

St Cuthbert Mayne School Curriculum Map 2022-2023



Department: Modern Foreign Languages

Year 9

The MFL curriculum at STCM is designed to be stimulating, engaging and challenging to all students from the first lesson, regardless of their background in language learning. We aim to create language learners who are:

- enthusiastic linguists who see for themselves the point of the subject, whether they intend to pursue languages or not;
- resilient, independent and intellectually curious;
- confident enough to communicate in the Target Language;
- aware of the culture of countries where the Target Language is spoken and respectful of differences between this culture and their own;
- used to learning through the study of authentic materials;
- confident in manipulating grammar and aware of the similarities and differences between grammar in the Target Language and in English;
- able to apply language in new contexts;
- ready and able to progress to the next stage of their language learning;
- proud of their linguistic achievements.

/ Key Stage 3 Curriculum Summary.

During each half-term students study an integrated, thematic topic that combines an aspect of French culture or history with the core vocabulary and grammar that they might be expected to know at this key stage. Innovative teaching and a focus on authentic resources put

real life at the heart of what we teach and shows students that there is an immediate and relevant purpose to their learning. It gives them a reason to communicate and want to engage further with language learning at GCSE level.

Autumn Term

Pearson Dynamo 3 Course - Module 1 (Mon monde à moi - My World) Pearson Dynamo 3 Course - Module 2 (Projets d'avenir - Future Plans)					
Topic/Unit	<i>Point de départ</i>	<i>Qu'est-ce que tu fais comme activités extrascolaires? - Extra-curricular school activities</i>	<i>Point de départ</i>	<i>Qu'est-ce que tu veux faire comme métier? - Jobs</i>	<i>Qu'est-ce que tu vas faire à l'avenir? - Future Plans</i>
Knowledge (Content covered)	<ul style="list-style-type: none"> Talking about likes and dislikes Using <i>aimer</i> + noun and <i>aimer</i> + infinitive 	<ul style="list-style-type: none"> Talking about after-school clubs and activities Using verbs in the present tense 	<ul style="list-style-type: none"> Talking about earning money Using <i>on peut</i> + infinitive to say what people can do 	<ul style="list-style-type: none"> Talking about what job you want to do and why Using <i>vouloir</i> + infinitive to say 'I want to ...' 	<ul style="list-style-type: none"> Talking about what you are going to do in the future Using the near future tense
Skills	<ul style="list-style-type: none"> G: Using <i>aimer</i>, <i>adorer</i> or <i>détester</i> + a noun G: Using <i>aimer</i>, <i>adorer</i> or <i>détester</i> + 	<ul style="list-style-type: none"> Saying 'on' + a day of the week G: Verbs in the present tense 	<ul style="list-style-type: none"> G: <i>on peut</i> + infinitive Looking for alternative words 	<ul style="list-style-type: none"> Pronunciation: cognates Masculine and feminine nouns for jobs 	<ul style="list-style-type: none"> Substituting language Listening for negatives and future time

	<p>a verb in the infinitive</p> <ul style="list-style-type: none"> Listening for opinion phrases (positive and negative); listening for adjectives Using connectives 	<ul style="list-style-type: none"> Pronunciation: cognates Using <i>jouer à</i> (with sports) and <i>jouer de</i> (with instruments) Looking out for negatives (<i>ne ... pas / ne ... rien</i>) 	<ul style="list-style-type: none"> G: The present tense 	<ul style="list-style-type: none"> G: <i>vouloir</i> + infinitive Using <i>car</i> in place of <i>parce que</i> Listening for question words Pronunciation: distinguishing between <i>veux</i> and <i>vais</i> 	<p>expressions</p> <ul style="list-style-type: none"> G: The near future tense Spotting negative verbs in reading texts
Assessment	<p>Formative: - Recall / recap starters - KO tests - student-led corrections</p> <p>Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)</p>	<p>Formative: - Recall / recap starters - KO tests - student-led corrections</p> <p>Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)</p>	<p>Formative: - Recall / recap starters - KO tests - student-led corrections</p> <p>Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)</p>	<p>Formative: - Recall / recap starters - KO tests - student-led corrections</p> <p>Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)</p>	<p>Formative: - Recall / recap starters - KO tests - student-led corrections</p> <p>Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)</p>
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Emphasise the importance of succeeding in English and Maths and	Emphasise the importance of succeeding in English and	Emphasise the importance of succeeding in English and Maths	Emphasise the importance of succeeding in English and Maths	Emphasise the importance of succeeding in English and Maths

	supporting development in these areas Case studies of successful linguists. Make clear how language study now can benefit all no matter what their future pathway	Maths and supporting development in these areas Case studies of successful linguists. Make clear how language study now can benefit all no matter what their future pathway	and supporting development in these areas Case studies of successful linguists. Make clear how language study now can benefit all no matter what their future pathway	and supporting development in these areas Case studies of successful linguists. Make clear how language study now can benefit all no matter what their future pathway	and supporting development in these areas Case studies of successful linguists. Make clear how language study now can benefit all no matter what their future pathway
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Spring Term

Pearson Dynamo 3 Course - Module 4 (Le meilleur des mondes- The Natural World)

Topic/Unit	<i>Point de départ</i>	<i>Est-ce que tu manges de la viande?</i>	<i>Action pour la nature!</i>	<i>Mission écolo!</i>	<i>Je voudrais changer le monde</i>
Knowledge (Content covered)	<ul style="list-style-type: none"> Talking about food Describing a photo 	<ul style="list-style-type: none"> Discussing eating habits Using <i>ne ... pas</i> and <i>ne ... jamais</i> 	<ul style="list-style-type: none"> Talking about animals and the natural world Using <i>il faut</i> + infinitive 	<ul style="list-style-type: none"> Talking about helping the environment Using the perfect tense 	<ul style="list-style-type: none"> Talking about what you would like to do Using <i>je voudrais</i> + infinitive
Skills	<ul style="list-style-type: none"> G: The partitive article (<i>du, de la, de l', des</i>) Translating the present tense into French 	<ul style="list-style-type: none"> Listening what people do and don't eat and identifying the French equivalents for the English phrases given. Listening to whether people are for or against veganism and 	<ul style="list-style-type: none"> Reading skills: using context, pictures and logic to work out the meaning of unknown vocabulary Translating into English (the definite article) G: Using <i>il faut</i> 	<ul style="list-style-type: none"> Using <i>on</i> to mean 'we' G: The perfect tense Using the present and perfect tenses together Using <i>le/la/les</i> and <i>du/de la/des</i> Listening to and reading an interview about 	<ul style="list-style-type: none"> G: Using <i>je voudrais</i> + infinitive Using <i>est-ce que</i> to change a statement into a question Listening and noting in English what each person would like to do to help the environment and

		<p>noting their answers and reasons.</p> <ul style="list-style-type: none"> • Pupils discuss whether they are for or against veganism, using the reasons and expressions given. 	<p>+ infinitive</p> <ul style="list-style-type: none"> • <i>pour</i> + infinitive 	<p>environmental problems and actions and answering comprehension questions in English.</p> <ul style="list-style-type: none"> • Taking part in a conversation about actions done to help the environment, using picture prompts for ideas. 	<p>identifying the reason.</p> <ul style="list-style-type: none"> • Asking and answering questions about actions to help the environment, giving reasons. • Reading sentences about environmental activities that people would like to do and completing the sentences with the correct infinitives. • Reading an article about protecting the planet and noting in English actions in the past, present and future. • Pupils write a paragraph about their own past, present and future actions to protect the planet.
Assessment	Formative: - Recall / recap starters - KO	Formative: - Recall / recap	Formative: - Recall / recap	Formative: - Recall / recap starters -	Formative: - Recall / recap starters - KO

	<p>tests - student-led corrections</p> <p>Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)</p>	<p>starters - KO tests - student-led corrections</p> <p>Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)</p>	<p>starters - KO tests - student-led corrections</p> <p>Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)</p>	<p>KO tests - student-led corrections</p> <p>Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)</p>	<p>tests - student-led corrections</p> <p>Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)</p>
<p>Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4</p>	<p>Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists. Make clear how language study now can benefit all no matter what their future pathway</p>	<p>Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists. Make clear how language study now can benefit all no matter what their future pathway</p>	<p>Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists. Make clear how language study now can benefit all no matter what their future pathway</p>	<p>Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists. Make clear how language study now can benefit all no matter what their future pathway</p>	<p>Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists. Make clear how language study now can benefit all no matter what their future pathway</p>