

FRENCH PROJECT ENRICHMENT

Creative question: Why is France such a popular country to visit?

The focus of the project is to use a creative enquiry approach based around an open question. This will generate an agreed outcome that is entirely student led which will use different forms of media to showcase their findings.

Teaching and Learning Role

As Teaching and Learning Lead, my role will be to advise and support on the programme development, act as a critical friend to challenge thinking and practice, analyse pedagogy and effective practice. I will engage in initial ideas, and help pupils to develop and become confident in managing a social enterprise event. I will review the social enterprise work with staff, outside visitors, pupils and parents.

Date	Activity	Outcome
Week 1	<p><u>Key Question: Why is France such a popular country to visit?</u></p> <p>1. Explain to the students we are going to be learning all about France. -Has anyone been to France before? -What things do we associate with France?</p> <p>2. Powerpoint Presentation: Key features related to France including monuments, food, culture and music. -Students to orally discuss ideas with peers.</p> <p>3. French quiz: What can the students remember from their learning today?</p>	<p>Students discuss key features of France including the culture, food, music and monuments.</p> <p>Students have a brief understanding of France and items related to France.</p> <p>To discuss key elements and feel confident to 'have a go'.</p> <p>To build a good rapport with their peers and new adults in their surroundings.</p>
Week 2	<p><u>Maps & Flags</u></p> <p>1. Display a world map for students to look at. -What places can they spot on the map? -Can you find Europe? -Can you find France? Explain that France is part of Europe. It is not too far from England. -How would you travel to France? Feedback and address misconceptions.</p> <p>2. Explain to students that each country has a different flag that is bespoke to where they live. For example, the England flag is a red and white cross which represents St George. The French flag has a special name 'tricolour'. MYYT - 'tricolour'. This means it has three important colours, blue, white and red.</p> <p>3. Students make the French flag using different materials for the new display. For example, crumpled tissue paper, coloured pencils, paint etc.</p>	<p>Students develop an awareness of where France is on a map.</p> <p>Students can look at where France is and the surrounding countries.</p> <p>Discussion around how to travel to France.</p> <p>Students understand that each country has their own special flag that is bespoke and unique.</p> <p>Students can create their own French flag using creative materials for the whole school French display.</p>

<p>Week 3</p>	<p><u>Eiffel Tower & Places to visit</u></p> <p>1. Show children images of places to visit in France (DisneyLand Paris, Louvre Museum, Arch de Triomphe, Eiffel Tower). -Can any children name them? -What do you notice about the buildings? -Why are they important? Discuss as a class and address any misconceptions.</p> <p>2. Today we are going to make our own Eiffel Tower using marshmallows and spaghetti. (Large images displayed for students to reference). *If the weather is nice the students can complete this activity outdoors.</p>	<p>Students can recall key places to visit in France. Students can discuss places to visit in France. Students have a good understanding of how the Eiffel Tower is formed. Students can recreate the Eiffel Tower using marshmallows and spaghetti.</p>
<p>Week 4</p>	<p><u>Art</u></p> <p>Show children images of places to visit in France. -Can you remember the special names? Feedback and address misconceptions. Today we are going to be choosing a monument to paint using watercolours/pastels. -What details does the Louvre have? -What can you tell me about the Arc de Triomphe? *These are to be used on French display in the corridor.</p>	<p>Students to describe images of French monuments. Students can use watercolors, pencils, pastels etc to create their piece of artwork. Students take care when producing their final product.</p>
<p>Week 5</p>	<p><u>French Cuisine</u></p> <p>1. French food displayed as a stimulus to learning. -What food do we associate with the North East? -Do you think this will be the same or different to what people eat in France? Feedback from students.</p> <p>2. Show students food made or related to French Cuisine. *Address the word cuisine. -croissants -crepes -cheese -escargots (snails) -frog's legs -baguette -petit filous</p> <p>3. Children create their own french menu for a restaurant.</p>	<p>Students experience food from the French region. Students look at the similarities and differences between these items. Students can discuss their personal opinions and reactions to what they have eaten.</p>

Week 6	<p style="text-align: center;"><u>Reflection</u></p> <p>1. Students to discuss key areas that we have looked at in relation to France. Why is France a popular place to visit? Look at the evidence gathered so far: How do we present our information? How do you take the project forward? What are our strengths as a group?</p> <p>2. Students complete a mini quiz as a class to see what key findings they can recall.</p> <p>3. If time, students can create mini fact cards that can be used to test their peers and family members.</p>	<p>As a class, discuss the key questions asked at the beginning of the lesson.</p> <ul style="list-style-type: none"> - What areas have really sparked their interest? - What skills can each group share? - How can we use these skills to share our knowledge in a creative way?
Week 7	<p style="text-align: center;"><u>Music</u></p> <p>EA to choose four different pieces of French music. Students are to draw an image using different colours depending on how the music makes them feel. For example, french national anthem could make the child feel confused so they might draw someone looking confused. *Links to emotional literacy.</p>	<p>Students can investigate feelings and emotions linked with music. Students can identify how they feel and why. Students can draw an image relating to the different genres of music. Discuss key French artists.</p>
Week 8	<p style="text-align: center;"><u>Fashion</u></p> <p>1. Discuss that all people wear different clothing and alternative styles of clothing. French people often wear a special hat called a 'beret'. They are usually black or red. Women usually wear floral dresses with lace around the edges. They also wear long aprons in the house to keep clean. Men love to wear smart clothing. They love wearing a stripy shirt and smart trousers. Many french men have moustaches or a little beard.</p> <p>2. Ask students to create their own outfit for themselves if they were to travel to France.</p>	<p>Students to investigate French clothing. Students to know what French people wear on occasions. Students can draw themselves wearing French clothing and accessories. Students can discuss ideas with peers.</p>
Week 9, 10 & 11	<p style="text-align: center;"><u>Group Task</u></p> <p>In small groups children produce a holiday brochure for why people should visit France using all the key knowledge from previous weeks. -Display key names on monuments -Discuss ideas that can be added.</p> <p>Students must include: monuments, food, music, fashion and art. The brochure needs to have a front cover</p>	<p>Students can discuss ideas as a group and listen carefully to their peers. Students can write ideas down and produce a holiday brochure to present to their peers. Students can use prior work to help them.</p>

	to tell the reader what they are looking at.	
Week 12	<p style="text-align: center;"><u>Presentation</u></p> <p>In groups, students present their holiday brochures.</p> <p>Extension: Practise some key language and songs in French as a fun way to end the Enrichment Term.</p>	<p>Students can discuss their findings and deliver their holiday brochure confidently to the rest of their group.</p> <p>Students gain a brief understanding of the French language.</p>

Dimensions of the curriculum explored:

Literacy: Writing a collective holiday brochure, labelling French fashion items, emotional literacy, writing a French menu.

Art: Painting of French monuments, drawing of a French person, creating a French flag using different materials.

DT: Creating the Eiffel Tower using marshmallows and spaghetti.

History: Research skills and exploring the internet.

Geography: Exploring the world map and locating France.

Food Technology: Creating and tasting French cuisine.

Music: Listening and reacting to French music with a link to Emotional Literacy.

Drama: Presentation of holiday brochure, speaking French to their peers and teachers, acting out French people.

Field Visits

Possible visit from a French artist who is based in the North East (Covid pending).

Outcome

- Class led decision with input from group leader/teacher.
- To create a holiday brochure of why France is such a popular holiday destination.
- Listen and react to French music.
- Learn basic French vocabulary.
- Artwork inspired by French monuments for display.
- Possible French Cafe to celebrate our love for France.

Appendix 1

<p>Creative thinker</p> <p>Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with</p>	<p>generate ideas and explore possibilities – link to developing a successful idea to use for social enterprise</p> <ul style="list-style-type: none"> • ask questions to extend their thinking • connect their own and others' ideas and experiences in inventive ways
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<p>others to find imaginative solutions and outcomes that are of value</p>	<ul style="list-style-type: none"> • question their own and others' assumptions • try out alternatives or new solutions and follow ideas through • adapt ideas as circumstances change
<p>Team worker</p> <p>Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.</p>	<ul style="list-style-type: none"> • collaborate with others to work towards common goals of a successful social enterprise • reach agreements, managing discussions to achieve results • adapt behaviour to suit different roles and situations, including leadership roles • show fairness and consideration to others • take responsibility, showing confidence in themselves and their contribution • provide constructive support and feedback to others.
<p>Self manager</p> <p>Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.</p>	<ul style="list-style-type: none"> • seek out challenges or new responsibilities and show flexibility when priorities change • work towards goals, showing initiative, commitment and perseverance • organise time and resources, prioritising actions • anticipate, take and manage risks • deal with competing pressures, including personal and work-related demands • respond positively to change, seeking advice and support when needed • manage their emotions,
<p>Effective participator</p> <p>Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action</p>	<ul style="list-style-type: none"> • discuss issues of concern, seeking resolution where needed • present a persuasive case for action • propose practical ways forward, breaking these down into manageable steps • identify improvements that would benefit others as well as themselves

<p>to bring improvements for others as well as themselves.</p>	<ul style="list-style-type: none"> • try to influence others, negotiating and balancing diverse views to reach workable solutions • act as an advocate for views
<p>Reflective learner</p> <p>Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.</p>	<ul style="list-style-type: none"> • assess themselves and others, identifying opportunities and achievements • set goals with success criteria for their development and work • review progress, acting on the outcomes • invite feedback and deal positively with praise, setbacks and criticism • evaluate experiences and learning to inform future progress • communicate their learning in relevant ways for different audiences
<p>Independent enquirer</p> <p>Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.</p>	<ul style="list-style-type: none"> • identify questions to answer and problems to resolve • plan and carry out research, appreciating the consequences of decisions • explore issues, events or problems from different perspectives • analyse and evaluate information, judging its relevance and value • consider the influence of circumstances, beliefs and feelings on decisions and events • support conclusions, using reasoned arguments and evidence.