

# MFL: French KS3

## Our Vision

Our MFL curriculum is designed to ensure that Meadowhead students:

- Understand and respond to spoken and written language;
- Speak and write with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say;
- Recognise and use grammatical rules and a range of vocabulary to communicate effectively; and
- Discover and develop an appreciation of foreign languages and other cultures.

We want every student at Meadowhead School to experience the fun and satisfaction of a foreign language. Being able to communicate in another language opens up doors to a wider range of better-paid jobs, new friends, and a more understanding world view. The future needs open-minded, forward-thinking, more tolerant linguists.

***“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart”*** - Nelson Mandela, South African politician and Nobel Peace Prize laureate

***“You live a new life for every new language you speak. If you know only one language, you live only once”*** – Czech proverb

## Key stage 3 (7-9)

|        | Year 7                                                                                                                                                                                                                                                        | Year 8                                                                                                                                                                                                                 | Year 9                                                                                                                                                                                                                                     |
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| Term 1 | <b>All about me</b><br><br>Talking about my name + age<br><br>Talking about birthday<br><br>Talking about my appearance<br><br><b>All about my family</b><br><br>Saying who is in my family and their ages<br><br>Describing my family (physical description) | <b>My Town</b><br><br>Describing where I live<br><br>Asking for directions and saying where I'm going<br><br>Say what you can do in my town<br><br><b>Paris</b><br><br>Monuments in Paris<br><br>Things to do in Paris | <b>Relationships</b><br><br>Describing your family<br><br>Expressing opinions about family<br><br>Explaining why you get along with family<br><br>Explaining why you don't get along<br><br>Qualities of a good friend<br><br>Future plans |

|                   | Year 7                                                                                                                                                                                                                                                                                                                                 | Year 8                                                                                                                                                                                                                                                                                                                                                                         | Year 9                                                                                                                                                                                                                                                                                     |
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|                   | <p>Describing my family (personality)</p> <p><b>Knowledge Organisers:</b></p> <p><a href="#">Unit 1 All about me</a></p> <p><a href="#">Unit 2 All about family</a></p>                                                                                                                                                                | <p>Planning a visit</p> <p><b>Knowledge Organisers:</b></p> <p><a href="#">HT1: What can you do in your town?</a></p> <p><a href="#">HT1: Where do you live?</a></p> <p><a href="#">HT1: Where is?</a></p> <p><a href="#">HT2: A visit to Paris</a></p> <p><a href="#">HT2: What are you going to do in Paris?</a></p> <p><a href="#">HT2: Where will you go in Paris?</a></p> | <p>Describing a person whom you admire</p> <p><b>Knowledge Organisers:</b></p> <p><a href="#">HT1: How many people are in your family?</a></p> <p><a href="#">HT1: What do you think of your family?</a></p> <p><a href="#">HT1: Do you get on well with your family?</a></p>              |
| <b>Assessment</b> | <p>Vocabulary tests.</p> <p>Formative Listening and Writing</p>                                                                                                                                                                                                                                                                        | <p>Formative Writing and Summative Reading and Grammar</p>                                                                                                                                                                                                                                                                                                                     | <p>Formative Writing</p>                                                                                                                                                                                                                                                                   |
| <b>Term 2</b>     | <p><b>All about my school</b></p> <p>Talking about my subjects</p> <p>Giving opinions about my subjects</p> <p>Activities at school</p> <p>What is in my pencil case</p> <p>What I wear for school</p> <p>Teacher language in the classroom.</p> <p><b>Knowledge Organisers:</b></p> <p><a href="#">Unit 3 All about my school</a></p> | <p><b>Holidays</b></p> <p>Saying where I will go and how long for</p> <p>Weather and saying what I do</p> <p>Using Present and Future tenses together</p> <p>Research project on French or French speaking destination</p> <p>Booking a hotel room</p> <p>Describing my dream holiday</p> <p>What will I put in my suitcase</p>                                                | <p><b>Free Time:</b></p> <p>Free time activities</p> <p>On line activities</p> <p>TV and film</p> <p>Perfect tense to describe recent film. – regular er verbs</p> <p>Watch Les Choristes and write a film review</p> <p><b>Knowledge Organisers:</b></p> <p><a href="#">Term 2 KO</a></p> |

|                   | Year 7                                                                                                                                                                                                                                                                                                                                                                                                             | Year 8                                                                                                                                                                                                                                                                                                                                                                                                                                               | Year 9                                                                                                                                                                                                                                                                                                                                                                        |
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|                   |                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Knowledge Organisers:</b><br><br><a href="#">HT3: what are you doing/weather</a><br><a href="#">HT3: what are you going to do?</a><br><a href="#">HT3: where are you going on holiday?</a><br><a href="#">HT4: at the hotel</a><br><a href="#">HT4: dream holiday</a><br><a href="#">HT4: what do you put in your suitcase?</a>                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Assessment</b> | Summative Reading and Grammar<br>+ Formative speaking                                                                                                                                                                                                                                                                                                                                                              | Formative speaking                                                                                                                                                                                                                                                                                                                                                                                                                                   | Summative Listening                                                                                                                                                                                                                                                                                                                                                           |
| <b>Term 3</b>     | <b>All about my house</b><br><br>Talking about rooms in my house<br><br>Describing what's in my room<br><br>Saying where things are<br><br><b>All about my free time</b><br><br>Saying what sports I play<br><br>Saying what sports I do<br><br>Learning about the Tour de France<br><br><b>Knowledge Organisers:</b><br><br><a href="#">Unit 4 About my home</a><br><br><a href="#">Unit 5 About my free time</a> | <b>Food</b><br><br>Saying what I have for breakfast<br><br>Shopping for food at the market<br><br>Saying what I like to eat / drink<br><br>Saying what you should eat / drink to be healthy<br><br>French speciality foods<br><br>Ordering food in a restaurant<br><br><b>Knowledge Organisers:</b><br><br><a href="#">HT5: buying icecream</a><br><a href="#">HT5: fruit and veg at the market</a><br><a href="#">HT5: what I eat for breakfast</a> | <b>School and future plans</b><br><br>Describing a photo.<br><br>School life in Francophone countries<br><br>Talking about school day<br><br>Discussing school rules<br><br>What you did at school yesterday- Perfect tense with irregulars<br><br>Say what you will do in future to improve your French<br><br><b>Knowledge Organisers:</b><br><br><a href="#">Term 3 KO</a> |

| Year 7 |            | Year 8                                                                                                                                                                  | Year 9                                                                   |
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|        |            | <a href="#"><i>HT6: at the restaurant</i></a><br><a href="#"><i>HT6: what do you like to eat?</i></a><br><a href="#"><i>HT6: what must you do to stay in shape?</i></a> |                                                                          |
|        | Assessment | Summative Writing                                                                                                                                                       | Summative Writing and Grammar<br>Formative Speaking<br>Summative Reading |