






KS3 French Curriculum Map

<p><u>Intent:</u></p> <ul style="list-style-type: none"> • broaden students’ horizons, and to provide them with an opening to, and appreciation of, other cultures. • aid mutual understanding, a sense of global citizenship and personal fulfilment. • provide students with a deep linguistic and cultural experience, through the use of authentic materials which bring the languages studies to life, and show their use in a “real-world” context. • compare and contrast the similarities and differences between English and the languages studied, and learn how languages can be manipulated and applied in different ways. • lay the foundations for future study of other languages and support the development of oracy and literacy skills in the students’ own language. 	<p><u>Intrinsic Subject Value</u></p> <ul style="list-style-type: none"> • increased understanding and acceptance of people/culture/customs from other countries and language groups • development of language-learning skills, transferable to learning ANY language • greater awareness and understanding of how English works • development of problem-solving and communication skills • extension of students’ cultural capital, by exposing them to the language and cultural aspects of the Spanish-speaking communities
<p><u>KS2 MFL Curriculum</u></p> <p>KS2 pupils should be taught to:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • present ideas and information orally to a range of audiences • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p><u>Themes that run through the curriculum</u></p> <ul style="list-style-type: none">  Phonics  Vocabulary  Grammar  Language-learning skills  Cultural Awareness

Year 7

French Term 1 – C'est perso

Rationale:

Students will learn some background to the language, including which countries speak French. They will learn how to pronounce French words, making a correlation between the written and spoken word. They will begin to acquire the language needed to introduce themselves, giving (and understanding) basic personal details such as name, age, birthday, pets, siblings.

Substantive Knowledge:

Where is French spoken? ■

How do you pronounce French words? ■

How do I use a dictionary? ■

Classroom Language ■

Greetings / Farewells ■

Introducing Yourself ■

Giving an opinion ■

Discussing Age & Birthdays (including numbers) ■ ■

Describing yourself (personality & physical appearance) ■ ■

Talking about siblings ■ ■

Saying what pets you have ■ ■

How is Christmas celebrated in French-speaking countries? ■

Disciplinary Knowledge:

Understanding of concept of gender → definite / indefinite articles

Understanding / application of opinion verbs such as *j'aime* + noun (or infinitive)

Application of adjectival agreement

Understanding of verb "paradigm" and concept of conjugation

Basic negation

Prior learning / retrieval:

The patterns and sounds of language and link the spelling, sound and meaning of words
Express opinions and respond to those of others

French Term 2 – Mon collègue et mes

passetemps

Rationale:

Students will develop and expand upon the introductory unit in Term 1. They will begin to acquire the language needed to talk about aspects of free time, and school, and will extend their ability to give (and justify) opinions.

Substantive Knowledge:

Pronunciation of unfamiliar words? ■

Differences & Similarities between schools in UK, and in French-speaking countries ■

School subjects ■

School facilities

Giving opinions of school subjects ■ ■

Describing the school day (days/times) ■ ■

Talking about food & drink ■ ■

How to understand/produce longer (and more complex) texts (oral & written) ■

Discussing Free time activities ■ ■

Weather vocabulary ■

Disciplinary Knowledge:

Use of connectives to create longer sentences with subordinate clauses

Understanding / application of partitive (*du/de la/de l'/des*) with food & drink items

Telling the time in French

Prior learning / retrieval:

French pronunciation rules
Concept of gender → definite / indefinite articles
Adjectival agreement
Understanding of verb "paradigm" and concept of conjugation
Numbers

French Term 3 – Ma zone

Rationale:

Students will learn to talk about their town and local area, describing what there is/isn't, and what you can/cannot do there. They will learn to give and understand directions, and arrange an outing.

Substantive Knowledge:

What are the main towns and cities of France (and the French-speaking world)? ■

Pronunciation of unfamiliar words ■

Key intensifiers ■

Talking about what there is/isn't in town ■ ■

Giving & understanding directions ■ ■

Saying what you can/cannot do (using "*on peut*") ■ ■

Arranging an outing ■ ■

Using mnemonics to remember vocabulary items ■

Disciplinary Knowledge:

Use of intensifiers

Indefinite article replaced by *de/d'* in a negative sentence

Using the pronoun "*on*" impersonally

Using the verb "*pouvoir*" + infinitive in the present tense

Prior learning / retrieval:

Understanding of concept of gender → definite / indefinite articles
Adjectival agreement
Opinion verbs
Numbers

<p>Use familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation Read carefully and show understanding of words, phrases and simple writing Broaden vocabulary and develop ability to understand new words, including through using a dictionary Understand basic grammar</p> <p>Links to KS3 NC: Listen to / read a variety of original or adapted materials to obtain information, and respond appropriately. Speak with increasingly accurate pronunciation and intonation. Express ideas clearly and with increasing accuracy in writing.</p> <p>Disciplinary literacy: Pronunciation Phonics Syllables Emphasis Gender; Feminine; Masculine; Singular; Plural Definite /Indefinite article Adjectival Agreement; Word-Order <i>Target-language vocabulary required for fulfilment of LOs</i></p> <p>Summative assessment: End of Unit “Contrôle” - assessment of Listening, Reading, Language & Cultural Awareness, Writing through combination of multi-choice / short answer questions. Speaking – short presentation “<i>Je me présente</i>” (with notes)</p>	<p>Days of Week Opinion verbs</p> <p>Links to KS3 NC: Listen to / read a variety of original or adapted materials to obtain information, and respond appropriately. Speak with increasingly accurate pronunciation and intonation. Express ideas clearly and with increasing accuracy in writing.</p> <p>Disciplinary literacy: Pronunciation Phonics Syllables Opinion Gender; Feminine; Masculine; Singular; Plural Justification Connective <i>Target-language vocabulary required for fulfilment of LOs</i></p> <p>Summative assessment: End of Unit “Contrôle” - assessment of Listening, Reading, Language & Cultural Awareness, Writing through combination of multi-choice / short answer questions. Speaking – Q&A (<i>Mon collègue et mes passetemps</i>) (with notes)</p>	<p>Links to KS3 NC: Write prose using an increasingly wide range of grammar and vocabulary. Express and develop ideas clearly and with increasing accuracy, both orally and in writing.</p> <p>Disciplinary literacy: Pronunciation Phonics; Syllables; Emphasis Intensifier Sequencer Mnemonic <i>Target-language vocabulary required for fulfilment of LOs</i></p> <p>Summative assessment: End of Unit “Contrôle” - assessment of Listening, Reading, Language & Cultural Awareness, Writing through combination of multi-choice / short answer questions. Speaking – short presentation “<i>Ma ville</i>” (with notes)</p>
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Year 8

French Term 1 – T'es branché(e)?

Rationale:

Students will revisit key structures and vocabulary from Y7, along with pronunciation rules. They will then learn to talk about free-time activities such as TV and film, reading habits and how they use mobile technology and the Internet. They will also learn to talk about what activities they do according to different weather conditions.

Substantive Knowledge:

How do you pronounce French words? ■

Vocabulary learning / memorisation techniques ■

Using context (& other clues) to decipher longer "unseen" texts ■

Revisiting/revising key content from Y7 (greetings, personal info, opinions) ■ ■

Describing a TV show, and giving opinions of different TV genres. ■ ■

Discussing films ■ ■

Talking about different types of reading material ■ ■

Discussing Internet and mobile technology usage ■ ■

Talking about activities in different weather conditions ■ ■

Using a variety of connectives to create extended sentences, including basic subordination ■

Disciplinary Knowledge:

Understanding / application of different subject pronouns (je/tu/il/elle)

Basic conjugation – regular –ER verbs

Opinion verbs + infinitive or noun

Understanding & application of definite and indefinite articles

Use of the pronoun "on" to mean "we"

Understanding & application of intensifiers and connectives

Key Irregular verbs – ÊTRE, AVOIR, ALLER & FAIRE (je/tu/il/elle forms)

Use of "quand" and "si" to create subordinate clauses

French Term 2 – Paris, je t'adore

Rationale:

Students will learn about Paris and its major landmarks and tourist attractions. They will acquire the language needed to talk about tourist activities, and how to request and understand tourist information. They will learn how to use the past tense (passé composé) to talk about where they went and what they did in Paris.

Substantive Knowledge:

Pronunciation of unfamiliar words ■

How to understand/produce longer (and more complex) texts (oral & written) ■

Vocabulary learning / memorisation techniques ■

Paris – geography and principal landmarks / tourist attractions ■

Discussing what you can do in Paris ■ ■

Giving and justifying opinions about different activities ■ ■

Asking for, and understanding, tourist information ■ ■

Talking about the landmarks you visited, and the activities you did (using the past tense) ■ ■

Giving opinions in the past tense ■ ■

Disciplinary Knowledge:

Understanding & application of verb "POUVOIR" – on peut + infinitive

Use of a variety of opinion verbs – j'aime, j'adore, je déteste etc

Understanding & application of variety of interrogatives (question words)

Understanding and application of how the passé composé is formed (regular –er verbs)

Negation of past tense – word order (je n'ai pas joué)

Use of c'était + adjective to express opinions in the past tense

Use of sequencers to add depth and complexity to responses

French Term 3 – Mon identité & Chez

Moi, Chez Toi

Rationale: Students will acquire the language needed to describe themselves and others in terms of personality, and discuss what they like to wear. They will use the knowledge gained in Term 2 to talk about activities in the past. They will also learn to talk about where they live, and describe their dwelling.

Substantive Knowledge:

Pronunciation of unfamiliar words ■

Describing people in terms of personality ■ ■

Using intensifiers ■ ■

Describing clothing in terms of colour ■ ■

Talking about future plans using the NEAR FUTURE tense ■ ■

Strategies for producing longer, more sophisticated responses ■

Talking about activities in the PAST ■ ■

Describing types of dwelling ■ ■

Saying where you WOULD LIKE to live, using je voudrais ■ ■

Describing your house ■ ■

Disciplinary Knowledge:

Understanding & application of adjectival agreement

Possessive adjectives – mon, ma, mes

Using the NEAR FUTURE tense

Passé composé of ALLER (je suis allé(e))

Understanding & application of the near future tense Je voudrais + infinitive

Understanding & application of prepositions

<p>Prior learning / retrieval: Key structures/vocabulary from Y7 SoL Understanding of concept of gender → definite / indefinite articles Application of adjectival agreement Understanding of verb “paradigm” and concept of conjugation. Basic negation (ne...pas)</p> <p>Links to KS3 NC: Listen to / read a variety of original or adapted materials to obtain information, and respond appropriately. Identify and use tenses or other structures which convey the past, present and future as appropriate to the language being studied. Speak with increasingly accurate pronunciation and intonation. Express ideas clearly and with increasing accuracy in writing.</p> <p>Disciplinary literacy: Pronunciation; Phonics; Syllables; Emphasis Gender; Feminine; Masculine; Singular; Plural Definite /Indefinite article Regular / irregular verb Conjugation (pattern) Intensifiers Connectives Adjectival Agreement; Word-Order Subordinate clause <i>Target-language vocabulary required for fulfilment of LOs</i></p> <p>Summative assessment: End of Unit “Contrôle” - assessment of Listening, Reading, Language & Cultural Awareness, Writing through combination of multi-choice / short answer questions. Speaking – short presentation “<i>La télé et les films</i>” (with notes)</p>	<p>Prior learning / retrieval: French pronunciation rules Concept of gender → definite / indefinite articles Adjectival agreement Understanding of verb “paradigm” and concept of conjugation Revision of present tense (emphasis upon “I” and “we” forms) Opinions with justification (using connectives) Revision of formation/usage of preterite tense Times / days of week Places in town</p> <p>Links to KS3 NC: Listen to / read a variety of original or adapted materials to obtain information, and respond appropriately. Speak with increasingly accurate pronunciation and intonation. Express ideas clearly and with increasing accuracy in writing. Identify and use tenses or other structures which convey the past, present and future as appropriate to the language being studied.</p> <p>Disciplinary literacy: Pronunciation; Phonics; Syllables;Opinion Gender; Feminine; Masculine; Singular; Plural Justification; Connective; Paradigm Tense; Time Frame; Past; Present; Future Preterite; Conditional Target-language vocabulary required for fulfilment of LOs</p> <p>Summative assessment: End of Unit “Contrôle” - assessment of Listening, Reading, Language & Cultural Awareness, Writing through combination of multi-choice / short answer questions. Speaking – Q&A “<i>Une visite à Paris</i>” (with notes)</p>	<p>Prior learning / retrieval: French pronunciation rules Concept of gender → definite / indefinite articles Adjectival agreement Revision of present tense (emphasis upon “je” and “on” forms) Opinions with justification (using connectives) Key Irregular verbs – ÊTRE, AVOIR, ALLER & FAIRE (je/tu/il/elle forms) Use of “quand” and “si” to create subordinate clauses Understanding and application of how the passé composé is formed (regular –er verbs) Negation of past tense – word order (je n’ai pas joué)</p> <p>Links to KS3 NC: Identify and use tenses or other structures which convey the past, present and future as appropriate to the language being studied. Write prose using an increasingly wide range of grammar and vocabulary. Express and develop ideas clearly and with increasing accuracy, both orally and in writing.</p> <p>Disciplinary literacy: Pronunciation “Near future” tense “Conditional” tense; Negation Adjectival Agreement; Word-Order Tense; Time Frame; Past; Present; Future Preposition Sequencer <i>Target-language vocabulary required for fulfilment of LOs</i></p> <p>Summative assessment: End of Unit “Contrôle” - assessment of Listening, Reading, Language & Cultural Awareness, Writing through combination of multi-choice / short answer questions. Speaking – Short presentation “<i>Là où j’habite</i>” (with notes)</p>
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Year 9

French Term 1 – Ma vie sociale d’ado & Bien dans sa peau

(Studio 3V M1 & M2 – Studio 3R for extension)


Max 18 lessons


Rationale:

Students will revisit key structures and vocabulary from Y7 and Y8, along with pronunciation rules. They will then learn to talk about aspects of their lives as teenagers, including their personality and how they use Facebook and other social media platforms. They will acquire the language needed to arrange to go out, and how to describe a date using the past tense.

Substantive Knowledge:

How do you pronounce French words? 

Vocabulary learning / memorisation techniques 

Using context (& other clues) to decipher longer “unseen” texts 


Revisiting/revising key content from Y7&Y8  

Describing self and others in terms of personality and physical appearance  

Talking about Facebook / social media usage  

Making arrangements to go out  

Talking about a date (using the past tense)  

Using a variety of connectives to create extended sentences, including basic subordination 

Disciplinary Knowledge:

Understanding / application of different subject pronouns (je/tu/il/elle)

Basic conjugation – regular –ER verbs

Understand & apply definite / indefinite articles

Use of the pronoun “on” to mean “we”

Understanding / application of intensifiers /connectives

Key Irregular verbs – ÊTRE, AVOIR, ALLER & FAIRE (je/tu/il/elle forms)

Use of “quand” and “si” to create subordinate clauses

Adjectival agreement / word order

Understanding & application of present tense of –er verbs

French Term 2 – Bien dans sa peau & À l’horizon

(Studio 3V M2 & M3 – Studio 3R for extension)


Max 20 lessons

Rationale:


Students will acquire the language needed to talk about maintaining a healthy lifestyle, with focus upon diet and exercise habits. They will learn to talk about their future education and employment plans for when they leave school, describe different types of job, and discuss the importance of language-learning as a life skill.

Substantive Knowledge:

Pronunciation of unfamiliar words 

How to understand/produce longer (and more complex) texts (oral & written) 

Vocabulary learning / memorisation techniques 

Discussing sports / giving opinions of sports  

Talking about healthy eating  

Talking about keeping fit  

Talking about future plans post-16  

Discussing the importance of languages  

Discussing the pros & cons of different jobs  

Disciplinary Knowledge:

Understanding & application of verb “POUVOIR” – on peut + infinitive

Negation - using JAMAIS

Use of sequencers (d’abord, puis etc) to add depth and complexity to responses

Translating SOME – du/ de la / des

Using the NEAR FUTURE tense

Varying the SUBJECT (eg je → il/elle)

Combining 2+ tenses

Prior learning / retrieval:

French pronunciation rules

Concept of gender → definite / indefinite articles

French Term 3 – Spéciale Vacances

(Studio 3V M4 – Studio 3R for extension)


Max 18 lessons

Rationale:

Students will acquire the language needed to talk about holidays in a variety of time-frames. They will discuss what they normally do, what they would like to do, and refer to holidays in the past. They will also learn to talk about holiday problems, and understand tourist information.

Substantive Knowledge:

Pronunciation of unfamiliar words 


Strategies for producing longer, more sophisticated responses 

Discussing holiday destinations / activities  

Talking about transport  

Describing an adventure holiday  

Discussing an ideal holiday  

Talking about problems on holiday  

Disciplinary Knowledge:

Possessive adjectives – mon, ma, mes

Passé composé of ALLER (je suis allé(e))

Using the conditional (Je voudrais + infinitive)

en / au with countries

il y a + length of time

Strategies for producing extended sentences

Understanding question words

Understanding & application of reflexive verbs

Prior learning / retrieval:

French pronunciation rules

Concept of gender → definite / indefinite articles

Adjectival agreement

<p>Using the perfect tense (with AVOIR) Using time phrases and connectives</p> <p>Prior learning / retrieval: Key structures/vocabulary from Y7 and Y8 Understanding of concept of gender → definite / indefinite articles Application of adjectival agreement Understanding of verb “paradigm” and concept of conjugation. Basic negation (<i>ne...pas</i>) Physical description vocabulary Character description vocabulary Numbers (for use with times etc)</p> <p>Links to KS3 NC: Listen to / read a variety of original or adapted materials to obtain information, and respond appropriately. Identify and use tenses or other structures which convey the past, present and future as appropriate to the language being studied. Speak with increasingly accurate pronunciation and intonation. Express ideas clearly and with increasing accuracy in writing.</p> <p>Disciplinary literacy: Pronunciation; Phonics; Syllables; Emphasis Gender; Feminine; Masculine; Singular; Plural Definite /Indefinite article Regular / irregular verb Conjugation (pattern) Intensifiers; Connectives; Adjectival Agreement; Word-Order; Tense / Timeframe; Passé Composé (past tense) Subordinate clause; Adverbial time phrases</p> <p><i>Target-language vocabulary required for fulfilment of LOs</i></p>	<p>Adjectival agreement Understanding of verb “paradigm” and concept of conjugation Revision of present tense (emphasis upon “I” and “we” forms) Opinions with justification (using connectives) Revision of food/drink items Revision of verb ALLER</p> <p>Links to KS3 NC: Listen to / read a variety of original or adapted materials to obtain information, and respond appropriately. Speak with increasingly accurate pronunciation and intonation. Express ideas clearly and with increasing accuracy in writing. Identify and use tenses or other structures which convey the past, present and future as appropriate to the language being studied.</p> <p>Disciplinary literacy: Pronunciation; Phonics Syllables; Opinion Gender; Feminine; Masculine; Singular; Plural Justification; Connective Paradigm; Tense; Time Frame; Past; Present; Future Preterite; Conditional</p> <p><i>Target-language vocabulary required for fulfilment of LOs</i></p> <p>Summative assessment: End of Unit “Contrôle” - assessment of Listening, Reading, Language & Cultural Awareness, Writing through combination of multi-choice / short answer questions. Speaking – Q&A “<i>Tue s en forme?</i>” (with notes)</p>	<p>Revision of present tense (emphasis upon “je” and “on” forms) Opinions with justification (using connectives) Key Irregular verbs – ÊTRE, AVOIR, ALLER & FAIRE (je/tu/il/elle forms) Understanding and application of how the passé composé is formed (regular –er verbs) Negation of past tense – word order (je n’ai pas joué) Revision of countries / nationalities</p> <p>Links to KS3 NC: Identify and use tenses or other structures which convey the past, present and future as appropriate to the language being studied. Write prose using an increasingly wide range of grammar and vocabulary. Express and develop ideas clearly and with increasing accuracy, both orally and in writing.</p> <p>Disciplinary literacy: Pronunciation “Near future” tense “Conditional” tense Negation Adjectival Agreement; Word-Order Tense; Time Frame; Past; Present; Future Preposition Sequencer Interrogatives (Question words)</p> <p><i>Target-language vocabulary required for fulfilment of LOs</i></p> <p>Summative assessment: End of Unit “Contrôle” - assessment of Listening, Reading, Language & Cultural Awareness, Writing through combination of multi-choice / short answer questions. Speaking – short presentation “<i>Mes vacances</i>” (with notes)</p>
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	<p>Summative assessment: End of Unit "Contrôle" - assessment of Listening, Reading, Language & Cultural Awareness, Writing through combination of multi-choice / short answer questions. Speaking – short presentation "<i>Ma vie sociale d'ado</i>" (with notes)</p>		
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