

NC Purpose of Study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Intent	Implementation	Impact
At Broadway Junior School, we believe that learning a language provides a valuable educational, social and cultural experience for our pupils. Children tend to really enjoy learning a new language at primary school. Most language-learning techniques are great fun, and children get a real sense of achievement from mastering and using new key phrases. As well as learning a new language, the children at Broadway are also developing an awareness of different cultures and countries. We want our pupils to be enthusiastic, engaged and challenged, and ultimately to develop their ability to use and understand another language. We strive to embed the skills of listening, speaking, reading and writing in French, which will enable our children to use and apply their learning in later life, whether that be in Key Stage 3 or out in the real world. We want our children to develop a love of language for life.	French is taught by class teachers across school. The French curriculum is broken down into twelve topics; each year group is taught three topics. The topics are split into one topic per term. Children progressively acquire, use and apply a growing bank of vocabulary organised around these topics. Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities, drama and games. As confidence and skill grows, children record their work in their Curriculum books through pictures, captions and sentences. In addition to weekly French lessons, French is embedded throughout Broadway with visible displays in classrooms and in corridors; whole-school assemblies; whole-school competitions; children's work/photographs appearing on the school website and by celebrating special days/events such as 'European Day of Languages'.	Our French curriculum will ensure all pupils develop key language learning skills, as set out by the national curriculum, and are ready to access the challenges of year seven by the time they leave Broadway. More importantly we hope to develop a life-long love of languages as well as an understanding of other cultures. Language and culture are so intertwined that learning a foreign language builds cultural understanding and provides deep insights into how other people see the world.

Key Vocabulary

Bonjour, Salut, Au revoir Ça va ? / Ça va bien / Ça va mal / Comme ci, comme ça Comment t'appelles-tu ? (What is your name?) Je m'appelle... (My name is...) Quel âge as-tu ? (How old are you?) J'ai ... ans. (I am ... years old.) Les nombres 1–20 (Numbers 1–20) Où habites-tu ? (Where do you live?) J'habite à... (I live in...) Je suis anglais / anglaise (I am English.) Je suis français / française (I am French.) Et (and)

Knowledge	Skills
- Revise and confidently use greetings and simple conversational language. - Know how to ask and answer questions about their name, age and where they live. - Recognise, recall and use numbers 1–20 accurately. - Understand how to state their age using J'ai ... ans. - Understand the difference between masculine and feminine nationality adjectives (e.g. anglais/anglaise, français/française). - Begin to manipulate familiar language to create longer spoken and written presentations. - Develop an understanding of simple French sentence structure by combining previously learnt and new vocabulary.	- Listen carefully and respond accurately to spoken French. - Ask and answer familiar questions confidently. - Read, recognise and spell familiar vocabulary and numbers. - Build simple spoken and written sentences using accurate pronunciation. - Recall previously learnt language and combine it with new vocabulary. - Demonstrate an understanding of simple adjectival agreement.

Learning Objectives

Lesson 1 In this lesson pupils will revise basic greetings and will learn how to ask and answer the question 'how are you?' in the foreign language.	Lesson 2 In this lesson pupils will consolidate all vocabulary taught in the previous lesson and progress to learning how to ask and answer the question 'what is your name?' in the foreign language.	Lesson 3 In this lesson pupils will consolidate numbers 1-10 and will progress to learning numbers 11-20 in the foreign language.	Lesson 4 In this lesson pupils will consolidate their knowledge of numbers 1-20 in the foreign language and apply this knowledge to be able to say how old they are.	Lesson 5 In this lesson pupils will learn how to ask and answer the question 'where do you live?' in the foreign language and will also be introduced to simple adjectival agreement, completing the unit with a short presentation.	Lesson 6 In this lesson, pupils will revise and consolidate all language covered in the unit
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Learning Objectives/End Points

By the end of the unit, pupils will be able to:

- Greet others and ask how they are feeling.
- Introduce themselves and ask another person's name.
- Count confidently from 1–20.
- Ask and answer questions about age using J'ai ... ans.
- Ask and answer Où habites-tu ? and say where they live.
- State their nationality using the correct masculine or feminine adjective.
- Combine previously learnt and new language to create and deliver a short spoken and written personal presentation.

By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in French. This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.

Careers

Linking Curriculum Learning to Careers

Discuss how the skills developed in this unit are used in a range of careers, including:

- Translator
- Interpreter
- Language teacher
- French teacher
- Language tutor
- Proofreader
- International communications officer
- Language researcher
- Travel agent
- Tour guide
- Airport worker
- Airline cabin crew
- Hotel receptionist
- Tourist information officer
- Holiday representative
- Travel company manager
- Hotel manager
- Restaurant worker
- Diplomat
- International charity worker
- Government employee
- Embassy worker
- Aid and development worker
- International relations specialist

Transferable skills such as Communication Listening Confidence Memory Concentration Teamwork Resilience Accuracy Problem-solving Adaptability Cultural awareness Curiosity Organisation Self-evaluation Social skills

Learning from Career and Labour Market Information

- Explore how French is used in different countries and workplaces. Introduce age-appropriate examples of jobs where people may use French, such as translators, interpreters, teachers, tour guides, hotel staff, travel agents, international business workers and diplomats.

Addressing the Needs of Each Pupil

- Encourage pupils to recognise their own strengths in listening, speaking, memory, communication, confidence and learning languages. Provide opportunities for different pupils to take different roles, such as speaker, listener, questioner, vocabulary expert or cultural researcher.

Linking Curriculum Learning to Careers

- Make explicit links between French learning and future careers. Greetings and introductions develop communication skills; pronunciation develops careful listening; numbers link to money, dates, quantities and information; colours link to design, fashion, art and visual communication; cultural learning links to travel, tourism and international work.

Encounters with Employers and Employees

- Provide opportunities to meet or hear from people who use languages at work, such as a French teacher, translator, interpreter, travel professional, hotel worker, tour guide, international business employee or someone who has worked in a French-speaking country.

Experiences of Workplaces

- Explore workplaces where French might be used, including schools, hotels, airports, travel companies, restaurants, museums, international businesses, embassies, translation agencies and tourist attractions.