

Curriculum Overview –

All Saints' Curriculum Intent Statement:

Pupils at All Saints have access to a world class curriculum – one which is broad, balanced, challenging and gives pupils a better chance of success than any other curriculum in the country.

French Curriculum Intent Statement:

The curriculum is much more than just lessons. It includes the ethos, attitudes and relationships which create the high quality life in all of our schools. Our aim is to provide a broad, balanced and rigorous curriculum that meets the needs and aspirations of every young person and leaves them well prepared for their future.

The Modern Foreign Language curriculum is planned to ensure that students acquire a variety of competences in communication and a knowledge of other cultures. They will also develop confidence and motivation towards a brighter future.

Les langues offrent une variété de compétences dans la communication et dans la connaissance d'autres cultures. Elles développent l'inspiration, la confiance et la motivation pour un futur plus prometteur.

The curriculum intends:

- To foster positive attitudes, interest, and enthusiasm for languages
- To give awareness of the cultures of the countries of the languages studied
- To raise awareness of the nature of language and the process of language learning
- To achieve communicative confidence and competence in the language
- To offer students a range of activities to explore language
- To provide enjoyment and intellectual stimulation, which may encourage students to continue their study of the language
- To ensure that all students make minimum expected progress from Year 7 to 11 (where applicable)
- To encourage students in their whole school career

	Cycle 1	Cycle 2	Cycle 3
Year 7	<p><u>NCELP Y1 T1</u></p> <p>Overview:</p> <ul style="list-style-type: none"> •Describing a thing or person •Saying what people have •Distinguishing between having and being •Talking about doing and making things •Saying what people do 	<p><u>NCELP Y1 T2</u></p> <p>Overview:</p> <ul style="list-style-type: none"> •Saying how many there are, numbers •Describing people (family) •Saying what people do (sports) •Saying where people go (places and countries) •Asking questions •Talking about yourself, to and about someone else 	<p><u>NCELP Y1 T3</u></p> <p>Overview:</p> <ul style="list-style-type: none"> •Asking questions •Saying people do not do something •Expressing future intentions •Saying what you want to, can and must do •Saying what you don't want to, can't and don't have to do •Describing things and people •Saying what you know how to do
	Big ideas: Tenses, Gender and Agreement, Phonics, Audience and Cultural Awareness, Opinions, Vocabulary	Big ideas: Tenses, Gender and Agreement, Phonics, Audience and Cultural Awareness, Opinions, Vocabulary	Big ideas: Tenses, Gender and Agreement, Phonics, Audience and Cultural Awareness, Opinions, Vocabulary
	Assessment: NCELP Y1 T1 Assessment	Assessment: NCELP Y1 T2 Assessment	Assessment: NCELP Y1 T3 Assessment
	Cycle 4	Cycle 5	Cycle 6
Year 8	<p><u>NCELP Y2 T1</u></p> <p>Overview:</p> <ul style="list-style-type: none"> •Saying how many there are, numbers •Describing people (family) •Saying what people have •Saying what people do (sports) •Saying where people go (places and countries) •Asking questions •Using question words •Talking about yourself, to and about someone else 	<p><u>NCELP Y2 T2</u></p> <p>Overview:</p> <ul style="list-style-type: none"> •Asking questions •Saying people do not do something •Expressing future intentions •Saying what you want to, can and must do •Saying what you don't want to, can't and don't have to do •Describing things and people •Saying what you know how to do 	<p><u>NCELP Y2 T3</u></p> <p>Overview:</p> <ul style="list-style-type: none"> •What is it like? Comparing things •Talking about how groups of people do things •Comparing how people do things •Talking about the environment • Asking and answering questions about what people did and have done
	Big ideas: Tenses, Gender and Agreement, Phonics, Audience and Cultural Awareness, Opinions, Vocabulary	Big ideas: Tenses, Gender and Agreement, Phonics, Audience and Cultural Awareness, Opinions, Vocabulary	Big ideas: Tenses, Gender and Agreement, Phonics, Audience and Cultural Awareness, Opinions, Vocabulary
	Assessment:	Assessment:	Assessment:

	NCELP Y2 T1 Assessment	NCELP Y2 T2 Assessment	NCELP Y2 T3 Assessment
Y e a r 9	Cycle 7	Cycle 8	Cycle 9
	<u>NCELP Y3 T1</u>	<u>NCELP Y3 T2</u>	<u>NCELP Y3 T3</u>
	Overview: <ul style="list-style-type: none"> •Talking about identity •Cultural events •Motivations and goals •Giving instructions •Talking about knowing •What does, doesn't and never happens •Travel activities in France and travel situations •Talking about nationality and religion •Describing day-to-day life 	Overview: <ul style="list-style-type: none"> •French revolution •Talking in the past tense to explain what you did •Talking about what happened •Talking about free time activities Comparison between how things are now vs how they used to be <ul style="list-style-type: none"> •French school system •Memories Talking about frequent occurrences	Overview: <ul style="list-style-type: none"> •Talking about what you read •Helping each other •Shopping •Making decisions about the future •Discussing the government •The environment •Concorde •France's refugee crisis •Talking about historical events and figures •Talking about reflexive activities •Talking about things that happen at the same time
	Big ideas: Tenses, Gender and Agreement, Phonics, Audience and Cultural Awareness, Opinions, Vocabulary	Big ideas: Tenses, Gender and Agreement, Phonics, Audience and Cultural Awareness, Opinions, Vocabulary	Big ideas: Tenses, Gender and Agreement, Phonics, Audience and Cultural Awareness, Opinions, Vocabulary
Assessment: NCELP Y3 T1 Assessment	Assessment: NCELP Y3 T2 Assessment	Assessment: NCELP Y3 T3 Assessment	
Y e a r 10	Cycle 10	Cycle 11	Cycle 12
	<u>Topic/module 1:</u> <u>Relationships with family and friends</u> <u>Topic/module 2:</u> <u>Technology in everyday life</u> <u>Topic/module 3:</u> <u>Free-time activities</u> Key Skills: <ul style="list-style-type: none"> •Reading and Translation French to English •Listening •Speaking – General Conversation Answers, Photo Card and Role Play •Writing – Construction of sentences, extended writing and translation English to French Grammar: <ul style="list-style-type: none"> •Definite and Indefinite articles •Adjectival agreements 	<u>Topic/module 4:</u> <u>Customs and festivals in French-speaking countries/communities</u> <u>Topic/Module 5:</u> <u>Home, town, neighbourhood and region</u> <u>Topic/Module 6:</u> <u>Social issues - Healthy/unhealthy living</u> Key Skills: <ul style="list-style-type: none"> •Reading and Translation French to English •Listening •Speaking – General Conversation Answers, Photo Card and Role Play •Writing – Construction of sentences, extended writing and translation English to French Grammar: <ul style="list-style-type: none"> •Using 'pouvoir' and 'devoir' 	<u>Topic/Module 7:</u> <u>Global issues - the environment and poverty/homelessness</u> <u>Topic/Module 8:</u> <u>Travel and tourism</u> Key Skills: <ul style="list-style-type: none"> •Reading and Translation French to English •Listening •Speaking – General Conversation Answers, Photo Card and Role Play •Writing – Construction of sentences, extended writing and translation English to French Grammar: <ul style="list-style-type: none"> •Emphatic pronouns •Using the future and conditional •Using the perfect and imperfect tense

	<ul style="list-style-type: none"> • Asking questions • Present tense- Irregular verbs/ reflexive verbs • The near future tense • The perfect tense • Opinion phrases +infinitives • Modal verbs • 'Depuis' + present tense • The comparative • The imperfect tense • Direct Object Pronouns – le, le, les • Superlative adjectives • Focus on key verbs 	<ul style="list-style-type: none"> • Pronoun 'en' • Interrogative and demonstrative adjectives • Asking questions using 'tu' and 'vous' forms • 'Venir de' + infinitive • Using a combination of tenses • Asking questions 'quel'/'quelle'/'quelles' • Using the present tense • Using the pronoun 'y' • Irregular adjectives • superlatives • Using negatives • Emphatic pronouns • Using the future and conditional • Using the perfect and imperfect tense • Passive voice • Adverbs 	<ul style="list-style-type: none"> • Passive voice • Adverbs • Negatives • Nous form • Comparatives • Expressions with 'avoir' • Using 'il faut' and 'il est interdit' de • Using the imperative • Reflexive verbs in the perfect tense
	Big ideas: Tenses, Gender and Agreement, Phonics, Audience and Cultural Awareness, Opinions, Vocabulary	Big ideas: Tenses, Gender and Agreement, Phonics, Audience and Cultural Awareness, Opinions, Vocabulary	Big ideas: Tenses, Gender and Agreement, Phonics, Audience and Cultural Awareness, Opinions, Vocabulary
	Assessment: Formative and Summative across all 4 skills (Reading, Writing, Listening and Speaking) in Topics 1,2 and 3	Assessment: Formative and Summative across all 4 skills (Reading, Writing, Listening and Speaking) in Topics 1-6	Assessment: Formative and Summative across all 4 skills (Reading, Writing, Listening and Speaking) in Topics 1-8
Year 11	Cycle 13	Cycle 14	
	<p>Topic/Module 9: <u>My studies</u></p> <p>Topic/Module 10: <u>Life at school/college</u></p> <p>Topic/Module 11: <u>Education post-16</u></p> <p>Topic/Module 12: <u>Jobs, career choices and ambitions</u></p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Reading and Translation French to English • Listening • Speaking – General Conversation Answers, Photo Card and Role Play • Writing – Construction of sentences, extended writing and translation English to French 	<p>Revision of all topics:</p> <p>Topic/module 1: <u>Relationships with family and friends</u></p> <p>Topic/module 2: <u>Technology in everyday life</u></p> <p>Topic/module 3: <u>Free-time activities</u></p> <p>Topic/module 4: <u>Customs and festivals in French-speaking countries/communities</u></p> <p>Topic/Module 5: <u>Home, town, neighbourhood and region</u></p> <p>Topic/Module 6: <u>Social issues - Healthy/unhealthy living</u></p> <p>Topic/Module 7: <u>Global issues - the environment and poverty/homelessness</u></p> <p>Topic/Module 8: <u>Travel and tourism</u></p>	

<p>Grammar:</p> <ul style="list-style-type: none"> •Direct object pronouns •Using Ils and Elles •'Il faut' / 'il est interdit de' •The imperfect tense •Opinions in all tenses •Job nouns •Conditional •Relative pronouns •Using the future and conditional •Using different tenses •Verbs followed by 'à' and 'de' 	<p>Topic/Module 9: <u>My studies</u> Topic/Module 10: <u>Life at school/college</u> Topic/Module 11: <u>Education post-16</u> Topic/Module 12: <u>Jobs, career choices and ambitions</u></p> <p>Preparation for speaking exam in May. Preparation for reading, writing and listening exam in the main exam window.</p>	
<p>Big ideas: Tenses, Gender and Agreement, Phonics, Audience and Cultural Awareness, Opinions, Vocabulary</p>	<p>Big ideas: Tenses, Gender and Agreement, Phonics, Audience and Cultural Awareness, Opinions, Vocabulary</p>	
<p>Assessment: Formative and Summative across all 4 skills (Reading, Writing, Listening and Speaking) in all topics</p>	<p>Assessment: Formative and Summative across all 4 skills (Reading, Writing, Listening and Speaking) in all topics</p>	