



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

 <p>HEAD KNOWLEDGE-RICH</p>	<ul style="list-style-type: none"> • 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, while Year 8 covers food, etiquette, fashion, leisure, and weather. • In years 10 to 13 our curriculum builds upon the foundational knowledge acquired in Years 7 and 8 and refines their exam skills. These are listening, reading, writing, speaking and translation.
 <p>HEART FAITH, LOVE AND RESPECT</p>	<ul style="list-style-type: none"> • 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. • These lessons also instil virtues like honesty, patience, and fairness, applicable in language learning and life beyond the classroom. • Additionally, French lessons enhance faith development through exposure to global French-speaking communities' religious and cultural heritage, promoting interfaith dialogue and cultural sensitivity. • They encourage ethical behaviour and good citizenship by emphasising cross-cultural understanding and effective communication. • Interactive and collaborative learning experiences, such as partner work and cultural exchanges, build a sense of community and lasting relationships among students. • Our curriculum includes enriching extracurricular activities like cultural events and language celebrations, igniting a love of learning.
 <p>HANDS APPLICATION OF KNOWLEDGE</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Our students use diverse French phrases as building blocks for personalised expressions, enriching their vocabulary and comprehension. • We cultivate reading skills through classroom exercises and assessments, including translation, based on vocabulary mastery. • Dictation is an especially useful practice as it hones not only listening skills but also retention and writing. • Writing showcases their linguistic mastery, allowing personalised and complex expressions. • Studying French fosters creativity, cultural sensitivity, problem-solving, and adaptability. • French knowledge opens doors to careers in translation, international business and diplomacy. • The curriculum promotes global awareness, intercultural competence, and effective communication, enabling students to contribute to international understanding and humanitarian efforts as responsible global citizens.



CURRICULUM DESIGN

POWERFUL KNOWLEDGE/KNOWLEDGE OF THE POWERFUL

How does this subject seek to address social disadvantage by equipping students with powerful knowledge?

The study of French language and culture undeniably provides students with a wealth of cultural capital, which in turn, can significantly contribute to social mobility and enable access to various aspects of society, including those typically associated with prestigious educational institutions and broadsheet newspapers.

Specific aspects of French knowledge that foster cultural capital include:

1. **Cultural Literacy:** Proficiency in French equips students with the ability to engage with French literature, art, cinema, and music. This familiarity with the rich cultural heritage of France and French-speaking nations provides a deeper understanding of global culture, which is highly valued in many academic and professional settings.
2. **Global Perspective:** Learning French encourages a global perspective as students gain insights into the diverse cultural nuances of French-speaking regions across the world. This global awareness is increasingly important in our interconnected society and can enhance students' ability to navigate international networks and opportunities.
3. **Communication Skills:** Effective communication in French, both written and spoken, is a valuable skill that can open doors to a wide range of professional and social opportunities. It facilitates connections with individuals and organizations on a global scale, a skill highly prized in various sectors, including diplomacy, business, and international relations.
4. **Cultural Competence:** Understanding French culture and etiquette is essential for students looking to engage in international business and diplomacy. Knowledge of social norms, customs, and practices enhances their ability to build meaningful relationships and navigate diverse social contexts.
5. **Intellectual Challenge:** Learning a language like French challenges students intellectually and encourages critical thinking and problem-solving skills. These skills are transferable to various academic and professional pursuits and are highly sought after by top-tier educational institutions and employers.

In essence, the acquisition of French knowledge not only enriches students' cultural capital but also equips them with the tools to engage with diverse aspects of society, fostering social mobility and enabling them to access opportunities that transcend linguistic and cultural boundaries. It's an investment in their future that opens doors to a world of possibilities.

SEQUENCING

How is subject sequenced so that new knowledge and skills are built on what has been taught before?

Our French curriculum follows a logical and progressive structure, building on prior knowledge for continuous language growth.

1. ****Progressive Curriculum:**** Our curriculum introduces topics systematically, aligning with previous learning to expand students' linguistic abilities.
2. ****Spiral Learning:**** We revisit key concepts regularly, reinforcing understanding and memory of essential language elements.

3. **Cumulative Assessments:** Assessments cover both current and past content, highlighting the ongoing nature of language learning.

4. **Thematic Integration:** Our curriculum connects knowledge across topics, enhancing real-world applicability.

5. **Regular Review and Feedback:** Teachers provide timely feedback to address specific challenges and support student progress.

6. **Inclusive Resources:** We offer diverse learning materials for independent reinforcement of previous learning.

In summary, our French curriculum ensures a seamless progression of language skills and cultural understanding, fostering proficiency and competence.

HOMEWORK

How does your subject use homework to support learning?

Homework assignments in French are designed to provide students with opportunities to practice and reinforce the language skills they've acquired during class. The skill that we practice in lesson and reinforce at home is: look, cover, say write, check. By revisiting and applying what they've learned independently, students solidify their understanding and retention of French language and culture.

Completing these homework assignments fosters essential skills in time management and responsibility. Students learn to allocate time effectively for their memorisation, knowing that have to learn the phrases in advance of the vocabulary tests, and take ownership of their learning. These skills are not only valuable in language acquisition but also in their overall academic and personal development. Homework assignments serve as valuable assessment tools. They provide teachers with insights into each student's progress, allowing for the identification of areas where additional support may be needed. Teachers can provide constructive feedback, address misconceptions, and tailor future lessons to address specific learning needs based on homework performance.

ASSESSMENT

How does your subject assess whether students know more, can remember more and can do more?

In our French classes, assessment is an ongoing process designed to track students' progress effectively. Informal assessments take place daily through questioning and whiteboard activities. In Year 7, 8 +9, students sit multiple assessments during each half-term. Results from these assessments are recorded and made accessible to both students and parents through our online platform, go4schools. In Year 10-13 informal vocabulary tests take place.

In year 7, 8 + 9, at the conclusion of each half term, students undergo comprehensive assessments in key language skills, including dictation, reading, translation, and writing. All of this data is written on their tracker sheet and tracked on go4schools. These assessments provide a holistic view of their language proficiency and guide our instructional approach to ensure continuous improvement.

In years 10-13, at the end of each module, students are assessed on reading, listening, writing, grammar and translation. At points in KS4 and KS5 students are formally assessed on speaking.

EQUITABLE DELIVERY

How do you support disadvantaged students and students with SEND?

At the Trinity Catholic School, our French lessons are committed to inclusive education. We ensure that students with Special Educational Needs and those from disadvantaged backgrounds are able to thrive academically.

Our approach begins with a focus on quality teaching, ensuring that every student receives the best possible instruction. We adhere to the Trinity Core Offer, which emphasizes a 'main thing' approach, putting the student's learning at the forefront of our practices.

In addition, all learning resources are provided in printed form and readily accessible to students. This ensures that the materials are available and easily navigable, allowing for a smoother learning experience.

We foster a supportive classroom environment where students are encouraged to ask questions, seek clarification, and express their learning needs. Our teachers are responsive to these requests, ensuring that no student is left behind.

We regularly monitor students' progress to identify areas where additional support may be required. This proactive approach enables us to provide timely interventions and tailored support.

By adhering to these practices and maintaining our commitment to inclusive education, we ensure that every student, regardless of their background or learning needs, has the opportunity to excel and achieve their full potential in our French lessons.

READING

How does your subject seek to prioritise reading?

Our French curriculum places a strong emphasis on prioritising reading skills. Students engage in various forms of reading; for comprehension, reading aloud and choral repetition. We believe that reading is fundamental to language acquisition and cultural understanding.

In our curriculum, we actively assist students in comprehending and dissecting carefully constructed and challenging texts. We incorporate strategies that help them decipher complex language structures and unfamiliar vocabulary. Our approach includes:

1. Guided Reading: We provide guidance and support to students as they navigate through academic texts. We break down the text into manageable sections and encourage them to ask questions and seek clarification.
2. Vocabulary Development: We place a strong emphasis on building and retaining academic vocabulary. We introduce key terms and phrases relevant to the texts being studied and reinforce their usage in discussions and assignments.
3. Contextual Learning: We teach students to use context clues to decipher the meaning of unfamiliar words, fostering their ability to understand challenging texts independently.

By integrating these strategies into our curriculum, we aim to empower our students to not only read and understand challenging texts but also to appreciate the richness of the French language. Reading plays a central role in their language proficiency and cultural awareness development.



CURRICULUM TO CLASSROOM

 HEAD KNOWLEDGE-RICH	KNOWLEDGE FOCUSED	<p>Y7 and 8 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 and activity booklet. 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 Y9 to Y13 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 homeworks. All students have access to online platforms in French classroom L1 on Wednesday and Friday lunchtimes.</p> <p>Knowledge retention is reviewed at regular intervals during the lesson and students are assessed at the end of each half term (Y7+8) or the end of each module (Y9-13)</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>
	EXPERT TEACHERS (EXPLANATIONS)	<p>Teachers use mnemonics and 'DUEL' activities to help students with their understanding of phonics and their pronunciation of French words. Teachers use visualisers for live annotation of the knowledge books (Y7+8) to exemplify this work.</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>

	<p>TAUGHT TO BE REMEMBERED</p>	<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 7 and 8, students are constantly reviewing previous knowledge in their parallel texts. Every lesson students are introduced to a new French phrase but also have to 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.</p>
<p>HEART FAITH, LOVE AND RESPECT</p>	<p>ENCOURAGING CLASSROOMS BASED ON FAITH, LOVE & RESPECT</p>	<p>French classrooms have to be 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>

HANDS 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 activity books and using visualisers.</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>
	DELIBERATE PRACTICE	<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>



LEARNING SEQUENCE – YEAR 7

OUTCOMES	<ul style="list-style-type: none">• By the end of year 7 we expect that students begin to expand their long-term memory of a variety of French phrases.• Students will have practiced the core skills of dictation, reading, translation and writing.• Students will have completed vocabulary tests at least twice per half time.• Students will have practiced look, cover, say, write, check in lesson and for homework.					
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
DESCRIPTION	Students start with gaining an insight into French phrases to do with themselves, their age and their family.	Students then begin to describe themselves and where they are from.	Students will describe their pets and making comparisons.	Here students begin to learn to speak about their home	Students will talk about school subjects	Students finish the year speaking about holidays



LEARNING SEQUENCE – YEAR 8

OUTCOMES	<ul style="list-style-type: none">By the end of year 8 we expect that students begin to expand their long-term memory of a variety of French phrases.Students will have practiced the core skills of dictation, reading, translation and writing. Students will have completed vocabulary tests twice or three times per half time.Students will have practiced look, cover, say, write, check in lesson and for homework.					
	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	Students then begin to talk about food and drink	Students will describe different celebrations	Here students begin to learn to speak about culture, music, TV, films	Students will talk about technologies and hobbies	Students finish the year speaking about routine and chores



LEARNING SEQUENCE – YEAR 9

OUTCOMES	<ul style="list-style-type: none">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.They will have completed listening, reading, grammar and writing assessments at the end of each of the half terms					
TOPICS	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
DESCRIPTION	Students start with gaining an insight into speaking about role models	Students then review their learning on friends and family	Students will discuss the Francophonie and different countries	Here students begin to learn to speak jobs and future careers	Students will talk about recycling and the environment	Students will talk about recycling and the future



LEARNING SEQUENCE – YEAR 10

OUTCOMES	<ul style="list-style-type: none">• By the end of year built upon their knowledge from Key Stage 3 of both French vocabulary and grammar.• Students will develop their understanding of the perfect, imperfect, present, near and simple future and conditional tense.• Students will practice their listening, reading, writing, translation and speaking skills.• Students will complete end of module tests for each of the four modules and complete a mock speaking exam at the end of the year on one theme.			
	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"> By the end of year built upon their knowledge from Key Stage 3 of both French vocabulary and grammar. Students will develop their understanding of the perfect, imperfect, present, near and simple future and conditional tense. Students will practice their listening, reading, writing, translation and speaking skills. 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. 			
	Module 5	Module 6	Module 7	Module 8
DESCRIPTION	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.



LEARNING SEQUENCE – YEAR 12

OUTCOMES	<ul style="list-style-type: none"> 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. They will have developed independent learning skills and self quizzing in preparation for vocabulary tests. Students will have engaged with the end of module assessments in listening, reading, writing, translation and grammar. Students will have studied the film 'La Haine' – Hate. Students will have prepared and written literature essays of 250-300 words. They will have become familiar with Quizlet.com for homework and conjuguemos.com for grammar. 					
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
TOPIC	The changing nature of family (La famille en voie de changement)	The 'cyber-society' (La « cyber-société »)	The place of voluntary work (Le rôle du bénévolat)	Positive features of a diverse society (Les aspects positifs d'une société diverse)	Life for the marginalised (Quelle vie pour les marginalisés?)	How criminals are treated (Comment on traite les criminels)
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"> 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. They will have embedded their independent learning skills and self quizzing in preparation for vocabulary tests. Students will have engaged with the end of module assessments in listening, reading, writing, translation and grammar. Students will have studied the novel 'Bonjour Tristesse' as well as the film 'La Haine' – Hate. Students will have prepared and written literature essays of 250-300 words on both. They will be familiar with Quizlet.com for homework and conjuguemos.com for grammar. 					
	Module 7	Module 8	Module 9	Module 10	Module 11	Module 12
TOPIC	A culture proud of its heritage (Une culture fière de son patrimoine)	Contemporary francophone music (La musique francophone contemporaine)	Cinema: the 7th art form (Cinéma : le septième art)	Teenagers, the right to vote and political commitment (Les ados, le droit de vote et l'engagement politique)	Demonstrations, strikes – who holds the power? (manifestations, grèves – à qui le pouvoir ?)	Politics and immigration (La politique et l'immigration)
EXPLANATION	<p>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.</p>					



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, specifically tailored for KS4 students, 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 KS4 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.