



# CURRICULUM INTENT

## FRENCH



At Trinity, our French curriculum promotes linguistic agility and cultural awareness. We empower confident communication through carefully guided lessons. Focused on practicality and French-speaking phrases, we develop skilled language learners. Our curriculum is a gateway to a multilingual world. Our French course's main objective is to build proficient, self-assured linguists. We use a knowledge-rich curriculum for long-term language retention. Regular assessments track progress and enable tailored feedback. We emphasise best practices in reading aloud, speaking, and writing to foster linguistic competence and confidence. Our goal is to nurture linguistic abilities and prepare students for success in the language world.



# CURRICULUM INTENT OVERVIEW

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|  <p><b>HEAD</b><br/>KNOWLEDGE-RICH</p>               | <ul style="list-style-type: none"> <li>• In Years 7, 8 and 9 at the Trinity Catholic School, our curriculum focuses on knowledge acquisition of foundational French phrases which students can manipulate to extend their language or versatile ways. Through this, students also learn grammatical structures, phonics and key verbs. In Year 7, students discuss personal topics, school and hobbies while Year 8 covers food and festival, holidays and travel, town, leisure, and weather. In Year 9, students develop their grammatical knowledge and revisit topics of family and friends, celebrity culture and talk about societal topic including environment and healthy living.</li> <li>• In years 10 to 11 our curriculum builds upon the foundational knowledge acquired in KS3 and refines their exam skills. These are listening, reading, writing, speaking and translation.</li> <li>• In KS5, students also undertake a film and book study developing analytical and writing skills.</li> </ul>                                                                                                                                                                                              |
|  <p><b>HEART</b><br/>FAITH, LOVE AND RESPECT</p>    | <ul style="list-style-type: none"> <li>• French lessons at our school foster moral development by exposing students to diverse cultures and perspectives, promoting empathy, tolerance, and respect. Our school celebrates cultural diversity, encouraging students to express it in French.</li> <li>• These lessons also instil virtues like honesty, patience, and resilience, applicable in language learning and life beyond the classroom.</li> <li>• Additionally, French lessons enhance faith development through exposure to global French-speaking communities' religious and cultural heritage, promoting interfaith dialogue and cultural sensitivity through topics of festival for examples.</li> <li>• Interactive and collaborative learning experiences, such as partner work and cultural exchanges, build a sense of community and lasting relationships among students.</li> <li>• Our curriculum includes enriching extracurricular activities like cultural events including Bastille Day, and language celebrations through various competitions, igniting a love of learning. Students can practice their speaking skills in the real world during our cultural French trip.</li> </ul> |
|  <p><b>HANDS</b><br/>APPLICATION OF KNOWLEDGE</p> | <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Our students use diverse French phrases as building blocks for personalised expressions, enriching their vocabulary and comprehension.</li> <li>• We cultivate reading skills through classroom exercises and assessments, including translation, based on vocabulary mastery. Students have access to a wide range of French books at the library to enhance their love for languages.</li> <li>• Dictation is an especially useful practice as it hones not only listening skills but also retention and writing.</li> <li>• Writing showcases their linguistic mastery, allowing personalised and complex expressions.</li> <li>• French knowledge opens doors to careers in translation, international business and diplomacy.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                              |



# CURRICULUM TO CLASSROOM

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| <br><b>HEAD</b><br><b>KNOWLEDGE-RICH</b> | <b>KNOWLEDGE FOCUSED</b>              | <p>In KS3, there is a knowledge-led approach where students concentrate on learning and retaining one sentence at a time, changing elements were appropriate. All students are issued with a knowledge book each half-term with a parallel text representing the expected writing level at the end of the unit. These booklets are also available on Google Classroom. The learning for each lesson is made explicit through parallel texts and sentence builders; this is where phrases in French sit alongside English translations. Students are then taught the variety of ways in which these phrases can be manipulated to extend their language. This is carefully sequenced to build phonics knowledge, grammatical knowledge and vocabulary over time. We are ambitious in what we want the students to retain and work towards high pass rates in knowledge assessments.</p> <p>In KS4 and KS5, students are given access to carefully sequenced textbooks to support their learning. This gives students access to what they need to know (e.g. vocabulary). All the key vocabulary is also accessible on 'Quizlet' which allows students to test themselves in their own time and as part of homework. All students have access to online platforms in French classroom every lunchtime.</p> <p>Knowledge retention is reviewed at regular intervals during the lesson and students are assessed through knowledge check every 2/3 weeks as well as at the end of each unit of work.</p> <p>Staff have excellent subject knowledge and accents, they carry out regular reading aloud tasks, such as repeat after me, pause reading, and tennis reading.</p> |
|                                                                                                                             | <b>EXPERT TEACHERS (EXPLANATIONS)</b> | <p>Teachers use mnemonics and 'DUEL' activities to help students with their understanding of phonics and their pronunciation of French words.</p> <p>All lessons begin with a Do now task of knowledge retrieval from previous lessons which is then used as a starting point to connect new knowledge.</p> <p>Teachers chunk new core knowledge is smaller bite-size pieces so that students are not overloaded.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|                                  | TAUGHT TO BE REMEMBERED                               | <p>Use of whiteboards and regular praise is consistent in most lessons. Before vocabulary tests, students test each other aloud and are questioned by the teacher.</p> <p>In year KS3, students are constantly reviewing previous knowledge in their parallel texts. Each lesson students are introduced to a new French phrase but also must retain the previous phrases from that topic.</p> <p>In lessons we use vocabulary choral repetition, reading aloud and speaking tasks in pairs allow for whole class participation. We 'cold call' students (no hands up) at random to help ensure all students are concentrating and ready to answer. They are given time to reflect so that each class member is thinking before the question is asked to one student. Questions may be bounced from one pupil to the next to ensure understanding.</p> <p>Regular do now tasks, low-stakes white board testing and verbal repetition ensure that students' memory is tested and reviewed. Vocabulary tests during the half term and end of half term tests are the recorded assessments to allow pupils to track their progress and staff to intervene where necessary, be with certain learning or certain pupils.</p> <p>Memorisation is aided by the 'look, cover, say, write, check' method, reinforced through homework assignments as well as listening audio through our dedicated online platform.</p> |
| HEART<br>FAITH, LOVE AND RESPECT | ENCOURAGING CLASSROOMS BASED ON FAITH, LOVE & RESPECT | <p>French classrooms are built on relationships as we ask our students to try things out of their comfort zone, praise is used verbally every lesson, in feedback and in achievement points.</p> <p>Making mistakes part of language learning, so teachers engender an environment of resilience and learning from errors.</p> <p>Students have consistent entrance and exit routines, are greeted at the door and dismissed in an ordered manner.</p> <p>Attention to the teacher is key to improving, this is also important in the following of instructions which may be in French.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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| HANDS<br>APPLICATION OF KNOWLEDGE | EXPERT TEACHERS (MODELLING) | <p>Teachers model French speaking, reading, writing, listening and translation. They do this aloud, on the white board, in knowledge and exercise books.</p> <p>Tasks such as reading aloud may be done by the student first, then in pairs, then as individuals to check for accurate speaking. Known as an I (teacher), we (the class together), you (student independently) approach.</p> <p>Example answers are built and demonstrated by the teacher, either by live typing on word or by writing under a visualiser.</p> |
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|  | <p><b>DELIBERATE PRACTICE</b></p> | <p>Students regularly use white boards to practise the language independently – they may complete dictations where students have to remember what was said, translations or low stake vocabulary tests. Teachers regularly check for completion and misconceptions by moving around the room.</p> <p>Teachers may provide gap fill activities to support high success rate in listening activities.</p> <p>In terms of longer writing, students are taught phrases that they combine into paragraphs. These are then learned and used in the end of half term assessments.</p> |
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## LEARNING SEQUENCE – YEAR 7

| OUTCOMES    | <ul style="list-style-type: none"> <li>By the end of year 7 we expect that students begin to expand their long-term memory of a variety of French phrases.</li> <li>Students will have practiced the core skills of dictation, reading, translation and writing.</li> <li>Students will have completed knowledge tests at least twice per half time and vocabulary tests weekly.</li> <li>Students will have practiced look, cover, say, write, check in lesson and for homework.</li> </ul> |                             |                                            |                             |                     |                                     |
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| TOPICS      | Half term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Half term 2                 | Half term 3                                | Half term 4                 | Half term 5         | Half term 6                         |
| DESCRIPTION | Greetings,<br>Talking about me                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Describing family and pets. | School, opinions, school routines and food | Free time activities-sports | hobbies and weather | Town, places in town and directions |



# LEARNING SEQUENCE – YEAR 8

| OUTCOMES    | <ul style="list-style-type: none"> <li>By the end of year 8 we expect that students begin to expand their long-term memory of a variety of French phrases.</li> <li>Students will have practiced the core skills of dictation, reading, translation and writing. Students will have completed knowledge tests at least twice per half time and vocabulary tests weekly.</li> <li>Students will have practiced look, cover, say, write, check in lesson and for homework.</li> </ul> |                                 |                                                        |                                                                       |                              |                                  |
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|             | Half term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Half term 2                     | Half term 3                                            | Half term 4                                                           | Half term 5                  | Half term 6                      |
| DESCRIPTION | Students review their knowledge on holidays using present and future tense                                                                                                                                                                                                                                                                                                                                                                                                          | Describing holidays in the past | Students will describe different celebrations and food | Here students begin to learn to speak about culture, music, TV, films | Revision of town and weather | Healthy living and body injuries |



## LEARNING SEQUENCE – YEAR 9

| OUTCOMES    | <ul style="list-style-type: none"><li>• By the end of year 9 our students will be equipped with the knowledge and skills to allow them to make an informed decision about their GCSE options.</li><li>• They will have completed listening, reading, grammar and writing assessments at the end of each of the half terms.</li><li>• They will have completed two knowledge checks each half-term.</li></ul> |                                                                  |                                          |                                                               |                                                        |                                                |
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| TOPICS      | Module 1                                                                                                                                                                                                                                                                                                                                                                                                     | Module 2                                                         | Module 3                                 | Module 4                                                      | Module 5                                               | Module 6                                       |
| DESCRIPTION | Students then review their learning on friends and family                                                                                                                                                                                                                                                                                                                                                    | Introducing imperfect though comparing past relationship and now | Music, celebrity culture and role models | Here students begin to learn to speak jobs and future careers | Students will talk about recycling and the environment | Healthy living revision and future to keep fit |



## LEARNING SEQUENCE – YEAR 10

| OUTCOMES    | <ul style="list-style-type: none"><li>• By the end of year built upon their knowledge from Key Stage 3 of both French vocabulary and grammar.</li><li>• Students will develop their understanding of the perfect, imperfect, present, near and simple future and conditional tense.</li><li>• Students will practice their listening, reading, writing, translation and speaking skills.</li><li>• Students will complete end of module tests for each of the four modules and regular vocab tests.</li></ul> |                                                                                                                              |                                                                                                                                                          |                                                                                                                                                                           |
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|             | Module 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Module 2                                                                                                                     | Module 3                                                                                                                                                 | Module 4                                                                                                                                                                  |
| DESCRIPTION | Students start with gaining an insight into talking about friends and relationships, make arrangements to go out, describe a night out with friends, talk about life when they were younger and discuss role models.                                                                                                                                                                                                                                                                                          | Students then begin to talk about sport, their life online, books and reading, television programmes and speak about cinema. | Students will describe their daily lives, food on special occasions, using polite language, describing family celebrations and festivals and traditions. | Here students begin to learn to talk about where they live, describe a region, discuss what to see and do, discuss the weather and plans and describe community projects. |



# LEARNING SEQUENCE – YEAR 11

| OUTCOMES | <ul style="list-style-type: none"><li>• By the end of year built upon their knowledge from Key Stage 3 of both French vocabulary and grammar.</li><li>• Students will develop their understanding of the perfect, imperfect, present, near and simple future and conditional tense.</li><li>• Students will practice their listening, reading, writing, translation and speaking skills.</li><li>• Students will complete end of module tests for each of the four modules and complete a mock speaking exam just before their speaking exam in April.</li></ul> |                                                                                                                                                                           |                                                                                                                                 |                                                                                                                                               |
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|          | Module 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Module 6                                                                                                                                                                  | Module 7                                                                                                                        | Module 8                                                                                                                                      |
|          | Students start with gaining an insight into speaking about holidays, booking and reviewing hotels, ordering in a restaurant, talking about travelling, buying souvenirs and talking about disasters.                                                                                                                                                                                                                                                                                                                                                             | Students then speak about school subjects and school, compare life in the UK and France, discuss school rules, healthy living, vices and talking about a school exchange. | Students will describe jobs and work preferences, discuss career choices, talk about plans, apply for jobs, talk about tourism. | Here students discuss problems facing the world, talk about protecting the environment, discuss ethical shopping, volunteering and festivals. |
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# LEARNING SEQUENCE – YEAR 12

| OUTCOMES    | <ul style="list-style-type: none"> <li>By the end of year 12 students will have encountered a wide range of vocabulary, all of which is fully available in paper copy and on Quizlet.com.</li> <li>They will have developed independent learning skills and self quizzing in preparation for vocabulary tests.</li> <li>Students will have engaged with the end of module assessments in listening, reading, writing, translation and grammar.</li> <li>Students will have studied the film 'La Haine' – Hate. Students will have prepared and written literature essays of 250-300 words.</li> <li>They will have become familiar with Quizlet.com for homework and conjuguemos.com for grammar.</li> </ul> |                                                                                                                                                                  |                                                                                                                                                                |                                                                                                                     |                                                                                                                                          |  |
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|             | HT1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | HT2                                                                                                                                                              | HT3/4                                                                                                                                                          | HT5                                                                                                                 | HT6                                                                                                                                      |  |
| TOPIC       | <b>Teacher 1:</b><br>The changing nature of family (La famille en voie de changement)<br><b>Teacher 2:</b><br>The 'cyber-society' (La « cyber-société »)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Teacher 1:</b> The place of voluntary work (Le rôle du bénévolat)<br><b>Teacher 2:</b> A culture proud of its heritage (Une culture fière de son patrimoine?) | <b>Teacher 1:</b> Contemporary francophone music (La musique francophone contemporaine)<br><b>Teacher 2:</b> Cinema: the 7th art form (Cinéma : le septième ar | <b>Teacher 1:</b> Life for the marginalised (Quelle vie pour les marginalisés?)<br><b>Teacher 2:</b> Intro La haine | <b>Teacher 1:</b> features of a diverse society (Les aspects positifs d'une société diverse)<br><b>Teacher 2:</b> La haine writing essay |  |
| EXPLANATION | <p>The leap between GCSE and A-level is difficult. The groups will be smaller but students will have to take on the job of learning a lot of vocabulary. The end of module assessments will enable them to access the end of year 13 papers. The topics in year 12 will come up in the final exam papers. Students will spend the summer deciding on their question for the Individual Research Project.</p>                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                  |                                                                                                                                                                |                                                                                                                     |                                                                                                                                          |  |

# LEARNING SEQUENCE – YEAR 13

| OUTCOMES    | <ul style="list-style-type: none"> <li>By the end of year 13 students will have embedded their wide range of vocabulary, all of which is fully available in paper copy and on Quizlet.com.</li> <li>They will have embedded their independent learning skills and self quizzing in preparation for vocabulary tests.</li> <li>Students will have engaged with the end of module assessments in listening, reading, writing, translation and grammar.</li> <li>Students will have studied the novel 'Bonjour Tristesse' as well as the film 'La Haine' – Hate.</li> <li>Students will have prepared and written literature essays of 250-300 words on both.</li> <li>They will be familiar with Quizlet.com for homework and conjugue.com for grammar.</li> </ul> |                                                                                                                                                                 |                                                             |                                                                                                                   |                               |
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|             | HT1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | HT2                                                                                                                                                             | HT3                                                         | HT4                                                                                                               | HT5                           |
| TOPIC       | <b>Teacher 1:</b><br>Teenagers, the right to vote and political commitment (Les ados, le droit de vote et l'engagement politique)<br><b>Teacher 2:</b> finish la haine + revision                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Teacher 1:</b><br>Demonstrations, strikes – who holds the power? (manifestations, grèves – à qui le pouvoir ? )<br><b>Teacher 2:</b> intro bonjour tristesse | Teacher :mock prep<br><b>Teacher 2:</b><br>Essay techniques | <b>Teacher 1:</b><br>Politics and immigration (La politique et l'immigration)<br>Teacher 2: IRP prep and revision | Exam preparation and revision |
| EXPLANATION | By the end of year 13 there is a lot of vocabulary, grammar and content to cover and remember. Quality first teaching is our main thrust in this but students will have embedded their independent learning. The end of module assessments will enable them to access the end of year 13 papers. The topics in year 12 will be reviewed in advance of the final exam papers.                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                 |                                                             |                                                                                                                   |                               |



## ENRICHMENT, SUPPORT, EXTRA-CURRICULAR

- L1 is available for students who do not have access to a computer at home and therefore cannot access Activelearn or Boost at A-level
- Every year, the French department organises a vibrant and engaging celebration for Bastille Day, an important national holiday in France. This event, includes all key stage from year 7 to year 12, encompasses various activities that provide both cultural enrichment and a fun learning experience.
- One of the highlights of the Bastille Day celebration is the pancake van. Students get the chance to savour the authentic taste of French cuisine by enjoying delicious crêpes. Through this activity, they gain insights into the significance of traditional French food in the country's culture.
- A key element of the celebration involves a creative arts and crafts session where students engage in making tricolor cockades. These cockades, inspired by the colours of the French flag (blue, white, and red), symbolise the spirit of liberty, equality, and fraternity. By crafting these emblematic symbols, students actively participate in the historical and cultural aspects of Bastille Day.
- The celebration continues with an exciting French bowls tournament. This traditional game, also known as 'Pétanque', is widely popular in France and holds significant cultural value. Students form teams and compete in a friendly yet competitive atmosphere. This activity not only promotes teamwork and sportspersonship but also allows students to experience a quintessentially French pastime.
- Through these engaging activities, the French department aims to immerse students in the rich cultural heritage of France and instil a sense of appreciation for its historical significance. By participating in pancake-making, tricolor cockade crafting, and French bowls, students actively engage with French traditions and create lasting memories of Bastille Day celebrations.