French Unit Overview Year 7

MFL intent

The intent of MFL is to give students the tools to enable them to become confident and accurate communicators in a foreign language. Students are prepared for real life situations, engage in problem solving and develop coping strategies and perseverance. By doing so, students develop their understanding of themselves, the world around them, and build their resilience. They are better equipped in their working, emotional and social life. Through studying languages, we increase student confidence in their own language through transferable language skills and nurturing pre-existing talents. We recap and build upon grammar and vocabulary through exploring language patterns across a variety of topics and themes, enabling them to express themselves confidently.

Students aspire to develop inter-cultural understanding, tolerance and respect for international cultures and history. Learning languages allows students to develop a curiosity about the world from a different perspective, through understanding foreign films, literature, the study of customs and festivals. We organise trips to Paris and Boulogne, which helps to develop the students' cultural capital and immerse them in using languages in real life situations. We teach specially designed lessons to celebrate European day of languages on the 26 September which celebrates the many languages spoken in our community and encourages them to take part in a bake-off competition. As part of Notley Aspire we invite selected students to watch a play in the Target language in the theatre to further inspire a love of languages. Students are also encouraged to study languages up to A level exams which offers clear progression into a wide range of employment opportunities.

We are committed to providing a supportive and stimulating learning environment and the curriculum is designed to help students explore and grow by developing knowledge and tolerance of other cultures and by exploring language patterns to develop fluency and confidence in communicating in another language. We ensure that lessons are enjoyable for all, delivering a range of activities that are engaging, interactive and fun. Within the classroom, we endeavour to create real life and relevant situations whereby students can use their language skills to communicate and to equip them with the skills to communicate in real life. We have high expectations of all students, and we want them to be proud of their achievements and progress and to be recognised for their efforts and excellence.

MFL Implementation

Our schemes of learning build resilience by ensuring progress in the 4 skills which are productive, (writing and speaking) and receptive, (listening and reading.) We nurture talent through developing a broad range of productive skills including accurate and confident pronunciation with knowledge of phonics, conversation, translation, structuring essays and developing arguments and opinions. As students develop these skills, they will be able to communicate, explain and justify their own opinions in both written and spoken forms. In developing fluency, they will develop aspirations. Literacy is encouraged through receptive skills including vocabulary learning, reading, translation, dictation and listening. Students develop learning strategies to read and listen for gist, aiding the deepening of their understanding. They are encouraged to be resilient to extract information and interpret meaning in a range of texts. Students learn through sequencing in small steps leading to the students reading and writing with more complexity. Teachers model so that students can expand their language skills. Students learn complex structures using LOVEIT grids, grammar and tenses which enables them to communicate and write more independently. There is a strong focus on monitoring and assessment to ensure that all students are progressing as expected. In addition, meaningful feedforward tasks are set after each written assessment, and where needed, intervention and support are timely and impactful. We design our lessons to instill a love of learning languages and to ensure that all students are included in every lesson. Students are motivated by the range of activities across a series of lessons and language is practiced, reinforced, and reviewed in a circular way which is further embedded through home learning. Languages are a gateway to discovering new customs and cultures. We stimulate students' curiosity by exploring customs, festivals, and traditions. Students also discover culture through films at all key stages and a whole school celebration of European day of languages helps promote a positive outlooking ethos.

French Year 7 – Autumn Term 1 and 2				
All about me				
What are we learning?	**Our intention - what knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
Personal information, physical appearance.	Knowledge: Introduce yourself, say where you live, know months and dates, numbers, know countries and nationalities, describe yourself and other people and describe yourself using colours and other adjectives. All forms of 'avoir' and 'être' in the present tense, agreements of adjectives Understanding: Students will understand how to talk about themselves in French, they will understand the differences in culture between countries that speak different languages and the same language. Students will understand how to agree adjectives and how the word order is different when using adjectives. Skills: - Students will be able to have conversations introducing themselves and will be able to ask and answer questions. They will be able to listen and read for Gist. They will be able to write longer sentences. They will learn memorisation strategies and strategies for recognising sounds patterns. Students will understand	Spontaneous talk in the target language; asking for things and conversations with peers. Demonstrating independence in the classroom by using dictionaries and knowledge organisers. Reflection of own learning and clear understanding of how to take next steps. A commitment shown to understanding different culture of others.	Previous learning: This varies depending on primary school. Possibly numbers, colour and basic personal information Future learning: students will go on to describe themselves and it links to describing others with new adjectives. They will develop skills to enable them to read out loud with accurate pronunciation, translate and understand dictation. 'Avoir'/'etre' will link to studying the perfect tense, adjectives will link to giving opinions and a range of pronouns will link to conjugating all tenses.	www.quizlet.co.uk Allez 1 textbook on Kerboodle Knowledge organiser Chilli challenge sheet Power points and resources on share point Memrise Seneca learning Duolingo

	how to use a knowledge organiser to self-test.			

French Year 7 – Autumn term 2/Spring term 1				
Family and school				
What are we learning?	**Our intention - what knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
Personality, family, school subjects, friends	Knowledge: describing personality, school subjects, reinforcement of masculine and feminine adjectives. Introduction of possessive adjectives. Giving opinions of school subjects and justifying opinions. Where you live, know family members and family life; compare yourself now with how you used to be. Understanding: Students will be able to describe themselves and their family members in detail. They will complete a film module – Ratatouille. They will be able to give opinions about school and justify them. They will have a better understanding of how to agree adjectives and word order. They will understand how possessive adjectives change depending on gender. Students will also be able to say what they used to be like and that this past tense is called the imperfect tense. Skills: - students will be able to give their opinions and listen to and comment on the opinions of others. They will be able to read aloud with good pronunciation and be able to translate and dictate. They will learn reading strategies. They will be able to write longer sentences and start to	Spontaneous talk in the target language; asking for and giving opinions. Confidence in completing a speaking assessment and read aloud challenge. Demonstrating independence in the classroom by using dictionaries and knowledge organisers. They will show confidence in translating and dictation. Reflection of own learning and clear understanding of the new tense and how it works. A commitment shown to understanding different culture of others.	Previous learning: Students have already learnt how to describe others using adjectives. They have been introduced to opinions and adjectives for justifications. All forms of 'avoir' and' être' were introduced in unit 1 and this will be reinforced in this unit. Reading and listening strategies for gist as well as memorisation strategies were introduced in unit 1 and will continue to be developed in this unit. Students have started to develop strategies for broadening their vocabulary and this is reinforced in this unit. In the previous unit they learnt how to engage in conversation and join in. This is reinforced in this unit. The film module will enable students to practice vocabulary and structures from this unit and the previous unit. Future Learning: Studying adjectives and justifying opinions will link to all topics all tenses. Negative opinions will link to learning more complex negatives. Possessive adjectives will link to describing clothes and items that	www.quizlet.co.uk Allez 1 textbook on kerboodle Knowledge organiser Power points and resources on share point Memrise Seneca learning Duolingo

	form paragraphs. Students will be more confident in using a knowledge organiser to self-test and will apply memorisation strategies.		belong to you. Understanding the imperfect tense will link to future learning of tenses in year 9. Identifying and applying language patterns will link to teaching further grammar points in the future. Phonics will lead to better pronunciation for reading out loud and for dictation at GCSE.	

French - Year 7 Spring Term 2				
Talking about where you live and what you do there				
What are we learning?	**Our intention - what knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
School, home and animals	Knowledge: Know animals, describing animals and preferences, leisure activities, sports, talking about school and where you live. Introduction of the present tense of 'er' verbs. Using connectives to extend sentences. More reinforcement of adjectival endings. Introduction of the past tense with 'er' verbs. Understanding: Students will be able to describe their pets using adjectives. They will be able to talk about where they live and compare schools in different countries. They will understand how to conjugate verbs from the infinitive into the present tense and the past tense. Skills: - Students will have a greater understanding of grammar and will be able to conjugate verbs in the present tense. They will be able to build on this skill and start to form sentences in the past tense. Students will be able to start to have conversations about what they usually do at the weekend and what they did last weekend. They continue to learn strategies to listen and read for Gist (cognates and false friends). They will be able to write longer sentences using connectives. Students will be continuing to	Spontaneous talk in the target language; asking for and giving opinions. Demonstrating independence in the classroom by using dictionaries and knowledge organisers. Reflection of own learning and clear understanding of how to conjugate verbs into the present and perfect tenses. Demonstrating a clear understanding of what an infinitive is and what conjugating a verb means. Demonstrating independence in written work, bringing all the grammar points learnt so far into their work including the different tenses. Developing confidence in translating and dictation through learning new vocabulary and phonics.	Previous learning: Students have already learnt the verb 'avoir' which will help with learning the past tense and having learnt the pronouns previously will help for learning the present tense. Adjectives, opinions and justifications are all revisited in this unit. Reading and listening strategies for gist, dictation and translation as well as memorisation strategies have been introduced in previous units and will help with the longer texts introduced in this unit. Students have started to develop strategies for broadening their vocabulary and phonics In the previous units they learnt how to engage in conversation and read aloud with accurate pronunciation. Future Learning: Conjugating present tense verbs will link to conjugating other tenses. This will embed knowledge of pronouns for future use. Learning connectives will link to extending paragraphs. Identifying and applying language	www.quizlet.co.uk Allez 1 textbook on Kerboodle Knowledge organiser Grammar mat Power points and resources on share point Memrise Seneca learning Duolingo

	develop confidence in using a knowledge organiser to self-test.		patterns will link to teaching further grammar points in the future. Phonics will lead to better pronunciation for reading out loud and for dictation at GCSE.	

French – Year 7 Summer term 1				
Talking about and ordering food				
What are we learning?	**Our intention – what knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
Food, opinions on food	Knowledge: Know different food/drink, say what you eat/drink at different meals times, ordering food in a café, quantities of food to understand recipes, ordering an ice cream. Opinions of food with justifications reinforcing again adjectival endings. Reinforcement of the past tense. Negatives including ne…jamais'. Understanding: Students will be able to say what they like/dislike eating/drinking – will relate this to mealtimes. Students will be able to order food in a café/ice cream stall.They will be able to use knowledge of conjugating present tense verbs to conjugate the verbs 'manger' and 'boire'. Students will understand how to form the negative in French. Students will be able to say what they have eaten via reinforcement of the past tense. Skills: Students will be able to have conversations ordering food and giving opinions. They continue to build on skills to listen/read for Gist. They will use writing strategies to write dialogues and identify and apply language patterns. Students will be able to introduce the negative into their written and spoken work. Students will be continuing to develop confidence in using a knowledge organiser to self-test. This half term will also include revision of everything studied so far this year in preparation for the end of year exam, including revision of the tenses, vocabulary, listening and reading comprehension practice, translation strategies and opinion	Group talk in the Target language, writing dialogues and developing confidence in order to present with accurate pronunciation. Demonstrating independence in the classroom by using dictionaries and knowledge organisers. Demonstrating a clear understanding of grammar and how the negative is formed in French. Demonstrating independence in written work, bringing all the grammar points learnt so far into their work including the different tenses. Developing confidence in translating and dictation through learning new vocabulary and phonics. Demonstrating competence in describing two photos	Previous learning: The present tense was introduced in the previous unit and helps with formation of negatives, students already proficient in using opinions, the negative opinion phrase helps with teaching the negative. The past tense with 'avoir' was already introduced in the previous unit and is being reinforced in this unit. Reading and listening strategies for gist as well as memorisation strategies have been introduced in previous units and are continuing to be developed with the longer texts with mixed tenses in this unit. Future learning: Learning the past tense with 'avoir' will help with learning irregular past tense verbs and the past tense with 'etre.' In future learning. It will also embed the present tense of 'avoir' and 'être'. Improving conversations skills will develop confidence in speaking. Learning more complex negatives helps with embedding these in year 9 and reinforcing negative opinions. Identifying and applying language patterns will link to teaching further grammar points	www.quizlet.co.uk Allez 1 textbook on 8erboodle Knowledge organiser Studio grammar books Grammar mat Power points and resources on share point Memrise Seneca learning Duolingo

	structures. Students will learn how to describe two photos.	in a speaking assessment.	in the future. Phonics will lead to better pronunciation for reading out loud and for dictation at GCSE.	

French - Year 7 Summer Term 2				
Describing towns				
What are we learning?	**Our intention - what knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
Local area, describing your town, directions.	Knowledge: know buildings, landmarks and shops. Describe places in the town, say what you can do in your town, using 'on peut' and 'mais' and 'par contre' for contrast. Ask for and giving directions. Use 'il y a' and 'il n'y a pas'. Understanding: Students will be able to describe their town and say what the town has and does not have. They will understand how to ask for directions to different places, understand the response and be able to give directions to somebody else. Students will be able to understand how to form a question and arrange to go out in their town. They will understand the negative better as it will be reinforced with 'il n'y a pas. Skills: - Students will develop confidence in speaking by asking for and giving directions and arranging to go out with a friend. They will look at pronunciation sounds such as the silent 'h' They continue to build on strategies to listen and read for Gist. They will identify and apply language patterns.	Group talk in the Target language, writing dialogues and acting them out; arranging to go out and asking and giving directions. Demonstrating independence in the classroom by using dictionaries and knowledge organisers. Demonstrating a clear understanding of grammar and how modal verbs are formed and used in French in the present tense. Demonstrating independence in written work, bringing all the grammar points learnt so far into their work including the different tenses.	Previous learning: Previous conjugation of present tense verbs in year 7 will help with the conjugation of modal verbs. Students have already learnt some connectives to help with juxtaposition. The negative form was introduced in the previous unit to help with 'il n'y a pas' and students already know the negative opinion phrase. Reading and listening strategies for gist as well as memorisation strategies have been introduced and reinforced in year 7. Translation strategies have been introduced and reinforced throughout the units in year 7 and continue in this unit with longer paragraphs to translate with more complex structures. Students have developed strategies for broadening their vocabulary and engaging in conversation. Future learning: Learning 'Il y a' and 'il n'y a pas' will help with describing a photo for speaking assessments. Learning modal verbs will help with +	www.quizlet.co.uk Allez 1 textbook on kerboodle Knowledge organiser Grammar mat Power points and resources on share point Memrise Seneca learning Duolingo

	Students will be continuing to develop confidence in using a knowledge organiser to self-test.	Developing confidence in translating and dictation through learning new vocabulary and phonics.	infinitive structures. Conversations asking for and giving directions and learning pronunciation strategies will help develop confidence in speaking for future learning. Identifying and applying language patterns will link to teaching further grammar points in the future. Phonics will lead to better pronunciation for reading out loud and for dictation at GCSE.	