Year 11 Curriculum Intent for French

At Dixons Cottingley we develop students to lead successful and happy lives and make a positive contribution to their community. Our curriculum in each year is designed to provide experiences, opportunities, knowledge and skills that enrich and challenge our students. We understand that the curriculum is key to determining the life chances and choices for our students and therefore we will not compromise on providing the very best. We achieve this in French through the below:

By the end of Year 11 students at Dixons Cottingley studying French will be exposed to the following:

- The entire GCSE French course: topics, vocabulary, linguistic skills, components, mock assessments.

- The importance of learning languages and an appreciation of different countries, cultures and communities.

- Opportunities to explore the benefits of languages in different areas of employment and leisure.

- The different tenses with their grammatical structures in the different persons, alongside an exposure to more complex sentence constructions using different tenses and structures such as negatives, comparatives, superlatives, pronouns and adverbs.

- A gradual increase level of linguistic and cognitive demand promoting an independent, creative and more complex use of the language.

- A variety of authentic French texts (in both written and oral formats).

- Aspects of the culture and festivals of France and La Francophonie (French speaking countries).

By the end of Year 11 students at Dixons Cottingley studying French will be taught the following knowledge and skills:

- Students will continue to develop the ability to pronounce words correctly in French with increasing confidence, fluency and excellent pronunciation as they continue to practise and apply French phonics.

- Students will develop the ability to communicate orally in French, with fluency and spontaneity, in order to be able to hold an authentic conversation (5-7- minutes in length) in French as well as be able to describe unseen photographs and take part in an unseen role play.

- Students will develop the skills of writing in French, communicating effectively and creatively for a variety of purposes such as:
  o describing a photo accurately in French using a variety of sentence types and grammar structures
  o writing 40 - 90 words to respond to 4 bullet points in accurate French in three different tenses, using simple, compound and complex sentences/ complex grammar structures
  o writing 150 words to respond to 2 bullet points in accurate French in six and more different tenses, using simple, compound and more complex sentences and complex grammar structures to explain advantages and disadvantages as well as describe events.

- Students will continue to develop the skills of reading in French and be able to read out loud longer passages of unseen text with confidence, fluency and excellent pronunciation.

- Students will be able to read, recognise and understand longer passages of unseen text.

- Students will be able to use knowledge of grammar & the context of a written or spoken text to work out the meaning of new language.

- Students will be able to understand main points and details from a written or spoken text / literacy texts and authentic materials containing familiar and unfamiliar language in a range of familiar and unfamiliar contexts.

- Students will be able to answer a variety of comprehension questions in French based on a written or spoken passage in French.

- Students will develop the ability to re-use new vocab, phrases and grammatical structures and tenses learnt through reading in their speaking & writing.

- Students will learn how to transcribe accurately simple, compound and complex sentences and complex grammatical structures in a variety of tenses with opinions.

- Students will develop their listening skills and be able to recognise and understand key sounds, words, opinions, negatives, complex grammatical structures in simple, compound and complex sentences with a variety of tenses.

- Students will be able to understand the main points and details from a spoken passage containing familiar and unfamiliar language in unfamiliar contexts.

- Students will be able to translate with a high degree of accuracy paragraphs of text with different tenses & grammatical structures between languages.

- Students will understand and apply different techniques to unpick unknown words.

- Students will understand and practise a variety of techniques to learn and retain new vocabulary and short paragraphs.

- Students will also learn about the culture of France and French speaking countries. By the end of Year 11 students will be able to:
  - describe a variety of similarities and differences between England and French speaking countries around the world
  - understand and describe the main festivals across France and French speaking countries
  - name several towns and regions in France, understanding the similarities and differences to Yorkshire and Bradford
  - recall a variety of famous French people and organisations.

In order to truly appreciate the subject and create deep schema, French has been sequenced with the following rationale:

- At the beginning of year 11 we will address some misconceptions students have in respect to language learning, reinforcing the importance of speaking languages into today's global society.

- Year 11 will start with a focus on revising key content and grammar taught in previous years and vocabulary will be revisited and quizzed every week.

- In the first cycle, students will begin the topic of global issues with a focus on the environment. Students will hone the skills in describing photographs, communicating clear messages in a role play situation as well as asking and answering spontaneous questions. As the scheme draws to a close, students will learn about a region of France and explore social issues such as unemployment and homelessness as well as ways in which we can help in the community to alleviate some of these issues.

- In the second cycle, students will learn how to revise for the French GCSE final exam as well as revisiting key misconceptions and gaps in their skills and knowledge as highlighted during the mock exams.

- Students will have regular formative assessments to assess their progress and competency in all key skills.

The French curriculum at Cottingley has been influenced by:

- The latest research developed by NCELP and Dixons MFL Hub.

- The calendar of French customs & festivals.

- The AQA GCSE specification.

- Revision techniques and strategies.

Our French curriculum ensures that social disadvantage is addressed through:

- Disadvantaged students will follow the same curricular pathway as it is important that they are provided with access to the same body of French knowledge and cultural capital. They will be supported through quality first teaching and intervention and support as required. The use of French regalia, authentic texts and resources will help their engagement and progress.

- SEN students follow the same curricular pathway as it is important that they are provided with access to the same body of French knowledge. This is supported through clearly differentiated teaching which will include a multi-sensory approach.

Our belief is that homework is used for deliberate practice of what has been taught in lessons. All students have the opportunity to deepen their linguistic and cultural knowledge by accessing a range of online resources through the French GCSE Padlet site. We also use retrieval practice and spaced revision to support all students with committing knowledge to long term memory. This will be supported in year 11 by a common framework of learning and understanding, which includes weekly vocabulary tests. Commitment to memory of key knowledge will primarily be supported through the interspacing of knowledge, with regular retrieval practice and interleaving previously taught content into new content throughout the course.

Opportunities to build an understanding of social, moral and ethical issues are developed alongside links to the wider world, including careers, through:

1. Equipping students with systematic and powerful knowledge about the French language and culture so that they are able to understand other cultures and value diversity.
2. Developing confident individuals who can increasingly express themselves positively and confidently in a foreign language.
3. Enabling students to recognise the importance of languages in order to help guide and develop citizens who make a positive contribution to an inclusive, multi-lingual and multi-cultural society. Students will be frequently introduced to possible jobs with languages.
4. Giving students the opportunity to be reflective about their own home spoken languages and how they can use their natural linguistic skills in a new foreign language.
5. Presenting the opportunity to understand and appreciate the different French customs and festivals as well as the range of cultural influences that have shaped France and La Francophonie.
6. Exploring similarities and differences between French and British society and values.
7. Supporting the learning in other curricular areas such as English, Geography, PSHE and Drama. English is supported through students mastering key grammatical terms and structures. Geography is supported through the understanding of French towns and regions and how they compare to our own town and region. PSHE is supported through the study of important social issues such as

homelessness and unemployment as well as finding out & describing the community projects in our region that help those in need. Drama is supported using role-plays / acting when speaking in French.

A true love of French is developed by teaching beyond the domain of the GCSE specification. Examples of such content:

- Debating if students think Bradford is a dream or nightmre town.
- Reading for pleasure in French.
- Following personal interests in French e.g. sport, films, music, gaming.
- Following famous people in French on social media.

Further Information can be found in:

- Long Term Plans

- Knowledge Navigators

- NCELP

- AQA GCSE Specification