



Subject:

French – Year 7 Term 1

Overarching Topic: Introduction to Francophone language and culture. Qui suis je?

Why is this topic being studied at this time?	<p>“If you talk to a man in a language he understands, it goes to his head. If you talk to him in his own language, it goes to his heart”. <i>Nelson Mandela</i></p> <p>Learning a language allows us to expand our thinking, broaden our horizons and see things we hadn’t noticed before. At Ravens Wood School, we support all students to open their minds and step outside their comfort zone to become creative risk-takers, successful citizens and communicators of our ever-connected world.</p>
How does it fit into the wider subject curriculum?	<p>Studying French in Term 1 supports learners to develop inquisitive minds, to gain a greater worldly insight and to communicate confidently with new people around them. Students are exposed to new ways of thinking as we challenge preconceived ideas about French-speaking countries, as well as requiring students to re-examine their own language rules. Students are required to become detectives, code-breakers and better communicators, as we begin to explore and compare the languages, lifestyles and cultures of different countries.</p> <p>French is not only spoken in France! Therefore, we delve into the Francophone world to expose students to new places. When re-visiting places closer to home we take time to celebrate ‘The European Day of Languages’, celebrating diversity and the languages students already speak. Learning a language, any language, changes your life.</p>

	Critical	Core	Pinnacle
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<p>Where is French spoken and where did this language come from?</p> <p>What is the Francophone world and how does it compare to the UK?</p> <p>What is France really like?</p> <p>How do we ask and answer basic questions in a role play?</p> <p>How can we be independent learners by using a bilingual dictionary, indexes in a text book, word</p>	<p>How do we understand authentic French resources (film/text)?</p> <p>How do we describe people’s physical characteristics?</p> <p>What are the rules for genders and adjectival agreement?</p> <p>How do we write paragraphs with connectives and extended sentences to describe ourselves and others?</p>	<p>What strategies can we use to apply knowledge in new contexts?</p> <p>How can we use patterns and rules for the French language to manipulate text or construct our own?</p> <p>How do we compare family life, habits and traditions in the UK with those in Francophone countries? (<i>bbc bitesize class clips</i>)</p>

	<p>mats and wall displays?</p> <p>How do we use cognates to aid understanding?</p> <p>What is metalanguage (verbs, adjectives, pronouns, nouns, indefinite and definite articles, possessive adjectives)?</p> <p>What is our key vocabulary – numbers, colours, dates, friends & family, animals?</p> <p>How do we pronounce key sounds in French?</p> <p>How do we use key verbs <i>avoir</i> and <i>être</i>?</p> <p>How do we use cognates?</p>	<p>How do we use phonics to improve pronunciation?</p> <p>What are the patterns in French language and how can we use these to make sense of new language?</p>	<p>How do we expand our cultural and linguistic knowledge using authentic resources outside lessons – web sites, video clips, parallel texts, brochures etc.?</p> <p>What are the key elements of fables or fairy tales? How do we write fable-type stories?</p> <p>How do we discuss storytelling using a French short animated film – <i>la Queue de la Souris</i>, court métrage de Benjamin Renner.</p> <p><i>Le lion et le rat</i>, fable de Jean de la Fontaine, parallel text.</p>
The Key Skills/ Techniques	The sophistication and application of skills will become more advanced as students' progress through the critical, core and pinnacle knowledge.		
	Skill/Technique	How will this skill be developed?	
	1. Dictionary use	Starting with the alphabet and where/how to look for a word. Developing ability to recognise different word classes, synonyms, context and nuance to use new vocabulary accurately and creatively.	
	2. Writing/ speaking in full sentences.	From word, to sentence to paragraph level, developing key ideas using increasingly complex vocabulary and grammatical structures.	
	3. Listening/reading	<p>Developing ability to evaluate authentic texts and infer meaning.</p> <p>Developing ability to scan for gist – reading and aurally.</p>	