

# Henlow Academy MFL Curriculum Information

	<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
<b>Year 7</b>	<p><b><u>Talk about themselves and people in their immediate vicinity</u></b></p> <ul style="list-style-type: none"> <li>- Describing self (talking about their name, age, birthday, where they live, where they're from, physical appearance and personality)</li> <li>- Describing people in their family and their pets (name, age, birthday, physical appearance and personality)</li> <li>- Learn basic French grammar</li> <li>- Learn about a selection of different cultural festivals</li> </ul>	See Curriculum Outline: page 2	Assessment throughout the year covering all 4 language skills: Listening, Reading, Writing and Speaking
<b>Year 8</b>	<p><b><u>Talk about their current lives and future plans</u></b></p> <ul style="list-style-type: none"> <li>- Describing their typical day (School, what they wear, what they eat)</li> <li>- Talk about things that we would like to do in the future (jobs and holidays)</li> <li>- Learn how to give opinions and expand on basic sentences.</li> </ul>	See Curriculum Outline: page 3	Assessment throughout the year covering all 4 language skills: Listening, Reading, Writing and Speaking
<b>Year 9</b>	<p><b><u>Identity and past actions</u></b></p> <ul style="list-style-type: none"> <li>- Relationships with others</li> <li>- Free time activities</li> <li>- Tourism (travel and towns)</li> <li>- Popular culture (technology use and celebrities)</li> <li>- Learn how to create extended complex sentences in French</li> <li>- Learn how to speak in the past tense</li> </ul>	See Curriculum Outline: page 4	Assessment throughout the year covering all 4 language skills: Listening, Reading, Writing and Speaking
<b>Year 10</b>	<p><b><u>People &amp; lifestyle</u></b></p> <ul style="list-style-type: none"> <li>- Identity &amp; relationships</li> <li>- Healthy living &amp; lifestyles</li> <li>- Education &amp; work</li> </ul> <p><b><u>Popular culture</u></b></p> <ul style="list-style-type: none"> <li>- Free-time activities</li> <li>- Customs, festivals &amp; celebrations</li> <li>- Celebrity culture</li> </ul>	See Curriculum Outline: page 5	<p>Assessment throughout the year covering all 4 language skills: Listening, Reading, Writing and Speaking</p> <p>GSCE Mock exams during the autumn term</p>
<b>Year 11</b>	<p><b><u>Local, national, international and global areas of interest</u></b></p> <ul style="list-style-type: none"> <li>- The importance of charities</li> <li>- Maintaining a healthy lifestyle</li> <li>- Environmental issues</li> <li>- Poverty</li> </ul>	See Curriculum Outline: page 6	<p>Assessment throughout the year covering all 4 language skills: Listening, Reading, Writing and Speaking</p> <p>GSCE Mock exams during the spring term</p>



# Year 8 Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Ma vie (1)	Ma vie (2)	La nourriture (1)	La nourriture (2)	Mes projets futurs (1)	Mes projets futurs (2)
Key Concepts	<p><b><u>Vocabulary:</u></b> - School subjects - Giving opinions with reasons - Time</p> <p><b><u>Grammar:</u></b> - Subordinating conjunctions</p> <p><b><u>Culture:</u></b> - 24hr time use in France</p>	<p><b><u>Vocabulary:</u></b> - School rules - School uniform</p> <p><b><u>Grammar:</u></b> - Adjective agreement and position - Modal verbs: can/must - Indefinite subject pronoun 'on'</p> <p><b><u>Culture:</u></b> - School life in France (comparing and contrasting to school in England)</p>	<p><b><u>Vocabulary:</u></b> - Food - Like/dislike and to what extent - Opinions with reasons</p> <p><b><u>Grammar:</u></b> - Use of the second verb in the infinitive "J'aime + inf"</p>	<p><b><u>Vocabulary:</u></b> - Mealtimes - French dishes (with ingredients)</p> <p><b><u>Grammar:</u></b> - Modal verbs: want - Present tense of regular -ER verbs.</p> <p><b><u>Culture:</u></b> - Typical French dishes - Easter in France - Poisson d'Avril</p>	<p><b><u>Vocabulary:</u></b> - Jobs people do - Why they like/dislike jobs with reasons - Where they work - Types of buildings - What you would like to do in the future</p> <p><b><u>Grammar:</u></b> - Modal verbs to express want (conditional)</p>	<p><b><u>Vocabulary:</u></b> - What you intend to do in future holidays - Where you are going to go - Where you are going to stay - Who you are going to travel with - Transport</p> <p><b><u>Grammar:</u></b> - Use of 'aller' in the present tense - Near future formation and use</p> <p><b><u>Culture:</u></b> - French towns and cities</p>
SMSC and British Values	<ul style="list-style-type: none"> <li>- Different cultures</li> <li>- Identity</li> <li>- Rule of law</li> <li>- Democracy</li> <li>- Individual liberty</li> <li>- Tolerance &amp; respect</li> </ul>	<ul style="list-style-type: none"> <li>- Different cultures</li> <li>- Identity</li> <li>- Rule of law</li> <li>- Democracy</li> <li>- Individual liberty</li> <li>- Tolerance &amp; respect</li> </ul>	<ul style="list-style-type: none"> <li>- Different cultures</li> <li>- Identity</li> <li>- Rule of law</li> <li>- Democracy</li> <li>- Individual liberty</li> <li>- Tolerance &amp; respect</li> </ul>	<ul style="list-style-type: none"> <li>- Different cultures</li> <li>- Identity</li> <li>- Rule of law</li> <li>- Democracy</li> <li>- Individual liberty</li> <li>- Tolerance &amp; respect</li> </ul>	<ul style="list-style-type: none"> <li>- Different cultures</li> <li>- Identity</li> <li>- Rule of law</li> <li>- Democracy</li> <li>- Individual liberty</li> <li>- Tolerance &amp; respect</li> <li>- Jobs that use MFL (BBC bitesize careers)</li> </ul>	<ul style="list-style-type: none"> <li>- Different cultures</li> <li>- Identity</li> <li>- Rule of law</li> <li>- Democracy</li> <li>- Individual liberty</li> <li>- Tolerance &amp; respect</li> <li>- Language immersion / exchanges / charity work</li> </ul>

# Year 9 Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Ma vie (1)	Ma vie (2)	La tourisme(1)	La tourisme (2)	La culture populaire (1)	La culture populaire (2)
Key Concepts	<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>- Name/age</li> <li>- Descriptions of people (physical and personality)</li> <li>- Complex family</li> <li>- Qualities of good friends</li> </ul> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>- Using 'avoir' and 'être'</li> <li>- Possessive adjectives</li> <li>- Adjective placement/agreement</li> <li>- Comparatives</li> </ul>	<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>- Activities that you like to do</li> <li>- How often you like to do them</li> <li>-What you have done in the recent past</li> <li>- Different types of film/TV/music</li> <li>- Giving opinions about film/TV</li> <li>- Justifying opinions</li> </ul> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>- Difference between jouer/faire with sports</li> <li>Present tense of verbs with names etc.</li> <li>- Question words</li> <li>- Simple past tense with avoir</li> </ul> <p><b><u>Culture:</u></b></p> <ul style="list-style-type: none"> <li>- French short films</li> </ul>	<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>- Destinations</li> <li>- Activities on holiday</li> <li>- Transport</li> <li>- Weather in the past</li> <li>- Accomodation</li> <li>- Opinions</li> </ul> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>- Prepositions with countries/cities</li> <li>- Simple past tense with avoir</li> <li>- Simple past tense with etre</li> </ul> <p><b><u>Culture:</u></b></p> <ul style="list-style-type: none"> <li>- Paris (landmarks and history)</li> </ul>	<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>- Places in town</li> <li>- Describing location</li> <li>- Giving directions</li> <li>- Transport</li> </ul> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>- Imperative to give directions</li> <li>- Simple past tense with avoir/etre</li> </ul> <p><b><u>Culture:</u></b></p> <ul style="list-style-type: none"> <li>- French cities</li> </ul>	<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>- Types of technology</li> <li>- How you use technology to communicate</li> <li>- Advantages and disadvantages of technology</li> </ul> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>- Present tense of ER verbs</li> <li>- Passé composé with avoir/être</li> </ul> <p><b><u>Culture:</u></b></p> <ul style="list-style-type: none"> <li>- Technology use in French schools</li> </ul>	<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>- Descriptions of people and their achievements</li> <li>- Jobs (specific to celebrities)</li> <li>- Francophone countries</li> </ul> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>- Demonstrative adjectives (ce/cet/cette/ces)</li> <li>- Superlatives</li> <li>- Present tense</li> <li>- Passé composé with avoir/être</li> </ul> <p><b><u>Culture:</u></b></p> <ul style="list-style-type: none"> <li>- Famous French people</li> </ul>
SMSC and British Values	<ul style="list-style-type: none"> <li>- Different cultures</li> <li>- Identity</li> <li>- Rule of law</li> <li>- Democracy</li> <li>- Individual liberty</li> <li>- Tolerance &amp; respect</li> </ul>	<ul style="list-style-type: none"> <li>- Different cultures</li> <li>- Identity</li> <li>- Rule of law</li> <li>- Democracy</li> <li>- Individual liberty</li> <li>- Tolerance &amp; respect</li> </ul>	<ul style="list-style-type: none"> <li>- Different cultures</li> <li>- Identity</li> <li>- Rule of law</li> <li>- Democracy</li> <li>- Individual liberty</li> <li>- Tolerance &amp; respect</li> </ul>	<ul style="list-style-type: none"> <li>- Different cultures</li> <li>- Identity</li> <li>- Rule of law</li> <li>- Democracy</li> <li>- Tolerance &amp; respect</li> <li>- Taking skills learnt in MEL and applying</li> </ul>	<ul style="list-style-type: none"> <li>- Different cultures</li> <li>- Identity</li> <li>- Rule of law</li> <li>- Democracy</li> <li>- Individual liberty</li> <li>- Tolerance &amp; respect</li> </ul>	<ul style="list-style-type: none"> <li>- Different cultures</li> <li>- Identity</li> <li>- Rule of law</li> <li>- Democracy</li> <li>- Individual liberty</li> <li>- Tolerance &amp; respect</li> </ul>

# Year 10 Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	People & Lifestyle			Popular culture		
Key Concepts	<p><b><u>Unit 1: Identity &amp; Relationships</u></b></p> <p><b><u>Vocabulary:</u></b>                      - Physical characteristics &amp; personality                      - Nationality                      - Sexuality                      - Family &amp; relationships                      - Religion</p> <p><b><u>Grammar:</u></b>                      - Reflexive verbs                      - Present tense verbs                      - Simple future tense                      - Comparatives                      - Adjective agreement</p>	<p><b><u>Unit 2: Healthy living &amp; lifestyles</u></b></p> <p><b><u>Vocabulary:</u></b>                      - Food                      - Body                      - Health problems / addictions / choices                      - Habits / sports</p> <p><b><u>Grammar:</u></b>                      - Adverb positions                      - Negative sentences                      - Near future tense                      - Past tense with avoir                      - Indirect object pronouns</p>	<p><b><u>Unit 3: Education &amp; work</u></b></p> <p><b><u>Vocabulary:</u></b>                      - School subjects                      - School rules / uniform                      - Ordinal numbers                      - Jobs</p> <p><b><u>Grammar:</u></b>                      - modal verbs: pouvoir/devoir                      - Superlatives                      - Conditional (regular ER verbs)</p> <p><b><u>Culture:</u></b>                      - School in France &amp; Francophone countries</p>	<p><b><u>Unit 4: Free-time activities</u></b></p> <p><b><u>Vocabulary:</u></b>                      - Hobbies / sports                      - TV / music / cinema</p> <p><b><u>Grammar:</u></b>                      - Imperfect tense (regular verbs)                      - Past tense with avoir (irregular verbs)                      - Prepositions with places                      - Near future tense</p>	<p><b><u>Unit 5: Customs, festivals &amp; celebrations</u></b></p> <p><b><u>Vocabulary:</u></b>                      - Francophone customs                      - Celebrations (Christmas, birthdays etc.)</p> <p><b><u>Grammar:</u></b>                      - Questions                      - Direct object pronouns                      - Present tense (irregular verbs)                      - Past tense with avoir &amp; etre                      -Definite &amp; indefinite articles                      - Relative clauses                      - Simple future (avoir, etre, faire, aller)</p>	<p><b><u>Unit 6: Celebrity culture</u></b></p> <p><b><u>Vocabulary:</u></b>                      - Routes to fame (activities / hobbies)                      - Abilities                      - Achievements</p> <p><b><u>Grammar:</u></b>                      - de (possession)                      - Demonstrative adjectives                      - Possessive adjectives                      - Conditional (avoir, etre, faire, aller)</p>
SMSC and British Values	<ul style="list-style-type: none"> <li>- Different cultures</li> <li>- Identity</li> <li>- Rule of law</li> <li>- Democracy</li> <li>- Individual liberty</li> <li>- Tolerance &amp; respect</li> </ul>	<ul style="list-style-type: none"> <li>- Different cultures</li> <li>- Identity</li> <li>- Rule of law</li> <li>- Democracy</li> <li>- Individual liberty</li> <li>- Tolerance &amp; respect</li> </ul>	<ul style="list-style-type: none"> <li>- Different cultures</li> <li>- Identity</li> <li>- Rule of law</li> <li>- Democracy</li> <li>- Individual liberty</li> <li>- Tolerance &amp; respect</li> <li>- Taking skills learnt in MFL and applying them to different careers</li> </ul>	<ul style="list-style-type: none"> <li>- Different cultures</li> <li>- Identity</li> <li>- Rule of law</li> <li>- Democracy</li> <li>- Individual liberty</li> <li>- Tolerance &amp; respect</li> </ul>	<ul style="list-style-type: none"> <li>- Different cultures</li> <li>- Identity</li> <li>- Rule of law</li> <li>- Democracy</li> <li>- Individual liberty</li> <li>- Tolerance &amp; respect</li> </ul>	<ul style="list-style-type: none"> <li>- Different cultures</li> <li>- Identity</li> <li>- Rule of law</li> <li>- Democracy</li> <li>- Individual liberty</li> <li>- Tolerance &amp; respect</li> </ul>

# Year 11 Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	Local, national, international and global areas of interest		Current and future study and employment	Revision	Revision	Revision
<b>Key Concepts</b>	<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>- Charity</li> <li>- Healthy and unhealthy lifestyles</li> <li>- Environment</li> </ul> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>- Negative phrases</li> <li>- Imperfect tense (past)</li> <li>- Present subjunctive tense</li> <li>- Present participles</li> <li>- Present tense si clauses</li> <li>- Pluperfect tense (recognition)</li> </ul>	<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>- Homelessness and poverty</li> <li>- Holidays</li> <li>- Travel</li> </ul> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>- Modal verbs</li> <li>- Present subjunctive tense</li> <li>- Imperfect tense</li> <li>- Using the simple past and the imperfect tenses together</li> </ul> <p><b><u>Culture:</u></b></p> <ul style="list-style-type: none"> <li>- Francophone world</li> <li>- Regional towns and cities in France</li> </ul>	<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>- School day</li> <li>- School rules</li> <li>- Education post-16</li> <li>- Jobs</li> </ul> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>- Past tenses</li> <li>- Quand clauses with future tense</li> <li>- Passive voice</li> </ul> <p><b><u>Culture:</u></b></p> <ul style="list-style-type: none"> <li>- French schools and school day</li> <li>- Idioms</li> </ul>	<p>Revising for final GCSE exams</p> <p>Final preparation for GCSE Speaking exam</p>	<p>GCSE Speaking exam</p> <p>Revising for final GCSE exams</p>	<p>Final GCSE exams for Listening / Reading / Writing</p>
<b>SMSC and British Values</b>	<ul style="list-style-type: none"> <li>- Different cultures</li> <li>- Identity</li> <li>- Rule of law</li> <li>- Democracy</li> <li>- Individual liberty</li> <li>- Tolerance &amp; respect</li> </ul>	<ul style="list-style-type: none"> <li>- Different cultures</li> <li>- Identity</li> <li>- Rule of law</li> <li>- Democracy</li> <li>- Individual liberty</li> <li>- Tolerance &amp; respect</li> </ul>	<ul style="list-style-type: none"> <li>- Different cultures</li> <li>- Identity</li> <li>- Rule of law</li> <li>- Democracy</li> <li>- Individual liberty</li> <li>- Tolerance &amp; respect</li> <li>- Taking skills learnt in MFL and applying them to different careers</li> </ul>			
<b>Parental Support</b>						

## Assessment Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	In class formative	<ul style="list-style-type: none"> <li>- <b>Speaking:</b> pair conversation assessment.</li> <li>- <b>Reading:</b> short translation passage</li> <li>- <b>Writing:</b> introducing themselves to a French person</li> </ul>	In class formative	<ul style="list-style-type: none"> <li>- <b>Listening:</b> short answer.</li> <li>- <b>Reading:</b> short answer passages about famous French people</li> </ul>	In class formative	<ul style="list-style-type: none"> <li>- <b>EoY Assessment:</b> Speaking / Listening / Reading / Writing</li> </ul>
<b>Year 8</b>	In class formative	<ul style="list-style-type: none"> <li>- <b>Listening:</b> dictation &amp; short answer</li> <li>- <b>Reading:</b> short answer about school life &amp; sentence translation</li> </ul>	In class formative	<ul style="list-style-type: none"> <li>- <b>Speaking:</b> Read aloud / Mini role play</li> <li>- <b>Reading/Grammar:</b> short answer, grammar tasks</li> <li>- <b>Writing:</b> Photo task, sentence translation</li> </ul>	In class formative	<ul style="list-style-type: none"> <li>- <b>EoY Assessment:</b> Listening / Reading / Writing</li> <li>- <b>Speaking:</b> pair conversation (plans for summer holidays)</li> </ul>
<b>Year 9</b>	<ul style="list-style-type: none"> <li>- <b>Reading:</b> Short text question and answer, grammar, translations.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Speaking:</b> (style of GCSE read aloud) about Free time</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Writing:</b> Photo task, 50 word piece, grammar &amp; sentence translation (style of GCSE Foundation paper)</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Listening:</b> Short answer listening, dictation</li> </ul>	In class formative	<ul style="list-style-type: none"> <li>- <b>EoY Assessment:</b> Speaking / Listening / Reading / Writing</li> </ul>
<b>Year 10</b>	<ul style="list-style-type: none"> <li>- <b>Reading:</b> Short text question and answer, grammar, translations.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Listening:</b> Short answer questions, dictation</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Writing:</b> Full Foundation writing paper</li> <li>- <b>Speaking:</b> GCSE Role play</li> </ul>	In class formative	<ul style="list-style-type: none"> <li>- <b>GCSE Mocks:</b> Listening / Reading / Writing</li> </ul>	<ul style="list-style-type: none"> <li>- <b>GCSE Mocks:</b> Speaking</li> <li>- <b>Writing:</b> 90 word writing task covering any topic not covered by mock</li> </ul>
<b>Year 11</b>	<ul style="list-style-type: none"> <li>- <b>Writing:</b> Full practice paper</li> <li>- <b>Reading:</b> Partial practice paper</li> </ul>	<ul style="list-style-type: none"> <li>- <b>GCSE Mocks:</b> Speaking / Listening / Reading / Writing</li> </ul>	In class formative	Exam revision	<ul style="list-style-type: none"> <li><b>GCSE Speaking Exam</b></li> <li>Exam revision</li> </ul>	<b>GCSE Exams</b>