

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

J'habite dans une maison (I live in a house) J'habite dans un appartement (I live in an apartment) en ville (in the town/city) à la campagne (in the countryside) au bord de la mer (by the sea) dans un village (in a village) à la montagne (in the mountains) une cuisine (a kitchen) un salon (a living room) une chambre (a bedroom) une salle de bains (a bathroom) une salle à manger (a dining room) un garage (a garage) un jardin (a garden) un bureau (an office/study) une cave (a cellar) un grenier (an attic) J'habite... (I live...) Il y a... (There is/are...) Je n'ai pas... (I do not have...) mais (but) et (and)

Knowledge	Skills
- Know how to describe where they live in French. - Understand how to say whether they live in a house or an apartment. - Know vocabulary for ten different rooms and areas of the home. - Understand how to use positive and negative structures to describe what rooms they do and do not have. - Revisit and apply previously learnt grammar, including conjunctions and personal information. - Develop an understanding of how to create more detailed descriptions by combining familiar and new language. - Build confidence using independent responses in spoken and written French.	- Listen carefully and respond to spoken French. - Recognise, recall, pronounce and spell vocabulary linked to homes and rooms. - Describe where they live using accurate sentence structures. - Ask and answer questions about homes. - Use il y a and je n'ai pas to describe rooms and facilities. - Extend sentences using conjunctions such as et and mais. - Combine personal details with new vocabulary to create a longer spoken and written presentation. - Develop independence when creating French sentences.

Learning Objectives

Lesson 1 In this lesson pupils will learn how to say in the foreign language whether they live in a house or an apartment and where they live based on a choice of five different locations.	Lesson 2 In this lesson pupils will consolidate the language taught last lesson and will progress to learning how to recognise, recall and spell five different rooms in the house in the foreign language.	Lesson 3 In this lesson pupils will learn how to recognise, recall and spell a further five different rooms in the house in the foreign language.	Lesson 4 In this lesson pupils will revisit negative structures in the foreign language to allow them to say which rooms they do not have in their houses.	Lesson 5 In this lesson pupils will be encouraged to put all their new language into context by integrating it with previously learnt language including personal details.	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:

- Say whether they live in a house or an apartment.
- Describe where they live using location vocabulary.
- Recognise, pronounce and spell ten rooms and areas of the home.
- Use il y a to describe rooms they have.
- Use je n'ai pas to describe rooms they do not have.
- Extend descriptions using conjunctions such as et and mais.

By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses.

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.