

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 - 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 <i>ne...pas</i> - Introduction to asking questions PHONICS la phonétique (following the Pearson syllable structures)- this may change throughout the year: - Silent final consonant - α; 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 - 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) - 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 - 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> - Consolidation of the present tense - Film study–Asterix et Obelix-Theme 5 PHONICS la phonétique (following the Pearson syllable structures) - 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: - 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 - 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 - Weather phrases and activities PHONICS la phonétique (following the Pearson syllable structures)- this may change throughout the year: - Silent final consonant - α; 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 - Clothes - Shopping for clothes - Jobs and places of work - Adjective agreement - Part time jobs - Places of work - Opinions about jobs PHONICS la phonétique (following the Pearson syllable structures) - 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 - 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) - 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
Extended reading suggestions and external resources: - Independent learning guide provided at the start of the year. - Satchel One - Work on dual translation 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. 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.		

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 - Body parts and saying where it hurts <i>Illnesses and accidents</i> <i>Booking a doctor's appointment</i> - Using idioms with <i>être</i> and <i>avoir</i> - Healthy lifestyle (including good mental health) - Food and drink (fruit and vegetable items) - Opinions - Eating out and Shopping for food - Quantities and larger numbers PHONICS la phonétique (following the Pearson syllable structures)- this may change throughout the year: - Silent final consonant - α; 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 - Role play – at the restaurant - Holidays - Countries review - Transport and accommodations - Future tense - Past holiday - Perfect tense - Short introduction to imperfect tense "c'était" PHONICS la phonétique (following the Pearson syllable structures) - 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 - helping others - issues in today's society - 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) - 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
Extended reading suggestions and external resources: - 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 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.		