

Curriculum Overview

Subject: French

Year Group: 7

There is an expectation that students would have learned a foreign language in primary school, but this cannot be guaranteed, so whilst teaching them vocabulary, teachers will focus on confidence-building. Students will be introduced to the French language through a lot of speaking activities during their first year. They will also be introduced to phonetics through "Sound of the Week". By the end of the year, students will have a better understanding of key points - what silent letters are and their regular appearance in every day vocabulary. Grammatical key terms are taught / revisited throughout KS3 and KS4.

TERM 1	TERM 2	TERM 3
KNOWLEDGE <ul style="list-style-type: none"> Stationery items Verb conjugation - avoir Adjective agreement Family members , pets and animals Physical descriptions Comparatives Verb conjugation – être Personalities Adjectives, plural, possessive adjectives intensifiers and negative ne...pas Introduction to asking questions PHONICS la phonétique (following the Pearson syllable structures)- this may change throughout the year: <ul style="list-style-type: none"> Silent final consonant a; i/y; eu; e; au/eau/o/ô; ou; u; é/er/ez; silent final “e”; en/an/em; pn/om; ain/in/aim/in SKILLS Speaking, listening, reading and writing	KNOWLEDGE/SKILLS <ul style="list-style-type: none"> Conjugation of -er verbs - present tense - <i>habiter</i> Types of houses and locations Rooms in the house Using a bilingual dictionary Prepositions (sur, sous, derriere) The time (24 hour clock) Daily routine What I do at home Routine (reflexive verbs) and housechores PHONICS la phonétique (following the Pearson syllable structures) <ul style="list-style-type: none"> ch; ç; qu; j; -tion; -ien; s-liaison; t-liaison; x-liaison; n-liaison; h; è/ê/ai SKILLS Speaking, listening, reading and writing	KNOWLEDGE/SKILLS <ul style="list-style-type: none"> Genres of music Opinions about songs and artists Adjective agreement Masculine and feminine Possessive adjective rule Musical instruments Verb structure - <i>jouer</i> Adverbs of frequency Sports and opinions <i>Jouer, faire</i> and <i>aller</i> <i>Consolidation of the present tense</i> Film study–Asterix et Obelix-Theme 5 PHONICS la phonétique (following the Pearson syllable structures) <ul style="list-style-type: none"> um/un; -gn; r; open eu/oeu; open o; -s-; th; -ill/-ille; -aill/-ail; oi/oy SKILLS Speaking, listening, reading and writing
KEY ASSESSMENTS Half term 1: reading aloud (speaking in pair) Half term 2: listening and reading assessment	KEY ASSESSMENTS Half term 1: read aloud & short speech Half term 2: listening and writing	KEY ASSESSMENTS Half term 1: read aloud Half term 2: EOY assessment
Extended reading suggestions and external resources: <ul style="list-style-type: none"> Independent learning guide provided at the start of the year. Satchel One Introduction to simple dual translation pieces Cultural Capital: drawing on the main differences in between the English and French languages; exploring a French home as well as different homes in other French-speaking countries; talking about the influence of French on the English language (cognates). Opportunity to take part in the house point challenge and to create an “ideal home” in whatever format they want, as long as all the rooms are labelled in French. The film study of Asterix and Obelix offers students an opportunity to discover the impact of the comics, the characters and the films on French culture.		

Curriculum Overview

Subject: French

Year Group: 8

During this year, students will have the opportunity to talk about school, their subjects and what their future plans will be. Students will be able to learn about opinions, the present tense and talking about another person. The future tense will be a key tense throughout the year with some introduction to the past tense towards the end of the year. By the end of the year, students will be able to understand and to use the future tense accurately when talking about themselves and others.

TERM 1	TERM 2	TERM 3
KNOWLEDGE/SKILLS <ul style="list-style-type: none"> School subjects and after school activities Revision of verbs in the present tense Time + days recap Activities / after school clubs Verb structure - <i>aller</i> Giving an opinion Negative structures Uniform PHONICS la phonétique (following the Pearson syllable structures)- this may change throughout the year: <ul style="list-style-type: none"> Silent final consonant a; i/y; eu; e; au/eau/o/ô; ou; u; é/er/ez; silent final “e”; en/an/em; pn/om; ain/in/aim/in SKILLS Speaking, listening, reading and writing	KNOWLEDGE/SKILLS <ul style="list-style-type: none"> Jobs and places of work Adjective agreement Part time jobs Places of work Opinions about jobs Clothes Weather phrases Shopping for clothes PHONICS la phonétique (following the Pearson syllable structures) <ul style="list-style-type: none"> ch; ç; qu; j; -tion; -ien; s-liaison; t-liaison; x-liaison; n-liaison; h; è/ê/ai SKILLS Speaking, listening, reading and writing	KNOWLEDGE/SKILLS <ul style="list-style-type: none"> Places in town Prepositions (next to, opposite) Making arrangements to go out Modal verbs Media and films film study – un monstre à Paris -Theme 1 PHONICS la phonétique (following the Pearson syllable structures) <ul style="list-style-type: none"> um/un; -gn; r; open eu/oeu; open o; -s-; th; -ill/-ille; -aill/-ail; oi/oy SKILLS Speaking, listening, reading and writing
KEY ASSESSMENTS Half term 1: read aloud Half term 2: listening and reading	KEY ASSESSMENTS Half term 1: read aloud and speech Half term 2: role play	KEY ASSESSMENTS Half term 1: listening Half term 2: EOY assessment
<p>Extended reading suggestions and external resources:</p> <ul style="list-style-type: none"> Independent learning guide provided at the start of the year. Satchel One Work on dual translation <p>Cultural Capital: what does a school day look like in Lille, in Quebec, in Cameroon and on Reunion Island? Explore school compulsory ages in France and England; the use/lack of uniform; the timetables and school facilities/accessibility; and the university fees.</p> <p>Opportunity to take part in the house point challenge and to create a poem about identity (in conjunction with the English department). The film study of “Un Monstre à Paris” offers students an opportunity to discover two of the most popular modern French artists.</p>		

Curriculum Overview

Subject: French

Year Group: 9

During this year, students will be learning about healthy/unhealthy living. They will be expected to handle the past, present and future tenses regularly and to give an opinion about food/physical activities. They will talk about holidays and start learning about the topic of social issues. By the end of the year, students will be able to use the past, present and future tense, with some able to use the imperfect and/or the conditional tense.

TERM 1	TERM 2	TERM 3
KNOWLEDGE/SKILLS <ul style="list-style-type: none"> Body parts and saying where it hurts Revising <i>être</i> and <i>avoir</i> <i>Illnesses and accidents</i> <i>Booking a doctor's appointment</i> Using idioms with <i>être</i> and <i>avoir</i> Healthy lifestyle what you do to be healthy Talking about good mental health Modal verbs (vouloir, devoir, pouvoir) PHONICS la phonétique (following the Pearson syllable structures)- this may change throughout the year: <ul style="list-style-type: none"> Silent final consonant a; i/y; eu; e; au/eau/o/ô; ou; u; é/er/ez; silent final "e"; en/an/em; pn/om; ain/in/aim/in SKILLS Speaking, listening, reading and writing	KNOWLEDGE/SKILLS <ul style="list-style-type: none"> Food and drink (fruit and vegetable items) opinions Eating out and Shopping for food Quantities and larger numbers Role play – at the restaurant Past tense PHONICS la phonétique (following the Pearson syllable structures) <ul style="list-style-type: none"> ch; ç; qu; j; -tion; -ien; s-liaison; t-liaison; x-liaison; n-liaison; h; è/ê/ai SKILLS Speaking, listening, reading and writing	KNOWLEDGE/SKILLS <ul style="list-style-type: none"> Holidays (Transport; Countries; Accommodation; Activities) Near future tense structure Past tense Dealing with present, past and future tenses film study – Neuilly sa mère -Theme 5 Sequencing scenes in chronological order and talking about film characters describing them and giving opinions about them. PHONICS la phonétique (following the Pearson syllable structures) <ul style="list-style-type: none"> um/un; -gn; r; open eu/oeu; open o; -s-; th; -ill/-ille; -aill/-ail; oi/oy SKILLS Speaking, listening, reading and writing
KEY ASSESSMENTS Half term 1: listening Half term 2: speaking	KEY ASSESSMENTS Half term 1: listening Half term 2: role play	KEY ASSESSMENTS Half term 1: photocard + questions Half term 2: EOY assessment
<p>Extended reading suggestions and external resources:</p> <ul style="list-style-type: none"> Independent learning guide provided at the start of the year. Satchel One – LST Introduction of simplified authentic Literary work and longer and more complex texts to translate <p>Cultural capital: French food – exploring French menus and healthy eating. Explore how famous some French food are; the family life for a young French person living in a poor neighbourhood. Opportunity to take part in the house point challenge and to create a menu from scratch which they will present to a judging panel (in conjunction with Food tech). The film study of Neuilly-Sa-Mere offers students an opportunity to find out about the social gap (wealth, speech, access to education, expectations) in between the rich and poorer French suburbs, and the impact of Northern African culture on the French society.</p>		

Curriculum Overview

Subject: French

Year Group: 10

The focus will be on grammar to give students the confidence to manipulate the language and to speak and to write it effectively, with minor mistakes.

By the end of the year, students will be able to understand native speakers with support, they will convey meanings during translation tasks though they might not be completely accurate and they will be able to write at least 90 words on the topics studied.

TERM 1	TERM 2	TERM 3
KNOWLEDGE/SKILLS <ul style="list-style-type: none"> Relationships with my family and friends – reflexive verbs What I used to be like The imperfect tense – use and formation My future projects – will I get married? Festivals in France and French-speaking countries Revision of food and quantities Free time activities Tenses (past, present and future) Technology Sports Tenses review PHONICS la phonétique (following the Pearson syllable structures)- this may change throughout the year: Retrieval from KS3	KNOWLEDGE/SKILLS <ul style="list-style-type: none"> Dangers of technology TV and film Writing and translation skills Where I live My home My town My region Activities to do where I live What issues there are where I live Tenses review PHONICS la phonétique (following the Pearson syllable structures)- this may change throughout the year: Retrieval from KS3	KNOWLEDGE/SKILLS <ul style="list-style-type: none"> Using the past tense and the imperfect accurately to describe a past holiday Holiday disasters Using the future tense to talk about a future holiday Using the conditional to talk about an ideal holiday and what you would do Education School description, rules and opinions Education - after secondary school Tenses review film study – Entre les murs -Theme 3 PHONICS la phonétique (following the Pearson syllable structures)- this may change throughout the year: Retrieval from KS3
SKILLS Speaking, listening, reading and writing	SKILLS Speaking, listening, reading and writing	SKILLS Speaking, listening, reading and writing
KEY ASSESSMENTS Half term 1: me, my family and my friends Half term 2: customs and festivals	KEY ASSESSMENTS Half term 1: free time Half term 2: home, town, neighbourhood and region, regions of France	KEY ASSESSMENTS Half term 1: holidays and travel PPE Half term 2: education and skill diagnosis and treatment

Extended reading suggestions and external resources:

- Authentic texts
- Reading and Listening practice
- Satchel One - LST
- Exam rubrics

Cultural Capital: exploring French towns/cities and the French culture via different festivals (music, Christmas, Easter); murder mystery; exploring favourite holiday destinations for French people; the regions of France (Vallée de la Loire and Opal Coast in particular) and reading authentic literary texts. The film study will give students an opportunity to learn more about the differences in between French and British schools, and the French school system in depth (redoublement, ZEP, carnet de liaison, CPE, délégué et conseil de classe)

Curriculum Overview

Subject: French

Year Group: 11

In September/October time, students will be given a revision schedule to embed retrieval practice and recap what they've done so far, while carrying on with new topics (though these will be topics they would have seen in KS3). By January, students will have written longer paragraphs to match Higher GCSE expectations; they will understand a native speaker with little support and they will be able to answer questions in oral and written forms.

Teaching new content will end by February.

TERM 1	TERM 2	TERM 3
KNOWLEDGE/SKILLS <ul style="list-style-type: none"> Jobs and life choices Ambitions or the future Future studies and plans for the future Predicting what will happen Key grammar points: infinitive perfect; wow phrases PHONICS la phonétique (following the Pearson syllable structures)- this may change throughout the year: Retrieval from KS3 SKILLS Speaking, listening, reading and writing	KNOWLEDGE/SKILLS <ul style="list-style-type: none"> The environment Global warning Solutions to our problems Focus on specific exam skills – speaking and translation in particular Revision of key grammar points Preparing for the Oral examination. PHONICS la phonétique (following the Pearson syllable structures)- this may change throughout the year: Retrieval from KS3 SKILLS Speaking, listening, reading and writing <p>16th April – 21st May: Speaking exam window _____ Listening exam _____ Reading exam.</p>	KNOWLEDGE/SKILLS Writing exam.
KEY ASSESSMENTS Half term 1: work and future plans & PPEs Half term 2: the environment, social and global issues	KEY ASSESSMENTS Half term 1: revision and PPEs Half term 2: Oral and Listening & Reading GCSE papers	KEY ASSESSMENTS Half term 1: Writing GCSE paper Half term 2: N/A

Extended reading suggestions and external resources:

- Authentic texts
- Reading practice
- SMHW - LST
- Exam rubrics – reading the question and answering it properly - doing what is expected in the exam.

Cultural capital: discussing the world and a variety of social and global issues; the environment and what we can do to help; exploring what is being done in other French speaking countries, and authentic literary texts.