

MFL DEPARTMENT: YEAR 10 & 11 LTP – 2021-2022.FRENCH

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YEAR 10	Autumn one (8 wks)	Autumn two (7wks)	Spring one (6 wks)	Spring two (5 wks)	Summer one (6.5 wks)	Summer two (6.5 wks)
Key learning points and main focus	<ul style="list-style-type: none"> Linguistic competence Knowledge about language and building grammar knowledge Dealing with authentic texts Intercultural understanding Creativity	<ul style="list-style-type: none"> Linguistic competence Knowledge about language and building grammar knowledge Dealing with authentic texts Intercultural understanding Creativity <ul style="list-style-type: none"> Understanding the world around us 	<ul style="list-style-type: none"> Linguistic competence Knowledge about language and building grammar knowledge Dealing with authentic texts Intercultural understanding Creativity <ul style="list-style-type: none"> Understanding the world around us 	<ul style="list-style-type: none"> Linguistic competence Knowledge about language and building grammar knowledge Dealing with authentic texts Intercultural understanding Creativity <ul style="list-style-type: none"> Understanding the world around us 	<ul style="list-style-type: none"> Linguistic competence Knowledge about language and building grammar knowledge Dealing with authentic texts Intercultural understanding Creativity <ul style="list-style-type: none"> Understanding the world around us 	<ul style="list-style-type: none"> Linguistic competence Knowledge about language and building grammar knowledge Dealing with authentic texts Intercultural understanding Creativity <ul style="list-style-type: none"> Understanding the world around us
Themes	Theme: 1 Identity and culture Unit: 1 Relationships with family and friends Talking about family members and describing people Talking about friends Talking about a partner/ideal partner Talking about future plans and marriage	Theme: 1 Identity and culture Unit : 2 Social media Mobile technology Saying how you keep in touch via the internet Giving opinions about online messaging Talking about using a mobile Giving opinions about mobile technology	Theme: 1 Identity and culture Unit : 3 Describing what you (dis)like doing Free-time activities Talking about and giving opinion about food and drink/talking about world dishes Talking about different sports (including extreme sports) Extending what you can say about extreme sport	Theme: 1 Identity and culture Unit : 4 Spain & Customs Learning about celebrations in some French speaking countries Learning about our local customs and comparing them to the rest of the world To talk about French festivals and cultures	Theme: 2 Local, national, international and global areas of interest Unit : 5 Describing your house and rooms Saying what your house is like and talking about your ideal house Talking about what there is and you can do where you live (local amenities, attractions and various activities and)	Theme: 2 Local, national, international and global areas of interest Unit : 8 Travel and Tourism Describing holiday destinations (using weather expressions) Holiday accommodation Talking about regions of France (towns and cities) Understanding tourist information, leaflets & websites and information about different French cities and towns.
<u>Suggested Assessments</u>	Formative assessment: Reading, translation and Writing:	Summative assessment Reading, Listening Speaking & Writing	Formative assessment: Reading & Writing	Summative assessment Reading, listening and	Formative assessment: Reading & writing:	Summative assessment . End of year exam



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YEAR 11	Autumn one (8 wks)	Autumn two (7wks)	Spring one (6 wks)	Spring two (5 wks)	Summer one (6.5 wks)	Summer two (6.5 wks)
Key learning points and main focus	<ul style="list-style-type: none"> Linguistic competence Knowledge about language and building grammar knowledge Dealing with authentic texts Intercultural understanding Creativity <ul style="list-style-type: none"> Understanding the world around us 	<ul style="list-style-type: none"> Linguistic competence Knowledge about language and building grammar knowledge Dealing with authentic texts Intercultural understanding Creativity <ul style="list-style-type: none"> Understanding the world around us 	<ul style="list-style-type: none"> Linguistic competence Knowledge about language and building grammar knowledge Dealing with authentic texts Intercultural understanding Creativity <ul style="list-style-type: none"> Understanding the world around us 	<ul style="list-style-type: none"> Linguistic competence Knowledge about language and building grammar knowledge Dealing with authentic texts Intercultural understanding Creativity <ul style="list-style-type: none"> Understanding the world around us 	<ul style="list-style-type: none"> Linguistic competence Knowledge about language and building grammar knowledge Dealing with authentic texts Intercultural understanding Creativity <ul style="list-style-type: none"> Understanding the world around us 	<ul style="list-style-type: none"> Linguistic competence Knowledge about language and building grammar knowledge Dealing with authentic texts Intercultural understanding Creativity <ul style="list-style-type: none"> Understanding the world around us
Themes	Theme: 2 Local, national, international and global areas of interest Unit: 6 Social issues Talking about different ways of volunteering Talking about charities & voluntary work Talking about healthy/unhealthy lifestyle and comparing our lifestyle before and our lifestyle now Look at the global pandemic “ COVID19”	Theme: 2 international and global areas of interest Unit: 7 Global issues Talking about pollution, reusing waste & recycling Talking about ways of protecting the environment Talking about poverty Talking about homelessness	Theme: 3 Current & future study & employment Units: 9 & 10 School & subjects. Life at school and college Giving opinion about different subjects Talking about your studies School & daily routine School rules & uniform Comparing schools and education system in France and in England	Theme: 3 Current & future study & employment Unit: 11 University or work? Talking about options at 16 Discussing choices at 18: work or university	Theme: 3 Current & future study & employment Unit: 12 Choice of career Talking about different jobs Looking for and applying for jobs	Theme: 1,2,3 Consolidation of all Themes Exam skills Speaking component: Role-plays Photocard General Conversation

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<u>Suggested</u> Assessments	Formative assessment: Reading & writing:	Summative assessment Reading,listening and speaking	Formative assessment: Reading & Writing	Summative assessment Reading, Listening & Speaking	Formative assessment: Reading, Writing & listening	End of year GCSE exam.
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The MFL Department at Eastlea - What is our Vision?

The curriculum we offer our students at Eastlea reflects the aims and aspirations we have for them. Therefore, we plan to:

<p>Give them the knowledge, understanding and skills to progress onto the next stage of their education, irrespective of their prior attainment, background or ethnicity.</p>
<ul style="list-style-type: none"> • The MFL FACULTY aims to produce confident, capable and articulate linguists who can work independently in their Speaking and Writing with a range of vocabulary, tenses and complex structures. • Our students are able to express opinions and offer justifications. • Learning is themed around real world topics and issues which gradually introduces increasingly complex levels of language in order to cater for the HAPs
<p>Produce students with high aspirations, resilience and independence so that they can maximise the opportunities they are given to progress.</p>
<ul style="list-style-type: none"> • With the new government drive to ensure that 75% of students do an E-BAC exam, students are provided with a well-planned and challenging curriculum. • An opportunity is also given to EAL students and those on the lower Pathways, to study a language at KS4 should they wish to do so. • High expectations are consistently applied in most lessons. • Students are encouraged to take risks and are constantly rewarded by doing so do so. • Most Students are given opportunities to succeed and make the expected progress in lessons. Those who exceed expectations in terms of effort, attainment and achievement are nominated and celebrated in front of their parents.
<p>Provide a broad curriculum with flexible pathways through the key stages to allow students to maximise their attainment by developing the skills and talents they already hold.</p>
<ul style="list-style-type: none"> • We provide students with opportunities to master the four skill areas of Listening, Speaking, Reading and Writing. • Students are constantly given opportunities to learn and work from memory to ensure they are fully prepared for the demands of the new GCSE. • Memory assignments are regularly set to students on DPR, in order for them to enhance their retention and remembering skills, in readiness for speaking and writing. become successful learners who enjoy learning, make progress and achieve

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- Our students will become confident individuals who are able to live safe, healthy and fulfilling lives
- They will become responsible citizens who make a positive contribution to society
- They will understand and respond to spoken and written language from a variety of authentic sources
- They will speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- They will be able to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- They will discover and develop an appreciation of a range of writing in the language studied.

Teaching and Learning format in MFL at KS3 & KS4

There are four main strands/ skills in French and Spanish which are: – listening, speaking, reading and writing.

- **Listening** – The aim is that our students understand and respond to spoken and written language from a variety of authentic sources.
- **Speaking** – The aim is that our students speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions and continually improving the accuracy of their pronunciation and intonation
- *** Reading** – The aim is that our students develop an appreciation of a range of written texts in a variety of subject areas called Themes. It is also the aim to develop linguistic competence by showing comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details and providing an accurate English translation of short, suitable material. We develop students' curiosity by reading literary texts in the language, such as stories, songs, poems and letters, to stimulate ideas, develop creative expression and expand understanding of the language and culture.
- **Writing** – The aim is that our students can write at varying length, for different purposes and audiences, using. The variety of grammatical structures that they have learnt. We encourage our students by developing the writing of prose and increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions and translate short written text accurately into the foreign language

Provide students with a range of enrichment opportunities to help them become responsible citizens who can make a positive contribution to society.

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- European Day of Languages is celebrated each year to celebrate diversity and difference.
- The Language Department organises a French trip every two years to develop an awareness and understanding of France, its people and culture. Learning a language is important. We aim to challenge the view that learning a language is not necessary.
- We regularly run EXAM SKILLS sessions on Thursdays after school and targeted one to one support sessions every day.
- Our FLAs run Spanish and French Enrichment and cultural sessions every Monday and Tuesday at lunch time
- We offer after-school/Easter/twilight revision sessions to highlight the importance of hard work, independence and co-operation in order to be a successful and productive member of society.

Ensure that there is a cross curricular element of our area, which makes us an integral part of the wider Eastlea community

Through the teaching of a wide variety of topics and grammar, the MFL curriculum intends to support the wider school curriculum in areas like Science, Maths, DT, Art, History, etc by allowing students to transfer skills from a classroom to another. As success in public examinations in MFL is a pre-requisite for the pursuance of courses in further education and certain careers, our curriculum intention is to allow students to maximise their potential in a foreign language so that they have every opportunity available when they leave school.

List of useful websites for MFL Resources

www.mflresources.org.uk/

www.languagesonline.com

www.linksintolanguages.ac.uk - includes French phonics add: /resources/2558

<http://leicestercitylanguages.typepad.com/sbr/french-phonics-and-pronunciation/>

www.languagesresources.co.uk

www.linguascope.com

www.duolingo.com

[www.bbcbitessizehttps://studyfrench.com](https://studyfrench.com) (Very detailed grammar explanations and practice tasks, including tests. For some of the tasks you need to subscribe and pay but there are enough free resources available to everyone.)

<http://www.sunderlandschools.org/mfl-sunderland/resources-french.htm>

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<http://www.bbc.co.uk/schools/gcsebitesize/french/>

<http://www.listenlive.eu/france.html> - French radio stations

<http://www.monquotidien.fr/> -French news for 10-14 yr olds www.inpes.fr

<http://www.france24.com/en/livefeed>

CLIL:

<http://www.rachelhawkes.com/Resources/CLIL/CLIL.php>

www.clil4teachers.pbworks.com/w/page

Google:

TinTin

Tom Tom et Nana

Books / Subscriptions to buy:

Grammaire en clair - <http://www.amazon.co.uk/Grammaire-Clair-Cartoons-Demonstration-Examination/dp/0174444206>

Jolly phoniques

<http://maryglasgowplus.com/>