

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Identity and culture</p> <p>Meeting and greeting people; Spelling in French (using the French alphabet)</p> <p>Saying how old you are counting to 21 and using <i>j'ai</i> to say I am</p> <p>Saying when your birthday is using the days of the week and months of the year and <i>c'est</i> to say <i>it is</i></p> <p>Talking about likes and dislikes using regular <i>-er</i> verbs (<i>je, tu, il/elle</i>) at present tense</p> <p>Talking about what is in your survival kit using <i>avoir</i> (<i>je, tu, il/elle</i>) at present tense</p> <p>Phonics oi: <i>voiture</i> ou: <i>douche</i> u: <i>lunettes</i> eau: <i>oiseau</i> eu: <i>jeu</i> i: <i>violon</i> é: <i>éléphant</i> -ez: <i>nez</i> -er: <i>danser</i> -gn-: <i>montagne</i> qu: <i>question</i> ç: <i>ça va</i> en: <i>serpent</i> silent final consonant (t): <i>serpent</i> in: <i>lapin</i> -tion: <i>natation</i></p> <p>Phonics un: <i>un</i> im: <i>important</i> j: <i>je</i> e: <i>je</i></p> <p>silent final consonant (s, t) (revision): <i>as, important</i></p> <p>Revision and Assessment – Reading</p>	<p>Identity and culture</p> <p>Describing yourself using <i>être</i> (singular forms: <i>je, tu, il/elle/on</i>) at present tense and understanding adjective agreement (singular)</p> <p>Talking about other people understanding adjective agreement (plural) and using possessive adjectives (singular forms)</p> <p>Describing a musician using the present tense (<i>je, tu, il/elle</i>) of regular <i>-er</i> verbs and irregular verbs <i>avoir</i> and <i>être</i> (singular)</p> <p>Talking about school subjects asking questions and using intonation and <i>Est-ce que ...?</i></p> <p>Asking someone why he/she likes/dislikes something giving reasons for liking/disliking subjects using <i>parce que</i> to join sentences</p> <p>Phonics silent final e : <i>curieuse</i> a: <i>pas</i></p> <p>silent final consonant (x) (revision): <i>curieux</i></p> <p>Phonics on: <i>marron</i> s-liaison: <i>les yeux</i></p> <p>eu (revision): <i>cheveux</i> ç (revision): <i>garçon</i></p> <p>Phonics eau (revision): <i>beau</i> p.16, pronunciation box</p> <p>silent final e (revision): <i>appelle</i> silent final consonant (s) (revision): <i>appelles</i></p> <p>Phonics th: <i>théâtre</i></p>	<p>School</p> <p>Describing your timetable using the 12-hour clock and days of the week</p> <p>Describing your school day using <i>on</i> to say <i>we</i></p> <p>Talking about food using the partitive article: <i>du, de la, de l', des</i></p> <p>Talking about what activities you do on computers and mobiles using regular <i>-er</i> verbs at present tense</p> <p>Talking about which sports you play using <i>jouer à</i></p> <p>Phonics h: <i>heure</i> x-liaison: <i>deux heures</i> t-liaison: <i>huit heures</i></p> <p>s-liaison (revision): <i>trois heures</i> silent final consonant (s) (revision): <i>heures</i></p> <p>Phonics è: <i>matières</i> n-liaison: <i>on a</i></p> <p>on (revision): <i>on</i></p> <p>Phonics soft c: <i>glace</i></p> <p>u (revision): <i>du</i> an (revision): <i>mange</i> silent final consonant (s, t) (revision): <i>verts</i></p> <p>Phonics silent final consonant (s) (revision): <i>mes</i> s-liaison (revision): <i>des e-mails</i> p.51, pronunciation box</p> <p>r: <i>regarde</i> e (revision): <i>je</i></p> <p>Phonics y: <i>rugby</i></p>	<p>Identity and culture</p> <p>Talking about what activities you do using <i>faire at present tense</i></p> <p>Saying what you like doing using <i>aimer + infinitive</i></p> <p>Saying what other people do using <i>ils</i> and <i>elles</i> form of <i>-er</i> verbs, present tense</p> <p>Saying what there is in your town/village using <i>il y a .../il n'y a pas de ...</i></p> <p>Asking where something is giving directions using the prepositions <i>devant, derrière</i> and <i>entre</i> and understanding when to use <i>tu</i> and <i>vous</i></p> <p>Phonics y (revision): <i>gymnastique</i> -tion (revision): <i>natation</i> n-liaison (revision): <i>en été</i></p> <p>Phonics ain: <i>copain</i> en (revision): <i>en</i> in (revision): <i>magasin</i> p.56, pronunciation box</p> <p>ai: <i>j'aime</i> -er (revision): <i>regarder</i></p> <p>Phonics silent final -ent: <i>jouent</i></p> <p>Phonics -ien: <i>bien</i> -ille: <i>ville</i> -s-: <i>loisir</i></p> <p>silent final consonant (s) (revision): <i>pas</i></p> <p>Phonics ou (revision): <i>tout</i> au (revision): <i>gauche</i> oi (revision): <i>droite</i></p> <p>Revision and Assessment – Listening</p>	<p>Local area holiday and travel</p> <p>Talking about where you go using <i>à</i> + the definite article and the present tense of aller</p> <p>Asking someone to go somewhere, accepting/declining an invitation</p> <p>Saying what you can do in a town using on peut + infinitive</p> <p>Saying where your family and you normally go on holiday using the nous form of the verbs in the present tense</p> <p>Saying what you do when getting ready to go out using reflexive verbs (singular)</p> <p>Asking someone how much money he/she has using higher numbers</p> <p>Phonics en (revision): <i>normalement</i> s-liaison (revision): <i>nous allons</i> Phonics eu (revision): <i>veux</i> p.77, pronunciation box silent final consonant (x, t) (revision): <i>veux, veut</i></p> <p>Phonics closed o: <i>vélo</i> -er (revision): <i>aller</i> silent final consonant (t) (revision): <i>restaurant</i></p> <p>Phonics am: <i>camping</i> -gn- (revision): <i>montagne</i> nasal sounds an, on, en (revision): <i>ans, allons, monuments</i></p>	<p>Local area, holiday and travel</p> <p>Saying what you are going to do in the holidays using the near future tense</p> <p>Saying what you would like to do using <i>je voudrais</i> + infinitive</p> <p>Phonics ê: <i>pêche</i> soft g: <i>nager</i></p> <p>an (revision): <i>en vacances</i></p> <p>Phonics r (revision): <i>rêve</i> ou (revision): <i>voudrais</i></p> <p>Revision and Assessment Modules 1-5 (EOY) – Reading and translation into French</p>

		<p>é (revision): <i>déteste</i> qu (revision): <i>est-ce que</i></p> <p>Phonics ym: <i>sympa</i> an: <i>marrant</i></p> <p>ou (revision): <i>beaucoup</i></p> <p>Revision and Assessment – Listening</p>	<p>-ill-: <i>billard</i> au: <i>au</i></p> <p>Revision and Assessment – Writing and translation into French</p>		<p>s-liaison (revision): <i>États-Unis</i> x-liaison (revision): <i>aux États-Unis</i></p> <p>Phonics ch: <i>douche</i></p> <p>h (revision): <i>habille</i> silent final e (revision): <i>brosse</i></p> <p>Phonics aim: <i>faim</i> open o: <i>orange</i></p> <p>eu (revision): <i>euros</i> qu (revision): <i>quinze</i></p> <p>Revision and Assessment – Writing and translation into French</p>	
Year 8	<p>Identity and culture Talking about television programmes using the present tense of <i>-er</i> verbs</p> <p>Talking about different types of films using the present tense of <i>avoir</i> and <i>être</i></p> <p>Talking about different types of books using the present tense of <i>-ir</i> and <i>-re</i> verbs</p> <p>Talking about what you do on the internet using the present tense of <i>aller</i> and <i>faire</i></p> <p>Talking about what you did yesterday evening using the perfect tense with <i>avoir</i> of <i>-er</i> verbs</p> <p>Phonics silent final e (revision): <i>regarde</i> é (revision): <i>préférée</i> silent final consonant (s) (revision): <i>émissions</i></p> <p>Phonics h (revision): <i>horreur</i></p>	<p>Assessment 1</p> <p>Local area, holiday and travel Saying what you did/have done in Paris using the perfect tense of regular verbs</p> <p>Saying when you did things using the perfect tense of irregular verbs</p> <p>Understanding information about a tourist attraction saying what something was like using <i>c'était/ce n'était pas//j'ai trouvé ça + adjective</i></p> <p>Saying where you went and how using the perfect tense of <i>être</i> verbs</p> <p>Interviewing a suspect asking questions about past events</p> <p>Phonics j (revision): <i>j'ai</i> silent final consonant (s) (revision): <i>des cartes postales</i></p>	<p>Assessment 2</p> <p>Identity and culture Talking about personality using adjectival agreement to describe your best friend</p> <p>Talking about relationships justifying opinions and using reflexive verbs and possessive adjectives</p> <p>Talking about music agreeing, disagreeing and giving reasons for your opinions using the present tense of verb <i>venir</i></p> <p>Talking about clothes using the near future tense</p> <p>Talking about your passion using three tenses together: past, present and future tenses</p> <p>Phonics -eille-: <i>meilleur</i> -ouill-: <i>débrouiller</i></p> <p>silent final e (revision): <i>curieuse</i></p> <p>Phonics</p>	<p>Local area, holiday and travel Describing where you live using irregular adjectives and comparative adjectives</p> <p>Describing your home using prepositions to say where things are</p> <p>Talking about meals using the partitive article using the present and perfect tenses of verbs <i>boire</i> and <i>prendre</i></p> <p>Discussing what food to buy using quantities with <i>de</i> to say how much to buy using <i>il faut + infinitive</i></p> <p>Talking about an event using three tenses (present, perfect, near future)</p> <p>Phonics silent final consonant (t, d) (revision): <i>grand, petit</i> t-liaison (revision): <i>petit appartement</i> p.68, pronunciation box</p>	<p>Assessment 3</p> <p>Identity and culture Talking about talent and ambition using infinitives and the modal verb <i>vouloir</i> at present tense</p> <p>Encouraging or persuading someone using the modal verbs <i>pouvoir</i> and <i>devoir</i> at present tense</p> <p>Saying who is the best, the most, the least using superlative adjectives and three tenses together: present, past and future</p> <p>Showing how much you can do with the French language using a variety of structures and tenses</p>	Revision and Assessment Modules 1-5

	<p>on (revision): <i>passion</i> -tion (revision): <i>fiction</i></p> <p>Phonics u (revision): <i>lecture, tu</i> silent final consonant (x) (revision): <i>animaux, ennuyeux</i></p> <p>Phonics ai (revision): <i>fais</i> oi (revision): <i>envoie</i></p> <p>Phonics open and closed o (revision): <i>photos</i></p> <p>u (revision): <i>discuté</i> é (revision): <i>écouté</i></p> <p>Revision and Assessment: Listening</p>	<p>Phonics u (revision): <i>vu</i> ou (revision): <i>beaucoup</i> p.30, pronunciation box</p> <p>h (revision): <i>hier</i></p> <p>Phonics r (revision): <i>bizarre</i> silent final consonant (t) (revision): <i>ouvert</i></p> <p>Phonics s-liaison (revision): <i>suis allé</i> en (revision): <i>en</i> n-liaison (revision): <i>en avion</i></p> <p>Phonics nasal sounds om, em: <i>combien, temps</i></p> <p>-ien (revision): <i>combien</i> qu (revision): <i>quand, qui</i></p> <p>Revision and Assessment: Reading and Translation into English</p>		<p>silent final consonant (d, s) (revision): <i>entends</i> nasal sounds on, en (revision): <i>on, entend</i></p> <p>Phonics open eu: <i>pleurer</i></p> <p>ch (revision): <i>chanteur</i></p> <p>Revision and Assessment – Writing and translation into French</p>	<p>s-liaison (revision): <i>dans un</i> -ille (revision): <i>ville</i></p> <p>Phonics -ez (revision): <i>chez</i> oi (revision): <i>droite</i> au (revision): <i>gauche</i></p> <p>Phonics soft and hard g: <i>mange, baguette</i></p> <p>nasal sounds an, en, in, ain (revision): <i>mange, prends, matin,</i> <i>pain</i></p> <p>Phonics œu: <i>œufs</i></p> <p>qu (revision): <i>paquet</i> silent final consonant (t) (revision): <i>chocolat</i></p> <p>Phonics silent final e (revision): <i>artifice</i> é (revision): <i>regardé</i> ai (revision): <i>j'ai</i></p> <p>Revision and Assessment: Listening</p>		
Year 9	<p>Identity and culture</p> <p>Talking about what I do on Facebook using present tense verbs</p> <p>Inviting someone out, accepting or declining invitations using the near future tense</p> <p>Describing a date, asking questions about a past event, saying what it was like using the perfect tense</p> <p>Describing a music event using three tenses</p>	<p>Identity and culture</p> <p>Naming the parts of the body, reacting if someone is injured using the nous form of the present tense and à + the definite article</p> <p>Talking about someone's sporting routine using <i>il faut + infinitive</i> and <i>depuis + present</i></p> <p>Talking about healthy eating asking what someone's resolutions are to stay healthy using the <i>je</i> form of the future tense</p> <p>Saying what I will do to get fit using irregular verbs in the future tense</p>		<p>Future aspirations, study and work</p> <p>Describing jobs giving reasons for my choices using masculine and feminine nouns and conditional</p> <p>Learning about languages and why languages are important using modal verbs at present tense</p> <p>Saying what I used to do when I was younger, talking about what I used to be like using the imperfect tense</p> <p>Discussing my future and past practising the future and imperfect tenses</p> <p>Understanding someone talking about their job using different tenses together</p>	<p>Local area, holiday and travel</p> <p>Discussing holidays saying where I go or went, giving opinions and reasons about holidays using the pronoun <i>y</i></p> <p>Imagining adventure holidays describing what I would like to do giving reactions to what people say using the conditional</p> <p>Saying what I do on holiday talking about what I take/I will take with me on holiday using reflexive verbs</p> <p>Describing what happened on holiday using the perfect tense of irregular verbs and <i>quel</i> in exclamations</p> <p>Describing a visit to a tourist attraction using emphatic pronouns</p>	<p>International and global dimension</p> <p>Discussing what I am/am not allowed to do using expressions with <i>avoir</i> and <i>si</i>; reacting to what others say using the imperative in the <i>tu</i> form</p> <p>Explaining what's important to me talking about what worries me using direct object pronouns</p> <p>Talking about things I buy giving reasons and using <i>si</i> in complex sentences</p>	Revision and Assessment Modules 1-5

			Talking about getting fit using three tenses together				Asking someone what makes them happy; saying what makes me happy using the adjective <i>meilleur</i> and complex structures	
Year 10	<p>Identity and culture</p> <p>Talking about friends and what makes a good friend using irregular verbs in the present tense, making adjectives to agree and using the relative pronoun <i>qui</i></p> <p>Talking about family relationships using reflexive verbs in the present tense, possessive adjectives and emphatic pronouns</p> <p>Making arrangements to go out using the near future tense and question words to ask details about going out</p>	Assessment 1	<p>Identity and culture</p> <p>Describing a night out with friends using the perfect tense of <i>avoir</i> and <i>être verbs</i>; asking questions about a past event; saying what it was like</p> <p>Talking about your life when you were younger using the imperfect tense</p> <p>Discussing role models using the present, perfect and imperfect tenses</p> <p>Talking about spare time activities using likes and dislikes</p>	Assessment 2	<p>Identity and culture</p> <p>Talking about sport using <i>depuis</i> + the present tense and looking at the position of adjectives</p> <p>Talking about your life online using the comparative adjectives and the relative pronoun <i>que</i></p> <p>Talking about books and reading using more practice of the imperfect tense</p> <p>Talking about television programmes using direct object pronouns (<i>le, la, les</i>)</p> <p>Talking about actors and films using superlative adjectives</p>	Assessment 3	<p>Local area, holiday and travel</p> <p>Describing a region using the pronoun <i>y</i></p> <p>Talking about your town, village or district using negatives</p> <p>Discussing what to see and do asking questions using <i>quel/quelle/quels/quelles</i></p> <p>Discussing plans and the weather using the future tense</p> <p>Describing community projects using the present, perfect and future tenses</p>	<p>Local area, holiday and travel</p> <p>Talking about an ideal holiday using the conditional</p> <p>Booking and reviewing hotels using reflexive verbs in the perfect tense</p> <p>Ordering in a restaurant using <i>en</i> + the present participle</p> <p>Talking about travelling using <i>avant de</i> + the infinitive</p> <p>Buying souvenirs asking questions using demonstrative adjectives and pronouns</p> <p>Talking about holiday disasters using the pluperfect tense</p>
Year 11	<p>Local area, holiday and travel</p> <p>Talking about travelling using <i>avant de</i> + the infinitive</p> <p>Buying souvenirs using demonstrative adjectives and pronouns</p> <p>Talking about holiday disasters using the pluperfect tense</p> <p>Revision, Practice Papers and Exams</p>		<p>School</p> <p>Talking about your school using the pronouns <i>il</i> and <i>elle</i></p> <p>Comparing school in the UK and French-speaking countries using the pronouns <i>ils</i> and <i>elles</i></p> <p>Discussing school rules using <i>il faut</i> and <i>il est interdit de</i></p> <p>Talking about getting the best out of school using the imperative</p> <p>Talking about a school exchange using past, present and future timeframes</p>		<p>Future aspirations, study and work</p> <p>Discussing career choices saying 'better/worse' and 'the best/worst thing'</p> <p>Talking about plans, hopes and wishes understanding the subjunctive</p> <p>Discussing the importance of languages using adverbs</p> <p>Applying for jobs using direct object pronouns in the perfect tense</p> <p>Understanding case studies using verbs followed by <i>à</i> or <i>de</i></p>		<p>International and global dimension</p> <p>Discussing problems facing the world making connections between word types</p> <p>Talking about protecting the environment using the modal verbs <i>pouvoir</i> and <i>devoir</i> in the conditional</p> <p>Discussing ethical shopping using the passive</p> <p>Talking about volunteering using indirect object pronouns</p> <p>Discussing big events giving arguments for and against</p> <p>Revision, Practice Papers and Exams</p>	/

French Curriculum Map 2022-2023

Intent

Languages Department aimed to promote the values of self-respect, tolerance, understanding, care and consideration for others.

The curriculum in KS3 and KS4 was reflecting the world pupils live in, using contexts familiar to them in their everyday lives and teaching them the vocabulary that they need to communicate with young French people of their own age on topics that interest and stimulate them. Students were introduced to young French people and given insight into the everyday life and culture of France and other French speaking countries, encouraging intercultural understanding.

In addition, the curriculum has been designed carefully to allow emphasis on the following:

- recycling of language and structures throughout the course to aid language retention;
- skills pupils need to acquire for future success at GCSE (including well embedded pronunciation practice and dedicated skills spreads for listening, reading, speaking and writing)

In order to raise the standards of teaching and learning in KS3 and KS4, the department ensured schemes of work are up to date and that they address content, knowledge, key words and literacy, differentiation (including challenge for most able), homework (including challenge), British values, misconceptions and Enrichment.

Our aim was to develop a departmental understanding of 'cultural capital' and how the department could contribute to enhancing pupils' cultural capital, promoting cross-moderation between departments across the Trust in order to ensure accuracy of assessment and benchmarking of good practice.

Implementation

The department started the implementation of a three-year KS3 and two-year KS4 curriculum, looking for opportunities to develop the curriculum offer to support the needs of students in the future.

The department staff ensured students' work was consistently set at the right level focusing upon teaching from the top and supporting weaker students through effective differentiation. High ability learners were supported through effective questioning, developing highly effective strategies to encourage creative thinking and facilitate higher level independent learning and engagement. The diverse needs of SEN and EAL students were met by setting achievable, motivational and challenging targets and implementing effective monitoring and assessment, when possible, making good use of learning support assistants and teaching assistants.

The focus on literacy was an important aspect in every lesson, so that students were able to develop strategies for accurate spelling, memorizing and retention of new vocabulary, key reading skills – skimming, scanning, research and reference skills – focus on written accuracy and the importance of checking, making links between English and the target language.

To ensure teaching is at least good and that all staff understand the requirements for 'Ofsted outstanding' teaching and are achieving or working towards this, staff were able to access high-quality support and training to develop their expertise in their subject areas.

Assessment data was used to plan lessons, sequences of lessons and schemes of work and interventions. Underachieving students were identified and they were included in an intervention program in order for them to be able to meet or exceed their target grade. Tracking progress thoroughly enabled staff to make accurate GCSE results predictions.

Through regular marking in line with school policy and use of regular landmark assessments and mid unit tests, students were making good or outstanding progress.

Impact

By the end of Key Stage 3, through regular informal, formal and standardised assessments of different skills, students were equipped with the skills necessary to communicate effectively in the Target Language through the use of different tenses and varied vocabulary. They were able to justify their opinions on a variety of topic areas, adding extra details to make the language more impressive. They developed the awareness of different cultural aspects and acquired the necessary skills to ease transition to KS4.

In KS4 the progress was assessed through the use of regular and standardised assessments in all 4 skills during mock exams. All these assessments required revision and recalled skills and the effective use of home learning opportunities.

Our curriculum placed spiritual, moral, social, cultural and personal development as well as the British values, at the heart of its design, with group discussion, self-expression and the promotion of tolerance (for example working and socialising with other students, including those from different religious, ethnic and socio-economic backgrounds) and respect towards the opinions of others. Each unit of work provided opportunities to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain (through video clips that represent the diversity of ethnic groups in contemporary France and discussion of this).

The curriculum enabled students to be reflective about their own beliefs, to develop the sense of enjoyment in learning about themselves, others and the world around them, use imagination and creativity in their learning: watch videos with young French people, listen to music, imagining their future relationships, comparing French school system and English school system.

The curriculum was planned so that all learners get a good start and are well prepared for the next stage in their education, training or employment.