

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

le français (French) l'anglais (English) les mathématiques (Maths) les sciences (Science) l'histoire (History) la géographie (Geography) la musique (Music) l'informatique (Computing) l'éducation physique (PE) l'art (Art) étudier (to study) j'étudie... (I study...) Quel est ton emploi du temps ? (What is your timetable?) À quelle heure ? (At what time?) J'étudie... à... heures (I study... at... o'clock) le lundi (on Monday) J'aime... (I like...) J'adore... (I love...) Je n'aime pas... (I do not like...) Je déteste... (I hate...) parce que (because) c'est utile (it is useful)

Knowledge	Skills
- Know the names of ten school subjects in French with the correct definite articles. - Understand how to conjugate and use the verb étudier in the first person singular (j'étudie). - Understand how to describe when and on which days they study different subjects. - Consolidate knowledge of telling the time and apply it to a school timetable context. - Know how to express positive and negative opinions about school subjects. - Understand how to justify opinions using parce que. - Develop their ability to combine vocabulary, grammar and sentence structures to create more detailed responses. - Apply previously learnt language to a familiar real-life context.	- Listen carefully and respond to spoken French. - Recognise, recall, pronounce and spell school subject vocabulary accurately. - Use correct definite articles with school subjects. - Conjugate and use j'étudie to describe subjects they study. - Ask and answer questions about timetables. - Tell the time and use days of the week in context. - Express likes and dislikes using a range of opinion phrases. - Extend sentences using reasons and justifications. - Create detailed spoken and written descriptions of their school life.

Learning Objectives

Lesson 1 In this lesson pupils will learn how to recognise, recall and spell 10 different school subjects with the correct definite article/determiner in the foreign language. They will also learn how to conjugate the verb 'to study' in 1st person singular so they can say which subjects they study at school.	Lesson 2 In this lesson pupils will learn how to tell the time and express at what time they study different school subjects in the foreign language.	Lesson 3 In this lesson pupils will learn how to apply the days of the week in the foreign language within the context of a school timetable.	Lesson 4 In this lesson pupils will consolidate all vocabulary taught in the previous lesson and progress to learning how to give an opinion in both positive and negative form about the school subjects in the foreign language.	Lesson 5 In this lesson pupils will further extend their sentences in the foreign language by learning how to justify their opinions with a reason.	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:

- Recognise, pronounce and spell ten school subjects in French.
- Use correct definite articles with school subject vocabulary.
- Use j'étudie to explain which subjects they study.
- Describe when and on which days they study different subjects.
- Apply knowledge of time and timetable vocabulary.
- Express positive and negative opinions about school subjects.
- Justify opinions using parce que and descriptive phrases.
- Create longer, personalised spoken and written responses about school life.

In this unit pupils will learn the nouns and definite articles/determiners for 10 school subjects in the foreign language. They will also learn how to conjugate the verb "to study", will be introduced to time and will expand their use of opinions. By the end of the unit pupils will have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time/day they study various subjects. This will enable pupils to create more detailed and personalised responses by the end of the unit.

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.

Encounters with Further and Higher Education

- Introduce the idea that pupils can continue learning languages throughout secondary school and beyond. Explore how languages can be studied alongside other subjects and can support future college, university, vocational and apprenticeship pathways.