

## KS4 MFL French, France and its culture

In this unit students will develop their knowledge and understanding of another language and culture. Students will develop an interest in learning other language. Students will develop their awareness of cultural differences in other countries and a greater understanding of cultural practices in this country. Students will develop their speaking and listening skills and gain a better understanding of the English language and its grammar system.

Students will know and understand how to ask and answer basic questions; use correct pronunciation and intonation; memorise words; interpret meaning; understand some basic grammar; work in pairs and groups, and communicate in the other language; look at life in another culture.

**Reasoning** - Students will predict and extract information from a range of sources.

**Evaluation** - Students will express their own views and preferences against agreed criteria to evaluate their own work and the work of others.

**Empathy** - Writing, reading and listening to others will help students to understand what others might be thinking or feeling in a particular situation.

**Social skills** - When working collaboratively, students will listen to and respect other people's ideas. They will undertake a variety of roles in group contexts.

**Communication** - Students will develop their ability to discuss as they work collaboratively in paired, group and whole-class contexts. They will communicate outcomes orally, in writing and through ICT when appropriate.

### Unit Learning Objectives:

Students should use **speaking and listening skills** to participate in group discussions and deliver individual presentations, to discuss issues and to use role play / hot seating to explore issues and language.

Students should use **reading skills** to identify how writers communicate in a different language.

Students should use **writing skills** to create and shape their own texts, to write texts in a foreign language, to organise information to communicate in a foreign language and to develop understanding of spelling, punctuation and grammar.

**RRS Articles:** *This unit of work is linked to **Articles 29** of the UN Convention on the Rights of the Child. Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment*

### Cross curricular links:

Geography - Exploring and identifying regions and countries throughout the world

PSHCE- Developing understanding of different cultures, of similarities and differences between people

Drama - Role play and hot seating activities

ICT - Researching information, drafting, editing and presenting written work.

**Keywords** - See Flow of Learning (feminine words are in a red font & masculine words are in a blue font to help learn the gender of the nouns)

**Language specific characters:** À Â Ç È É Ê Ô Õ Ù Û, à â ç è é ê ô õ ù û (Accents not usually used on capital letters except À

Wks	Focus	Main activities	Key vocabulary
Wks 1-4	<p><b>Where is France? Who speaks French?</b></p> <p>Students focus on France and other French speaking countries, Belgium, Luxembourg, Switzerland, Monaco, Canada, Ivory Coast, Democratic Republic of Congo, Cameroon, Senegal, Haiti etc</p>	<p>Students explore what languages people speak in the world other than English</p> <p>Students discuss why these countries speak French</p> <p>Students locate France on map and discuss how they would travel there.</p> <p>Active learning - students move across globe/classroom to different countries, move in way reflecting method of transport</p> <p>Identify similarities with English - capital letters for names</p> <p>Identify differences with English - é (ay), à, ô</p> <p>Identify false friends - faux amis - un car is a coach not a coach</p> <p>Note adjectives generally come after the noun le mont Blanc - the white mount, les fleuves principaux - the main rivers</p>	<p>le globe, le monde, la terre</p> <p>Combien de continents y-a-t-il? Il y a cinq continents: l'Europe, l'Asie, l'Afrique, l'Amérique et l'Océanie.</p> <p>Est-ce-que tu peux situer les pays?</p> <p>la France est un pays en Europe</p> <p>la Belgique, le Luxembourg, la Suisse, le Canada, la Côte d'Ivoire, la République du Congo, le Cameroun, le Sénégal, le Haiti</p> <p>la capitale de la France est Paris</p> <p>les fleuves principaux sont la Seine, la Rhone, la Loire et la Garonne</p> <p>les montagnes - les Alpes, les Pyrénées, le mont Blanc</p> <p>les moyens de transport- voyager en avion, en bateau, en voiture, à pied, en vélo, en bus, en bus, en métro</p>
Wks 5-8	<p><b>Getting around in France.</b></p> <p>Students focus on different cities and regions in France</p> <p>Students focus on different places and shops</p> <p>Students focus on learning directions</p>	<p>Locate different cities in France</p> <p>Identify places, buildings, shops etc in a city, town, village</p> <p>Active learning - follow directions to find the different places/shops</p> <p>Explore objects from different shops - students identify which shop they find them in.</p>	<p>les points cardinaux: le nord, le sud, l'est, l'ouest</p> <p>les villes importantes, une ville, un village</p> <p>le centre-ville, la route, la rue, l'autoroute</p> <p>la piscine, la poste, la pharmacie,</p> <p>Où se trouve ....la boulangerie, la boucherie, la chacuterie, la pâtisserie le marché, le supermarché?</p> <p>les directions- C'est en face de..., à côté de..., près de..., entre ...et, , à droite,</p> <p>Tournez à droite, à gauche</p> <p>Allez tout droit</p>
Wks 9-12	<p><b>A Taste of France</b></p> <p>Students focus on identifying French food and expressing their likes/ dislikes.</p> <p>Students focus on different sports / pastimes</p>	<p>Revise French foods from KS3.</p> <p>Practise expressing preferences using verb aimer</p> <p>Role play requesting food using Qu'est-ce-que tu voudrais? Je voudrais...</p> <p>Explore different leisure / activities typical of France using the verbs jouer and faire</p> <p>Active learning - act out different sports etc and students guess which sport</p>	<p>Est-ce-que tu aimes....? J'aime... Je n'aime pas...</p> <p>le chocolat, le poisson, le poulet, le porc</p> <p>le pain au chocolat, le croissant, le pain grillé</p> <p>la banane, la pomme, la fraise, la framboise, l'orange</p> <p>J'aime jouer au foot, au basket, au rugby, au tennis, au ping-pong, aux boules / à la pétanque</p> <p>J'aime faire du ski, du kayak, de la voile,</p> <p>J'aime jouer du piano, de la guitare, de la flûte</p>

	OU P Step 4-6	OU P Step 7-8	OU NC Step 1	OU NC Step 2	OU NC Step 3	OU NC Step 4
<b>Key learning: MFL - French - Intercultural Understanding</b>						
<p><b>Subject specific knowledge</b></p> <p><b>Intercultural Understanding</b></p> <p>How to compare and contrast language and culture of other countries.</p>	Students know that food, music and culture can be different.	Students know that different languages are spoken around the world.	<p>Students know what English and some other languages sound and look like e.g Arabic</p> <p>Students know that people speak different languages linked to their cultural heritage e.g. Cantonese, Portuguese, Urdu etc</p> <p>Students know some people who speak specific languages.</p>	<p>Students know some festivals and celebrations from their own culture.</p> <p>Students know the names or key elements of festivals and celebrations in France or another French speaking country / region.</p> <p>Students know the name, shape or flag of France or other French speaking countries / regions.</p>	<p>Students know some symbols, objects and products associated with their own culture.</p> <p>Students know some symbols, objects and products associated with France/ French speaking countries.</p>	<p>Students know some facts about schooling in some French speaking countries/ regions e.g. no RE in primary school</p> <p>Students know some influences and role models for children in England and some French speaking countries/ regions e.g. TV programmes, media personalities.</p> <p>Students know some cultural stereotypes about England and France/ French speaking countries.</p> <p>Students know aspects of another culture.</p>
<p><b>Subject specific skills</b></p> <p><b>Intercultural Understanding</b></p> <p>How to compare and contrast language and culture of other countries.</p>	<p>Students show interest in sampling some food from another culture e.g croissants</p> <p>Students display interest in listening to the music of another culture.</p> <p>Students listen to other pupils or teachers using languages other than English.</p> <p>Students listen to extracts from texts written in languages other than English.</p>	<p>Students show an interest in the food of another culture.</p> <p>Students show an interest in the music of another culture.</p> <p>Students show an interest in languages.</p> <p>Students show an interest in different cultures.</p>	<p>Students identify countries where English is spoken.</p> <p>Students identify countries where French is spoken.</p> <p>Students identify countries where their home language is spoken.</p> <p>Students describe customs and practices at home and in France / French speaking countries.</p>	<p>Students identify France or other French speaking countries / regions on a globe map.</p> <p>Students describe and compare elements of everyday life in England and in France or another French speaking country / region.</p> <p>Students compare traditional stories and practices of England and France or another French speaking country / region.</p> <p>Students identify ways of travelling to France or</p>	<p>Students identify and discuss aspects of everyday life from the perspective of someone from France or another French speaking country / region.</p> <p>Students describe similarities and differences between England, France and other countries.</p> <p>Students describe similarities and differences between cultures and practices in England, France and other countries.</p>	<p>Students discuss similarities and differences in schooling in England and some French speaking countries/ regions.</p> <p>Students compare and contrast influences and role models for children in England and some French speaking countries/ regions.</p> <p>Students recognise similarities and differences between cultures and practices in England and some French speaking countries/ regions.</p>

				other French speaking countries / regions.	Students compare symbols, objects and products associated with their own culture with those of other countries.	Students discuss and challenge cultural stereotypes about England and France/ French speaking countries.  Students present information about an aspect of another culture.
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	<u>OU P Step 4-6</u>	<u>OU P Step 7-8</u>	<u>OU NC Step 1</u>	<u>OU NC Step 2</u>	<u>OU NC Step 3</u>	<u>OU NC Step 4</u>
<b>Key learning: MFL - French - Oracy / Speaking and Listening</b>						
<u>Subject specific knowledge</u>  <b>Oracy / speaking and listening.</b>  How to communicate ideas effectively.  How to respond to others appropriately.	Students know how to respond with support to activities and experiences in the French.  Students remember learned responses in activities and experiences in French.	Students know how to respond briefly to a simple command in French.  Students know some key words and phrases in French.	Students know key words or phrases in French.  Students know some French phonemes that are the same or different to English.	Students know how to respond appropriately to specific commands and questions in French.  Students know whether a phoneme / sound in French is the same as in English.	Students have an increasing knowledge of familiar words in French.  Students know a set of sentences/ phrases on a familiar topic	Students know a wide range of words in French.  Students know short phrases and sentences in French.
<u>Subject specific skills</u>  <b>Oracy / speaking and listening.</b>  How to communicate ideas effectively.	Students follow the sequence of a familiar routine in French.  Students respond appropriately with support to activities and experiences in French.  Students begin to communicate intentionally using eye contact, gesture or action in sessions using French.	Students attempt to repeat some sounds heard in French.  Students carry out simple actions when prompted in the French and supported with sign and gestures.  Students respond to others in a group setting in French.	Students repeat key words or phrases in French.  Students use signs, symbols or gesture to answer questions in French.  Students use words, simple phrases or short sentences to answer questions in French.  Students use words, simple phrases or short	Students learn and say two or more sentences / phrases in French.  Students identify a range of phonemes / sounds used in French.  Students take part in simple role play in French.	Students use tone and gesture to support communication in French.  Students use French to communicate agreement or disagreement to statements on familiar topics.  Students use French to communicate preferences in discussions on familiar topics.	Students use knowledge of familiar words to identify key information in passages that contain unfamiliar language.  Students memorise a short text in French.  Students plan and participate in a role play on a familiar topic.  Students use simple familiar language to

How to respond to others appropriately.			sentences to ask questions.		Students use knowledge of familiar words to identify key information in phrases that contain unfamiliar language.  Students present a set of sentences/ phrases on a familiar topic.	rephrase more complex sentences/ phrases. Students participate in simple conversations on familiar topics.
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	<u>OU P Step 4-6</u>	<u>OU P Step 7-8</u>	<u>OU NC Step 1</u>	<u>OU NC Step 2</u>	<u>OU NC Step 3</u>	<u>OU NC Step 4</u>
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**Key learning:MFL - French - Reading**

<b><u>Subject specific knowledge</u></b>  <b>Reading</b>  How to infer. How to understand how language is used. How to understand how structure is used How to compare.	Students know what some key words in French or another language look like.	Students know some French words that are similar to English.  Students know that some letters and accents are different to English e.g. é, ç	Students know a small range of French words.  Students know to pronounce the é, as the ay and the ç as the s sound.	Students know a wider range of French words found in a range of short texts.  Students know some common spelling patterns in French e.g <u>Allez, venez</u>	Students know how negative statements are formed in French e.g. Je <u>n'aime pas</u> . Je <u>ne</u> joue <u>jamais</u> au football.  Students know that the order of words in a sentence influences the meaning.	Students know key words identify in a range of different text types in French.
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<b><u>Subject specific skills</u></b>  <b>Reading</b>  How to infer. How to understand how language is used. How to understand how structure is used How to compare.	Students experience familiar words or phrases in French.  Students explore familiar words in French, supported by pictures or symbols.  Students experience a familiar text with others in French. Students explore a familiar text in	Students find a familiar word in a French text.  Students find a new word in a French text.  Students explore a dictionary with others.	Students pronounce accurately French letters/ phonemes that are similar to English.  Students attempt to pronounce letters/ phonemes in French that are different to English.  Students read aloud a familiar French phrase or sentence.	Students match pictures/symbols to written phrases in French.  Students identify familiar French words / headings in a range of short texts.  Students read aloud familiar French words.  Students attempt to pronounce familiar	Students read short phrases and sentences in French.  Students read and answer questions in French using simple words, symbols or pictures.  Students use a bilingual dictionary to check the meaning of unfamiliar words.	Students confirm if a statement about a written French text is true or false.  Students read a wide range of texts in French.  Students read and understand the main points of a French text on a familiar subject.
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	French, supported by pictures or symbols.		Students recognise and read simple French words.  Students recognise and read simple French phrases.	French words accurately.  Students identify common spelling patterns in French.		Students read and understand some detail in a French text.
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**Key learning: MFL - French - Writing**

<p><b><u>Subject specific knowledge</u></b></p> <p><b><u>Writing</u></b></p> <p>How to plan a text in French. What good looks like: appropriate form, language and structure. How to edit. How to proof read.</p>	<p>Students know some key words in French or another language.</p>	<p>Students know that a bilingual dictionary has entries listed English in one section and in another language in another section.</p> <p>Students know that a bilingual dictionary has a section of key vocabulary and how to form the verbs.</p> <p>Students know how to form some letters and accents particular to French e.g. é, ç</p>	<p>Students know the grapheme that corresponds to some French phonemes e.g. é and ay</p> <p>Students know how to write some single words in French from memory.</p>	<p>Students know how to write a range of words from memory</p>	<p>Students know how to form a question by changing the order of words in a sentence.</p> <p>Students know how to use a bilingual dictionary to check the spelling of familiar words.</p>	<p>Students know how to form a simple sentence in the negative in French.</p> <p>Students know how to correctly use punctuation to convey meaning.</p> <p>Students know how to use a bilingual dictionary to check the spelling of words and the conjugation of verbs in French.</p>
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<p><b><u>Subject specific skills</u></b></p> <p><b><u>Writing</u></b></p> <p>How to plan a text in French. What good looks like: appropriate form, language and structure. How to edit. How to proof read.</p>	<p>Students experience familiar words or phrases in the French.</p> <p>Students explore familiar words in French, supported by pictures or symbols.</p> <p>Students experience with others a familiar text in French.</p> <p>Students explore a familiar text in French,</p>	<p>Students copy letters and accents particular to French.</p> <p>Students copy the target language word that accompanies a picture/symbol.</p> <p>Students match words in the target language.</p> <p>Students place pictures/symbols in the correct order.</p>	<p>Students match French words to pictures / symbols.</p> <p>Students write the initial letter /grapheme for the starting phoneme of French words.</p> <p>Students begin to match French phonemes to the corresponding grapheme.</p> <p>Students use a model to write simple, familiar words that use letters/</p>	<p>Students match French phrases to pictures / symbols.</p> <p>Students use familiar words to complete a short French text eg filling in the missing words.</p> <p>Students use a model to write short phrases with words with letters/ phonemes that are similar to English.</p>	<p>Students create a sentence in French using single word cards.</p> <p>Students place words in the correct order in a sentence in French.</p> <p>Students change the order of words in a sentence to form a question.</p> <p>Students create a short text in French using word and phrase cards.</p>	<p>Students form a simple sentence in the negative.</p> <p>Students correctly use punctuation to convey meaning in French.</p> <p>Students use a model to create a short text in French on a range of topics.</p> <p>Students use a bilingual dictionary to check how to write a phrase or sentence in French.</p>
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	supported by pictures or symbols.	Students look for words in a bilingual dictionary.	phonemes that are similar to English.  Students use a model to write simple, familiar words that use letters/ phonemes that are particular to French.	Students use a model to write short phrases with some words that use letters/ phonemes that are particular to the target language.	Students use a bilingual dictionary to check the spelling of familiar words.	
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<b><u>Personal development</u></b>	<p><b><u>KS4 only</u></b></p> <p><b><u>Problem solving-</u></b> Resolving ways to effectively communicate information in a different language</p> <p><b><u>Communication skills-</u></b> Asking appropriate questions and listening to responses,</p> <p><b><u>Self-belief-</u></b> Finding ways to get message across</p> <p><b><u>Self-management-</u></b> Linked to independent research tasks selecting appropriate information and planning and drafting material.</p> <p><b><u>Team Work-</u></b> Working together to understand and communicate in another language.</p>
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<p><b><u>Suggested activities</u></b></p> <p>See suggested flow of learning e.g. explore globes and maps, role play, charades, play boules/la pétanque</p>
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<p><b><u>Online resources / Apps</u></b></p> <p><a href="https://www.bbc.co.uk/languages/french/">https://www.bbc.co.uk/languages/french/</a>  <a href="https://www.completefrance.com/home/improve-your-french-language-skills-with-21-free-resources-1-6963222">https://www.completefrance.com/home/improve-your-french-language-skills-with-21-free-resources-1-6963222</a>          Google maps          Duolingo, Gus French</p>
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<p><b><u>Evidencing Work</u></b></p> <p>All task, planning and evidence sheets need to be levelled in accordance with the rubric, students need to self-assess and work needs to be put in student books/ folders with next steps identified          Audio and video performances need to be recorded and formatted within Book Creator.</p>
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