

KS4 Cultural studies: French, France and its culture

Subject curriculum intent:	<p>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.</p> <p><u>Students will know and understand how to:</u></p> <ul style="list-style-type: none"> · 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.
End of KS3 intent/outcome	End of KS4 intent/outcome
<p>Students will be able to understand and participate in simple conversations held in the French language.</p> <p>Students will have a basic knowledge and understanding of France and French culture.</p>	<p>Students develop their knowledge and understanding of France and French culture and compare with another country outside the UK.</p> <p>In Year 2, students build upon the knowledge in skills in using the French language to apply this to learning Spanish and learning about Spanish culture.</p>
Intent for this topic:	<p>This term students will know and understand how to ask and answer basic questions in French. They will use correct pronunciation and intonation; memorise words; interpret meaning; understand some basic grammar; work in pairs and groups and communicate in French. Students will look at life in another culture and explore differences and similarities with their own culture.</p>
Key vocabulary taught within this topic:	<p><u>Language specific characters:</u> À Â Ç È É Ê Ë Ô Õ Œ Ù Û, à â ç è é ê ô õ œ ù û (Accents not usually used on capital letters except À)</p> <p><u>Keywords</u> - 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)</p>
Links to other subjects:	<p>Geography - Exploring and identifying regions and countries throughout the world</p> <p>PSHCE- Developing understanding of different cultures, of similarities and differences between people</p> <p>Drama - Role play and hot seating activities</p> <p>ICT - Researching information, drafting, editing and presenting written work.</p> <p>RRS Articles: <i>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</i></p>

Wks	Focus	Main activities	Key vocabulary
Wks 1-3	<p>Where is France? Who speaks French?</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 car</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 metro</p>
Wks 4-5	<p>Getting around in France.</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 trouvela 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>

<p>Wks 6-8</p>	<p>A Taste of France Students focus on identifying French food and expressing their likes/ dislikes.</p>	<p>Revise French foods from KS3. Practise expressing preferences using verb aimer Role play requesting food using Qu'est-ce-que tu voudrais? Je voudrais Role play running and eating in a cafe...</p>	<p>Est-ce-que tu aimes....? J'aime... Je n'aime pas.... le chocolat, le poisson, le poulet, le porc le pain au chocolat, le croissant, le pain grillé la banane, la pomme, la fraise, la framboise, l'orange</p>
<p>Wks 9-10</p>	<p>Fun & festivals in France Students focus on different sports / pastimes and learn about French festivals and celebrations</p>	<p>Explore different leisure / activities typical of France using the verbs jouer and faire Active learning - act out different sports etc and students guess which sport Explore different French festivals or sporting events e.g. Tour de France, Mardi Gras, Monaco Grand Prix, Cannes Film Festival/, Bastille Day</p>	<p>J'aime jouer au foot, au basket, au rugby, au tennis, au ping-pong, aux boules / à la pétanque J'aime faire du ski, du kayak, de la voile, J'aime jouer du piano, de la guitare, de la flûte le Tour de France le grand prix de Monaco - la course automobile la fête du mardi gras, le festival de Cannes/ la Palme d'Or, un film le quatorze juillet, la fête nationale française</p>
<p>Wks 11-12</p>	<p>Famous French Artists Students learn about famous French artists and their paintings.</p>	<p>Students revise colours from KS3 - masculine and feminine forms Review that adjectives generally come after the noun and can change depending on the gender of the noun and whether it is singular or plural e.g. une sculpture blanche / des sculptures blanches un tableau blanc / des tableaux blancs Look at a map of Paris and locate the Louvre art museum and locate the Palais des Beaux Arts. Explore the Louvre online Students describe paintings e.g. the Mona Lisa Students learn about famous French painters and sculptors e.g. Claude Monet, Edgar Degas, Henri de Toulouse de Lautrec, Pierre-Auguste Renoir, Paul Cézanne, Henri Matisse, Auguste Rodin</p> <p>https://www.louvre.fr/en/explore https://www.beauxartsparis.fr/en</p>	<p>le musée, un artiste, une artiste, un tableau, une sculpture, un sculpteur, une sculptrice le Musée du Louvre, le Palais des Beaux Arts j'aime faire de la peinture noir/noire, blanc/blanche, bleu/bleue, vert/verte, jaune/jaune, marron/marron, orange/orange</p>

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

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

How to respond to others appropriately.	contact, gesture or action in sessions using French.		<u>Students are able to</u> use words, simple phrases or short sentences to ask questions.		preferences in discussions on familiar topics. <u>Students are able to</u> use knowledge of familiar words to identify key information in phrases that contain unfamiliar language. <u>Students are able to</u> present a set of sentences/ phrases on a familiar topic.	<u>Students are able to</u> use simple familiar language to rephrase more complex sentences/ phrases. Students participate in simple conversations on familiar topics.
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Key learning: MFL - French - Reading						
<u>Subject specific knowledge</u> Reading How to infer. How to understand how language is used. How to understand how structure is used How to compare.	<u>Students know</u> what some key words in French or another language look like.	<u>Students know</u> some French words that are similar to English. <u>Students know</u> that some letters and accents are different to English e.g. é, ç	<u>Students know</u> a small range of French words. <u>Students know</u> to pronounce the é, as the ay and the ç as the s sound.	<u>Students know</u> a wider range of French words found in a range of short texts. <u>Students know</u> some common spelling patterns in French e.g <u>Allez, venez</u>	<u>Students know</u> how negative statements are formed in French e.g. Je n'aime pas. Je ne joue jamais au football. <u>Students know</u> that the order of words in a sentence influences the meaning.	<u>Students know</u> key words identify in a range of different text types in French.
<u>Subject specific skills</u> Reading How to infer. How to understand how language is used.	<u>Students are able to</u> experience familiar words or phrases in French. <u>Students are able to</u> explore familiar words in French, supported by pictures or symbols.	<u>Students are able to</u> find a familiar word in a French text. <u>Students are able to</u> find a new word in a French text. <u>Students are able to</u> explore a dictionary with others.	<u>Students are able to</u> pronounce accurately French letters/ phonemes that are similar to English. <u>Students are able to</u> attempt to pronounce letters/ phonemes in French that are different to English.	<u>Students are able to</u> match pictures/symbols to written phrases in French. <u>Students are able to</u> identify familiar French words / headings in a range of short texts.	<u>Students are able to</u> read short phrases and sentences in French. <u>Students are able to</u> read and answer questions in French using simple words, symbols or pictures.	<u>Students are able to</u> confirm if a statement about a written French text is true or false. <u>Students are able to</u> read a wide range of texts in French. <u>Students are able to</u> read and understand the

How to understand how structure is used How to compare.	<p><u>Students are able to</u> experience a familiar text with others in French.</p> <p><u>Students are able to</u> explore a familiar text in French, supported by pictures or symbols.</p>		<p><u>Students are able to</u> read aloud a familiar French phrase or sentence.</p> <p><u>Students are able to</u> recognise and read simple French words.</p> <p><u>Students are able to</u> recognise and read simple French phrases.</p>	<p><u>Students are able to</u> read aloud familiar French words.</p> <p><u>Students are able to</u> attempt to pronounce familiar French words accurately.</p> <p><u>Students are able to</u> identify common spelling patterns in French.</p>	<p><u>Students are able to</u> use a bilingual dictionary to check the meaning of unfamiliar words.</p>	<p>main points of a French text on a familiar subject.</p> <p><u>Students are able to</u> read and understand some detail in a French text.</p>
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Key learning: MFL - French - Writing						
<p><u>Subject specific knowledge</u></p> <p><u>Writing</u></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><u>Students know</u> some key words in French or another language.</p>	<p><u>Students know</u> that a bilingual dictionary has entries listed English in one section and in another language in another section.</p> <p><u>Students know</u> that a bilingual dictionary has a section of key vocabulary and how to form the verbs.</p> <p><u>Students know</u> how to form some letters and accents particular to French e.g. é, ç</p>	<p><u>Students know</u> the grapheme that corresponds to some French phonemes e.g. é and ay</p> <p><u>Students know</u> how to write some single words in French from memory.</p>	<p><u>Students know</u> how to write a range of words from memory</p>	<p><u>Students know</u> how to form a question by changing the order of words in a sentence.</p> <p><u>Students know</u> how to use a bilingual dictionary to check the spelling of familiar words.</p>	<p><u>Students know</u> how to form a simple sentence in the negative in French.</p> <p><u>Students know</u> how to correctly use punctuation to convey meaning.</p> <p><u>Students know</u> how to use a bilingual dictionary to check the spelling of words and the conjugation of verbs in French.</p>
<p><u>Subject specific skills</u></p> <p><u>Writing</u></p> <p>How to plan a text in French.</p>	<p><u>Students are able to</u> experience familiar words or phrases in the French.</p> <p><u>Students are able to</u> explore familiar words in</p>	<p><u>Students are able to</u> copy letters and accents particular to French.</p> <p><u>Students are able to</u> copy the target language word that accompanies a picture/symbol.</p>	<p><u>Students are able to</u> match French words to pictures / symbols.</p> <p><u>Students are able to</u> write the initial letter /grapheme for the</p>	<p><u>Students are able to</u> match French phrases to pictures / symbols.</p> <p><u>Students are able to</u> use familiar words to complete a short French</p>	<p><u>Students are able to</u> 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><u>Students are able to</u> form a simple sentence in the negative.</p> <p><u>Students are able to</u> correctly use punctuation to convey meaning in French.</p>

<p>What good looks like: appropriate form, language and structure. How to edit. How to proof read.</p>	<p>French, supported by pictures or symbols.</p> <p><u>Students are able to</u> experience with others a familiar text in French.</p> <p><u>Students are able to</u> explore a familiar text in French, supported by pictures or symbols.</p>	<p><u>Students are able to</u> match words in the target language.</p> <p><u>Students are able to</u> place pictures/symbols in the correct order.</p> <p><u>Students are able to</u> look for words in a bilingual dictionary.</p>	<p>starting phoneme of French words.</p> <p><u>Students are able to</u> begin to match French phonemes to the corresponding grapheme.</p> <p><u>Students are able to</u> use a model to write simple, familiar words that use letters/ phonemes that are similar to English.</p> <p><u>Students are able to</u> use a model to write simple, familiar words that use letters/ phonemes that are particular to French.</p>	<p>text eg filling in the missing words.</p> <p><u>Students are able to</u> use a model to write short phrases with words with letters/ phonemes that are similar to English.</p> <p><u>Students are able to</u> use a model to write short phrases with some words that use letters/ phonemes that are particular to the target language.</p>	<p><u>Students are able to</u> change the order of words in a sentence to form a question.</p> <p><u>Students are able to</u> create a short text in French using word and phrase cards.</p> <p><u>Students are able to</u> use a bilingual dictionary to check the spelling of familiar words.</p>	<p><u>Students are able to</u> use a model to create a short text in French on a range of topics.</p> <p><u>Students are able to</u> use a bilingual dictionary to check how to write a phrase or sentence in French.</p>
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<p><u>Personal development</u></p>	<p><u>KS4 only</u></p> <p><u>Problem solving-</u> Resolving ways to effectively communicate information in a different language</p> <p><u>Communication skills-</u> Asking appropriate questions and listening to responses,</p> <p><u>Self-belief-</u> Finding ways to get message across</p> <p><u>Self-management-</u> Linked to independent research tasks selecting appropriate information and planning and drafting material.</p> <p><u>Team Work-</u> Working together to understand and communicate in another language.</p>
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<p><u>Suggested activities</u></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><u>Online resources / Apps</u></p> <p>https://www.bbc.co.uk/languages/french/ https://www.competefrance.com/home/improve-your-french-language-skills-with-21-free-resources-1-6963222 Google maps Duolingo, Gus French</p>

<p><u>Evidencing Work</u></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>
