

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

la France (France) l'Angleterre / le Royaume-Uni (England / United Kingdom) l'Allemagne (Germany) l'Italie (Italy) la Russie (Russia) les États-Unis (United States) le Japon (Japan) le français (French) l'anglais (English) l'allemand (German) l'italien (Italian) le russe (Russian) le japonais (Japanese) la guerre (the war) la Seconde Guerre mondiale (the Second World War) un soldat (a soldier) une armée (an army) un avion (a plane) un bateau (a boat) une bombe (a bomb) une bataille (a battle) la paix (peace) un ennemi (an enemy) un évacué / une évacuée (an evacuee) un enfant (a child) une famille (a family) la ville (the city) la campagne (the countryside)

Knowledge	Skills
- Develop strategies to decode and understand longer and more complex French texts. - Understand how cognates, familiar vocabulary and sentence structures can support comprehension. - Know the key countries involved in the Second World War and the languages spoken there. - Learn historical vocabulary linked to World War II and evacuation. - Understand how to identify nouns, verbs, adjectives and articles within French sentences. - Learn how to use the first-person past tense of voir (j'ai vu – I saw). - Understand how adjectives can be used to compare places and lifestyles. - Make links between French language learning, history and literacy skills.	- Apply reading strategies to understand unfamiliar French texts. - Use word cards, ordering strategies and contextual clues to decode meaning. - Identify key vocabulary and grammatical structures in longer texts. - Listen for key information in more complex spoken French. - Recognise and use historical vocabulary accurately. - Use past tense structures to describe events. - Use adjectives and comparison structures to describe and compare places. - Produce longer spoken and written responses using a range of vocabulary and grammar.

Learning Objectives

Lesson 1 In this lesson pupils will learn how to decode and breakdown longer texts in the foreign language through a variety of literacy decoding techniques including the use of word cards and word ordering strategies.	Lesson 2 In this lesson pupils will learn how to recognise, recall and spell the key countries involved in World War II in the foreign language, as well as the languages spoken in these countries.	Lesson 3 In this lesson pupils will be exposed to more complex texts in the foreign language and will improve their listening and reading skills by listening to the story of Ralph, an evacuee during the war.	Lesson 4 In this lesson pupils will learn how to recognise, recall and spell key vocabulary related to the war, and will also learn how to conjugate the verb 'to see' in first-person singular in the past tense through the story of Vera, an evacuee during the war.	Lesson 5 In this lesson pupils will use the story of Daisy to use adjectives to compare city and country life in the foreign language.	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:

- Use a range of strategies to decode and understand longer French texts.
- Identify cognates and familiar language to support comprehension.
- Recognise countries, languages and vocabulary linked to World War II.
- Understand and discuss historical events through French.
- Use j'ai vu to describe events seen in the past.
- Identify and apply the roles of nouns, verbs, adjectives and determiners within sentences.
- Compare city and countryside life using adjectives and comparison structures.
- Produce more complex spoken and written French responses with increasing independence.

Through the medium of this familiar period of history, pupils will be taught the skills to understand longer and more complicated text in the foreign language. Pupils will learn to 'gist' read, listen and understand more of the foreign language by using cognates and language they are familiar with so as to decode unknown language. This unit ties in with literacy, promoting a deeper understanding of the role of verbs, nouns, articles/determiners and adjectives in sentences.

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.