

Armthorpe Academy – MFL Department Scheme of Learning September 2024

For the benefit of this document Learning Outcomes:

- Are measurable and capable of being assessed
- Are learner-centric
- Must be based on the desired outcome of the educational activity
- Provide measurable evidence of progress in closing the practice gap
- Are an outcomes-based approach
- Are explicit descriptions of what a learner should know, be able to apply and/or be able to do as a result of participating in the educational activity
 - Frame the context for objectives (why is it important to “list”, “discuss” or “state” information?)

Year 7 (2 lessons p/week)

Week Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39									
Topic/Theme	Personal Profile								Celebrity								France								Poetry								Fashion								Communication							
Learning Outcomes	To be able to exchange information in order to introduce ourselves: Name, age, birthday, where we live and likes and dislikes. To engage with key French sounds through phonics. To use 1 st and 2 nd person. To begin to understand syntax differences in French and English. To begin to understand gender and agreements.								To be able to exchange information about ourselves and other people: Physical description of hair and eyes, personality description. To continue to engage with key French sounds through phonics. To use 1 st and 3 rd person. To use adjectives including agreements. To begin to use connectives to extend sentences.								To be able to describe a French town. To be able to express what is in a town. To use negatives. To use modal verbs to say what we can do in a town. To give opinions of towns. To understand and use infinitives and conjugated verbs in the present tense. To develop writing to paragraph level.								To be able to develop independence in reading and writing. To use a bilingual dictionary. To develop reading strategies to decode new vocabulary – a poem based on the topic of family. To begin to understand and use reflexive verbs. To add intensifiers to our work. To develop use of irregular verbs (have / be) in the present tense.								To be able to give opinions of French fashion. To understand and use comparatives. To understand dialogues in clothing shops. To develop use of ~er verbs. To develop using language in a more formal and transactional setting.								To be able to understand letters from a pen pal on familiar topics. To respond to letters drawing on the learning done across year 7. To begin to use the near future tense. To develop using language for a variety of purposes.							
Assessment	Likes and dislikes writing. My profile reading and writing.								Personality translation. Interviewing a celebrity reading and listening.								Paragraph writing about a French town. Describing a photo speaking and writing.								Dictionary skills Poem reading								Using the verb porter. Role play in a shop speaking.								Responding to a pen pal.							
Gatsby / SMSC	GB3 Diversity in language. SMSC: Developing social interaction through pair work. Cultural awareness of language differences eg noun then adjective and gender in language.								SMSC: Cultural awareness of French-speaking people.								GB4: Using language for research. SMSC: Cultural awareness developed through exploring a town very different from our own.								GB4: Using language for writing. SMSC: Developing social interactions through reading and listening to poem reading. Cultural exploration of notion of reflexive verbs.								GB4: Using language in fashion world. SMSC: Developing social interactions through role play in a shop. Cultural awareness of high fashion and fashion similarities and differences.								SMSC: Developing social interaction through letter writing.							

Year 8 (2 lessons p/week)

Week Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Topic/Theme	Music						Paris						Food						Sport						International Life						Literature								
Learning Outcomes	To be able to give opinions of French music including traditional genres. To develop use of negatives. To use frequency adverbs to extend sentences. To discuss online entertainment habits and decode unfamiliar language. To develop reading skills through lyrics. To use comparatives to compare music types and artists. To use near future tense to exchange information about future plans.						To be able to give opinions of Paris landmarks. To develop use of verbs – perfect tense. To use modal verbs to talk about what we can and want to do in Paris. To give opinions of French art and the Pompidou centre. To exchange information about a trip to Paris using the perfect and imperfect tenses.						To be able to say what we eat in 3 tenses. To understand what some traditional French dishes are. To discuss healthy and unhealthy eating habits. To understand and use transactional language to order food and drinks. To understand the imperative, following recipes. To understand quantities to shop for food.						To be able to understand an interview about athletes. To use 2 new verbs in present tense to exchange information about what sports we play and do. To exchange opinions of sports played in Francophone countries. To decode information about sports champions. To use past tense to talk about sports we have done. To review an event that has happened.						To be able to exchange information and opinions about schools. To exchange opinions about school subjects. To use modal verbs to discuss rules. To decode a school website. To use comparatives to discuss primary and secondary school. To understand and use descriptions of school to inform.						To be able to develop reading skills through the study of extracts from a well-known French book, ‘Le Petit Prince’ To develop skimming. To develop lexical inferencing. To develop independence in reading. To develop summarising. To develop reading aloud.								
Assessment	What I listen to when writing. Photo description speaking.						Perfect tense writing. Postcard reading and writing.						Role play speaking. Shopping listening.						Opinions of sport writing.						Subject opinions listening. School blog writing.						Character description writing. Verbal review.								
Gatsby / SMSC	GB4: Using language in the entertainment industry. SMSC: influences on music eg Stromae papaoutai. Exploring moral implications material possessions through Zaz lyrics. Cultural awareness of French music and musicians.						SMSC: importance of religious landmarks in Paris. Cultural awareness of significance of landmarks.						GB4: Using language in journalism. SMSC: Cultural understanding of traditional dishes.						GB4: Using language in world of sport. SMSC: challenging stereotypes around sports opportunities available to people. Cultural awareness of sports played in French-speaking countries eg Swiss wrestling.						SMSC: differences in schools – secularism. Moral duty to take responsibility in school for our conduct. Cultural awareness of differences between UK schools and French schools.						SMSC: representation of themes in society through the characters eg. Greed. Moral themes such as responsibility. To raise cultural awareness of a well-known piece of French literature.								

Year 9 (2 lessons p/week)

Week Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Topic/Theme	Francophonie							Health							Careers							Cinema							News and Biographies										
Learning Outcomes	To be able to know where in the world people speak French. To exchange information and opinions about holidays. To give opinions about francophone places. To explore and express what we can do in La Réunion and give opinions of this using conditional tense. To understand information about different places using 3 tenses.							To be able to exchange information about healthy lifestyles using 3 tenses. To understand physical and mental health advice. To use modal verbs to talk about healthy and unhealthy habits. To use near future tense to discuss future plans regarding health. To discuss future health plans with others.							To be able to give opinions of jobs, liking to our own personal qualities. To use the simple future tense to exchange information about our future study and employment plans. To explore opinions of university and apprenticeship options. To understand job adverts. To develop question formation. To develop using language for a variety of purposes through taking part in a verbal interview with a partner.							To be able to navigate a cinema website, give opinions of trailers and buy tickets. To use conditional tense to talk about film preferences. To summarise films using regular and irregular verbs in the present. To gain cultural understanding of French films in particular <i>Le Silence de La Mer</i> and <i>Les Choristes</i> . To discuss characters using a range of adjectives and opinions. To develop extended writing by reviewing a film using past tense.							To be able to investigate social issues and give opinions of them. To understand the work of some well-known French people especially environmental and political. To debate social issues such as veganism, cars and plastic pollution. To use three tenses to understand and produce information and opinions. To engage with news articles, developing reading strategies in challenging texts. To write formally to debate and persuade.										
Assessment	Writing with conditional. An account of holidays reading.							Translation using modal verbs. Future plans speaking.							Creating a CV. Interviewing a candidate speaking.							Characters listening. A film review writing.							Biography reading and writing. Debating listening and reading.										
Gatsby / SMSC	GB4: Using language in travel and tourism. SMSC: understanding religious context in Francophone countries. Cultural awareness of activities available in La Reunion and the differences between Francophone countries.							SMSC: awareness of mental-wellbeing and how to maintain. Cultural awareness of French attitudes to health and well-being.							GB4: Exploring job opportunities linked to personal qualities. GB7: Exploring post 16 options. SMSC: challenging stereotypes around employment opportunities. Social development through exploration of university and apprenticeship pathways. Cultural awareness of CVs in France.							GB4: Using language in media and in children's services. SMSC: Understanding beliefs of characters and impact on behaviour. Exploring moral issues such as crime and punishment in <i>les choristes</i> and <i>le silence de la mer</i> . Cultural exposure to French film.							GB4: Using language to highlight causes. SMSC: understanding opposing views of political figures. Exploring moral issues eg. Environmental problems and solutions and celebrity (Maitre Gims) Cultural awareness of known French figures.										

Year 10 (3 lessons p/week)

Week Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Topic/Theme	Free Time											Identity							School							Healthy Lifestyle							Holidays						
Learning Outcomes	<p>To be able to express information about likes and dislikes. To respond to cultural events in the francophone world. To exchange information about what we do online including discussion of advantages and disadvantages of being online. To exchange information and opinions about active lifestyles. To talk about TV and cinema preferences. To use transactional language to understand and take part in role plays at the theatre / cinema. To make plans to go out including the use of future tense and responding to invitations. To use the past tense to talk about what we did last weekend. To exchange information and opinions about a past sporting event.</p>											<p>To be able to exchange information about our own identity including beliefs, family, friends and equality. To use reflexive verbs to talk about family routines and weekends. To discuss friendship and personalities. To discuss physical description. To use past and present tenses to talk about positive role models. To use 3 tenses to discuss celebrations at home.</p>							<p>To be able to describe schools in Francophone countries and our own. To exchange opinions and to compare school subjects and aspects of school life. To use modal verbs to exchange information and opinions about school rules. To develop agreeing and disagreeing. To express information about progress we have made at school. To understand and use the imperfect tense to discuss primary school. To discuss future education plans and future opportunities. To develop the use of negatives.</p>							<p>To be able to exchange opinions about healthy eating. To develop use of the imperative. To use modal verbs to discuss mental well-being. To use transactional language to book a doctor's appointment. To discuss accidents and illnesses. To develop use of the simple future tense to discuss future lifestyle plans. Developing tense recognition in reciprocal skills.</p>							<p>To be able to exchange information about where we might like to go to on holiday. To discuss ideal holidays with justification. To develop questioning. To use perfect and imperfect tenses together to discuss festivals. To use transactional language to book accommodation. To use modal verbs in the past tense to review accommodation. To develop use of si clauses to extend production of language. To discuss holidays using 3 tenses.</p>						
Assessment	<p>Transcription listening. Debate speaking. Last weekend writing.</p>											<p>Photo description speaking. Role models reading. Celebrations writing.</p>							<p>School life listening. Primary and secondary school reading. Future plans writing.</p>							<p>Transcription listening. Health now and in the future speaking. My health writing.</p>							<p>Ideal holidays reading.</p>						

