | | Technology / Global Issues | | Revision | |  | |
| Core knowledge | Countries  Where you normally go on holiday  Holidays past and future  Dream holidays  Staying in a hotel  At the restaurant  Travelling  Buying souvenirs  Disastrous Holiday | | Jobs  Discussing career choices/ university or apprenticeship  Talking about plans, hopes and wishes  Household chores  Part Time Job  Work experience  Working in tourism | | Using the internet  Talking about your life online  Social Media Use and addiction  Advantages and Disadvantages  Notre planete  Proteger l’environnement  Ethical shopping  Discussing big events | | During this time, we will be revising for the final exams. We shall be using AQA approved material from the Studio course, to practice exam questions across all four skills. Pupils will also be given time to sit past papers in timed conditions. | |  | |
| Skills | Reflexive verbs  Saying in or to with countries.  Questions with inversions  Using time phrases  Notre/ votre nos/vos  Using the future tense  High numbers  Conditional Tense  Reflexive verbs in the perfect tense  Expressions with avoir  En + present participle  Using 3 time phrases  Using demonstrative adjectives and pronouns  Irregular past participles | | Job nouns  Conditional tense  Better/ worse + best/ worst  Perfect infinitive  Subjunctive  dont  si/quand/lorsque + future tense  verbs followed by à pr de  the pronoun ‘qui’  perfect/ imperfect | | Irregular verbs in the present tense.  Comparatives  The relative pronoun ‘que’  Simple future tense  Using on doit and on peut + infinitive  Understanding the passive  Using emphatic pronouns  Using three time phrases  Conditional tense of modal verbs  Indirect object pronouns | | Reading  Writing  Listening  Speaking  Translation  Exam strategy | |  | |
| Covid recovery | The following topics will have neither been embedded in KS3 nor introduced in year 10, therefore will need to be prioritised: comparatives and superlatives, souvenirs, retrieval of weather, the topic of food and mealtimes which will include the transactional language of eating in a restaurant. Photocard, Direct Object pronouns, daily routine, exclamatory sentences, constructions wit avoir e.g. avoir chaud/ avoir faim and body parts/ illnesses. | | | | | | | | | |
| Careers | Where can languages take you? Apprenticeships  <https://amazingapprenticeships.com/app/uploads/2020/01/Subject-poster_Languages.pdf> | <https://www.prospects.ac.uk/employer-profiles/cga-strategy-22319/jobs/graduate-insight-account-executive-2692166#company> | | <https://erasmusintern.org/traineeship/internship-international-relations-office-paris-8-university-2> | |  | |  | |  |