



KS5 Curriculum Overview

MFL

Curriculum Intent

Our MFL curriculum is organised in a way to ensure that, by the end of year 13 learning a language :

- Increases exposure to authentic French
- Enables pupils to communicate confidently and fluently with others about a wide range of themes rooted in TL culture
- Enhances students linguistic skills and promote and develop their capacity for critical and analytical thinking on the basis of their knowledge and understanding of the language, culture and society of the country or countries where the language is spoken
- Develops control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language
- Develops students ability to interact effectively with users of the language in speech and in writing, including through online media
- Develops language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence
- Engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context
- Develops knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken
- Fosters students' ability to learn other languages
- Equips students with key skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to develop their ability to research independently , which equips them for further study or employment
- Develops students' capacity for critical and analytical thinking through the language of study

Why? To enable pupils to broaden their horizons, converse with increasing fluency with others, explore TL culture + strengthen their economic and employability prospects

What do students *do* with this knowledge or these skills?

Students are taught to write at length and creatively about literature and film, as well as the wide range of topics rooted in TL culture. Fluency and spontaneity in spoken language is developed to allow students to communicate with confidence. Students are taught to communicate fluently and effectively in the target language.

- Communicate with increasing confidence information on key themes :
 - changes in French society
 - political + artistic culture in francophone countries
 - immigration + multicultural French society
 - France in WW2 –the Occupation + the Resistance

This includes :

- knowledge and understanding of the cultural context by giving ideas, examples and information on one of the themes and on a chosen subject of interest they have researched linked to the social and cultural context of the language studied
- the ability to analyse aspects of the cultural context by presenting and justifying valid arguments, viewpoints and conclusions
- the ability to interact and hold a natural and fluent discourse
- skill in manipulating language accurately to analyse film + literature and speak at length on an area rooted in TL culture that the student has chosen to research
- the ability to respond to written language in speech.

How does the KS5 curriculum build on that from KS4?

The curriculum builds on prior learning at KS4 by :

- revisiting grammar studied at KS4 in greater depth and breadth, in order to deepen knowledge and increase linguistic and grammatical sophistication.
- allowing pupils to deepen their knowledge about how language works and enrich their vocabulary
- increasing pupils' their independent use and understanding of extended language in a wide range of contexts
- building on the knowledge, understanding and skills gained at GCSE
- building on knowledge of language, culture and society
- focusing on how French-speaking society has been shaped, socially and culturally, and how it continues to change.

What new knowledge or skills are students taught?		
Term	Year 12 French	Year 13 French
Autumn	<p>-understand the changing family structure in France (how the structure of the family is changing, how the institution of marriage is changing, relationships within the family unit), revision of present tense (regular + irregular verbs), future +immediate future tenses, interrogatives</p> <p>- education system in France (how the French education system is structured, issues French students might have, higher education in France, ways of adapting to working life), definite + indefinite articles, perfect tense, position +agreement of adjectives, use pronouns (direct + indirect)</p>	<p>-challenges of immigration in France (effects of immigration on local people, challenges + benefits of immigration + multiculturalism, issues surrounding multiculturalism in France), use demonstrative pronouns + adjectives, use possessive pronouns + adjectives, further use of subjunctive</p> <p>the Extreme Right in France (the National Front FN, the rise of the FN, the aims of the FN party leaders, what the public think of the FN), use comparative + superlative adverbs, passive with a range of tenses, indefinite adjectives + pronouns, perfect subjunctive</p>
Spring	<p>-World of work in France (work-life balance + attitudes towards work in France, reasons why people strike, their rights + trade union intervention, gender discrimination in the workplace), comparative + superlative, imperfect + pluperfect tense, passive voice + use of on</p> <p>-music in France (francophone music, popular musical genre, la chanson française + Haitian music, the influence of francophone music), use reflexive verbs, past historic (regular + common irregular verbs), inversion of subject + verb after adverbs</p>	<p>-German Occupation of France during the Second World War (life for the French under the Vichy regime, nature of anti-Semitism in France under the occupation, life under the occupation + post-war reprisals), constructing phrases with infinitive, present + imperfect forms of subjunctive</p> <p>the Vichy Regime (Marshal Pétain + what life was like for the French under the Vichy regime, the National Revolution+ the role propaganda played on it, the impact of the policies of Vichy + the fate of Marshal Pétain), avoiding using adverbs, past historic from irregular verbs, dependent + perfect infinitives</p>
Summer	<p>-media in France (freedom of speech in francophone countries, print +online media in francophone countries, the effect of media on politics + society in francophone countries), use present + past participles, use negative form, irregular verbs in past historic</p> <p>-French festivals + traditions (celebrations in francophone countries, customs + traditions in France and francophone countries), use the imperative, use "when" followed by future / conditional, present subjunctive, adverbs</p> <p>- immigration in France (the origins of immigrants +their reasons for coming to France, positive contribution of immigrants in France, how immigrants enrich French culture), use expression of time depuis + venir de, construct tenses with mixed tenses, use direct + indirect speech</p>	<p>-the French Resistance (resistance movements in France, the role Jean Moulin + women played in the Resistance, the Free French :who they were + how they supported General de Gaulle), use past tenses with expressions of time, prepositions, interrogative adjectives + prepositions)</p>
Rationale for this sequencing	<p>Topics and grammar are organised in this logical order that builds on vocab acquisition, use of grammar + developing prior knowledge, so that pupils can reapply this is a new context, using increasingly complex vocab + grammar.</p> <p>Eg in the autumn term, familiar topics , such as family relationships are covered to build confidence from KS4, before moving onto more complex global issues, such as immigrati</p>	<p>Topics and grammar are organised in this logical order that builds on vocab acquisition, use of grammar + developing prior knowledge, so that pupils can reapply this is a new context, using increasingly complex vocab + grammar.</p> <p>Eg knowledge of WW2 and life for the French during this period gives context to learning about Vichy and the Resistance, thus replicating the sequence of historical events</p>