



Curriculum Intent – French

The purpose of our curriculum	<p>Through the study of French, we aim for pupils to understand, appreciate and value language learning as well as other countries and cultures.</p> <p>The curriculum for French is designed to ensure that all pupils:</p> <p>(a) Understand and respond to spoken and written language from a variety of authentic sources.</p> <p>(b) Develop confidence when speaking French, displaying fluency and spontaneity and finding ways of communicating effectively, including through discussion and asking questions whilst continually improving the accuracy of their pronunciation and intonation.</p> <p>(c) Write and translate at varying lengths, for different purposes, using a variety of grammatical structures.</p> <p>(d) Discover and develop an appreciation of a range of texts in French as well as exploring the differences and similarities between French and English.</p>
How does the curriculum demonstrate progress?	<p>Pupils' progress is achieved through the following core principles:</p> <p>To develop pupils' awareness of grammatical rules and patterns.</p> <p>To enable pupils to acquire the essential skills of memorising vocabulary, analysing texts and understanding implicit language.</p> <p>To develop the skills and attitudes required for further study of languages.</p> <p>To encourage pupils to achieve high standards in a safe, enjoyable and stimulating environment in which all pupils are valued.</p> <p>Through teacher modelling, effective questioning and scaffolding, pupils gain confidence in using key grammatical structures and developing their writing skills. We build on this further with a wide range of tenses and vocabulary, as pupils advance through the Key Stage. As pupils progress through the year and into subsequent years, they should be able to understand and produce language that is more detailed.</p> <p>The French curriculum also aims to create confident and inspired linguists who are able to give descriptions, information and opinions in a variety of contexts and topics. In the first year, pupils develop key skills and learn key vocabulary and grammatical rules and structures.</p>
Curriculum	<p>KS3-Pupils have 2 lessons a fortnight. We focus on grammar points and vocabulary, which are useful in a range of topics as well as at GCSE. For the current Year 9 cohort, our priority in the first term is building pupils' confidence, ability and the passion for language learning. For these reasons, we follow a scheme of work based on the AQA GCSE French in order to build a strong foundation for KS 4. We are making every effort to make up for lost ground and strengthen pupils' knowledge and confidence.</p> <p>KS4 – Key Stage 4 Schemes of Work for French are based on the AQA 2016 specification and syllabus. This is a two to three year course. In order to support pupils in catching up and to ensure that we have covered all topics; we are trying to deliver the whole course in one year by embedding knowledge of essential vocabulary, topics and grammar. The schemes of work aim to reflect pupils' progression throughout the five years. Themes, topics and individual lessons reflect the learning journey pupils make across the academic year. There is a clear link and transition between all themes and topics in order to ensure sequencing and natural progression in pupils' learning and language acquisition.</p>



	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What will be taught?	7	Module 1 All about me Introduce yourself Say where you live, what languages you speak and your nationality Learn numbers and the months of the year Describe your appearance and that of another person Name and describe your favourite object Name some French-speaking parts of the world Reinforcement and extension; listening material; activities based on the video material; revision and assessment preparation for the listening/reading and speaking assessment	Module 2 My world Describe personality Describe your family Give opinions of school subjects Talk about your friends and how long you have known them Talk in detail about your family and home Analyse differences in your personality (past/present) Reinforcement and extension; reading material; activities based on the video material; revision and assessment	Module 3 The world around me Talk about school and where you live Talk about different places to live Talk about leisure activities and personal possessions Talk about animals and colours Describe wild animals Recognise farm animals and sounds Describe favourite animals. Reinforcement and extension; reading material; activities based on the video material; revision and assessment Complete listening/reading and speaking assessments	Module 4 Eating and drinking Talk about food Give opinions of food and drink Talk about your favourite restaurant and order food Understand quantities and recipes Talk about food and art Reinforcement and extension; reading material; activities based on the video material; revision and assessment Easter cultural activities	Module 5 Where I live	Module 6 The media world
	8	Module 1 My look	Module 2 Holidays	Module 3 Sports	Module 4 Jobs	Module 5 New technology	Module 6 The world



		<p>Talk about clothes and say what style you like</p> <p>Talk about the weather and what you wear on different occasions</p> <p>Say how often you do an activity</p> <p>Talk about weekend activities</p> <p>Talk about music and national events</p> <p>Reinforcement and extension; reading material; activities based on the video material; revision and assessment preparation</p>	<p>Talk about usual holidays and preferred holidays</p> <p>Talk about items you take on holiday</p> <p>Talk about dream holidays</p> <p>Describe past holidays and past activities</p> <p>Talk about festivals</p> <p>Reinforcement and extension; reading material; activities based on the video material; revision and assessment</p>	<p>Talk about sports that you like and do</p> <p>Talk about winter and summer sports</p> <p>Talk about leisure activities and active holidays</p> <p>Name parts of the body and talk about sports injuries</p> <p>Talk about sports personalities and international events</p>	<p>Talk about jobs and the qualities needed for certain jobs</p> <p>Talk about ideal jobs</p> <p>Talk about ambitions</p> <p>Talk about part-time jobs</p> <p>Talk about success and failure</p> <p>Easter, cultural activities</p>		
9	<p>Module 1 Who Am I?</p> <p>Identity and culture: Me, my family and friends</p> <p>Revising family and describing people</p> <p>Me, my family and friends:</p> <p>Talking about physical description</p>	<p>Module 2 Leisure Time</p> <p>Free-time activities:</p> <p>Talking about sport</p> <p>Talking about extreme sports</p> <p>Talking about books and reading</p> <p>talking about food preferences</p>	<p>Module 3 Technology in everyday life</p> <p>Talking about your life online (mobiles/online activities)</p> <p>Talking about your life online (social media/internet)</p> <p>Free-time activities:</p>	<p>Module 4 Daily Life</p> <p>Describing your daily life</p> <p>Shopping for clothes</p> <p>Describing festivals and traditions</p> <p>Shopping for a special meal</p> <p>Customs and festivals in French-speaking countries/</p>	<p>Module 5 Where I live</p>	<p>Module 6 Healthy lifestyles</p>	



		Talking about family relationships Talking about friends and what makes a good friend Talking about future relationships. Talking about your life when you were younger Talking about role models	Describing a night out with friends	Talking about actors and films Free-time activities: Talking about television programmes Free-time activities : talking about music preferences	communities: Describing family celebrations		
10							
11	<p>Theme 1 Identity and Culture Ma famille et moi</p> <p>Relationships with family and friends</p> <p>Marriage/partnership</p> <p>Social media</p> <p>Mobile technology</p> <p>Music</p>	<p>Customs/festivals in French-speaking countries</p> <p>Theme 2: Local, national, international and global areas of interest</p> <p>Where I live</p> <p>Charity/voluntary work</p> <p>Healthy living</p>	<p>Global issues</p> <p>The environment</p> <p>Poverty</p> <p>Homelessness</p> <p>Social issues</p>	<p>Travel and tourism</p> <p>Dealing with a hotel stay</p> <p>Talking about holidays (past and future)</p> <p>Travel and tourism: Talking about travelling</p>	<p>Theme 3: Current and future study and employment covers the following four topics:</p> <p>Topic 1: My studies</p> <p>Topic 2: Life at school/college</p> <p>Topic 3: Education post-16</p>		



		<p>Cinema and TV</p> <p>Food and eating out</p> <p>Sport</p>	<p>The environment</p> <p>Holidays</p>		<p>Talking about an ideal holiday</p> <p>Travel and tourism: Saying what you do and did on holiday</p> <p>Booking and reviewing hotels</p> <p>Ordering in a restaurant</p> <p>Ordering in a restaurant</p> <p>Talking about holiday disasters</p> <p>Talking about travelling</p> <p>Type up speaking booklet questions to travel and tourism section</p>	<p>Topic 4: Jobs, career choices and ambitions</p>	
--	--	--	--	--	---	--	--



					Talking about holiday disasters		
What key concepts /core skills / themes are covered each half term?	7	<p>Definite article: <i>le, la, l', les</i></p> <p>How to say 'in' + a country (<i>au, en</i>)</p> <p>Adjectives of nationality</p> <p>How to say dates</p> <p>Present tense of <i>avoir</i> (1st/2nd/3rd person singular)</p> <p>Adjective agreement (masculine plural)</p> <p>Indefinite article: <i>un, une, des</i></p> <p>High-frequency structures: <i>c'est, il est, c'est quoi?</i></p> <p>Present tense of <i>être</i> (<i>je suis, tu es</i>)</p> <p>Adjective agreement (masculine, feminine)</p> <p>Possessive adjectives (<i>mon/ma/mes, ton/ta/tes</i>)</p> <p>Connectives (<i>mais, car, parce que</i>)</p>	<p>Present tense of <i>être</i> (<i>je suis, tu es</i>)</p> <p>Adjective agreement (masculine, feminine)</p> <p>Possessive adjectives (<i>mon/ma/mes, ton/ta/tes</i>)</p> <p>Connectives (<i>mais, car, parce que</i>)</p> <p>Comparisons: <i>plus/moins + adjective + que</i></p> <p>Direct object pronouns (<i>le/la/les</i>)</p> <p><i>Depuis + present tense</i></p>	<p>Use <i>j'</i> with verbs beginning with a vowel</p> <p>Present tense of regular <i>-er</i> verbs (1st/2nd/3rd person singular)</p> <p>Irregular verbs (<i>je vais, je fais</i>)</p> <p>Adjective agreement (masculine, feminine, plural)</p> <p>Present tense of <i>avoir</i></p> <p>Perfect tense: <i>j'ai visité, j'ai vu</i></p> <p>Imperfect tense: <i>c'était</i></p> <p>Plurals of nouns and adjectives</p> <p>Present tense of <i>être</i></p> <p><i>Je voudrais + noun/verb</i></p> <p><i>Il faut + noun/verb</i></p>	<p>The partitive: <i>du/de la/de l'/des</i></p> <p>Present tense of <i>manger</i> and <i>boire</i> (1st/2nd/3rd person singular)</p> <p>Negative forms: <i>ne ... pas/jamais</i></p> <p><i>Pouvoir + infinitive</i></p> <p><i>Je voudrais + noun/verb</i></p> <p><i>Il faut + noun/verb</i></p>		



	<p>Comparisons: <i>plus/moins</i> + adjective + <i>que</i></p> <p>Direct object pronouns (<i>le/la/les</i>)</p> <p><i>Depuis</i> + present tense</p>					
8	<p>Present tense of regular <i>-er</i> verbs (<i>porter</i>)</p> <p>Possessive adjectives (<i>son/sa/ses</i>)</p> <p>Present tense of <i>jouer</i> and <i>faire</i></p> <p>Reflexive verbs (<i>se lever, se coucher</i>)</p> <p>Justify opinions</p> <p>The 12/24 clock</p> <p>Expressing opinions</p> <p>Building sentences using <i>Quand</i></p>	<p>Present tense of <i>-ir</i> verbs (<i>choisir, finir</i>)</p> <p>Present tense of <i>-re</i> verbs (<i>prendre</i>)</p> <p>Near future (<i>je vais prendre</i>)</p> <p>How to say 'in' with countries and cities (<i>en, au, aux, à</i>)</p> <p><i>Je voudrais/J'aimerais</i> + infinitive</p> <p>Perfect tense with <i>avoir</i></p> <p><i>C'était ...</i></p> <p>Perfect tense of <i>aller</i></p>	<p><i>Jouer au/à la/aux ...</i></p> <p><i>Faire du/de la/de l'...</i></p> <p><i>Depuis</i> + present tense</p> <p><i>Je voudrais/J'aimerais</i> + infinitive</p> <p>Perfect tense of <i>aller</i></p> <p><i>J'ai mal au/à la/à l'/aux ...</i></p> <p><i>Pouvoir</i> + infinitive</p>	<p>Masculine and feminine forms of jobs</p> <p>Imperfect tense and the conditional (revision)</p> <p>Use different tenses together</p> <p><i>Si</i> clauses + imperfect tense and conditional (revision) – HIGHER</p> <p><i>Quand</i> with different tenses</p>		
9	<p>Adjectival agreement</p> <p>Possessive adjectives</p> <p>Emphatic pronouns</p> <p>Present tense of regular <i>-er</i> verbs</p> <p>Irregular verbs (<i>avoir</i> and <i>être</i>)</p>	<p>Using <i>depuis</i> + the present tense</p> <p>Relative pronouns</p> <p><i>Qui</i></p> <p>Past tense</p> <p>Perfect tense <i>être</i></p> <p>Irregular perfect tense</p>	<p>Using the comparative</p> <p>Relative pronouns</p> <p><i>Que</i></p> <p>Expressing preferences</p> <p>Present tense irregular</p>	<p>Modal verbs <i>pouvoir</i> and <i>devoir</i></p> <p><i>Cet, ce, cette, ces</i></p> <p>Conditional revision</p> <p>Using a combination of tenses</p> <p>Revising the present tense</p>		



		Using reflexive verbs in the present tense Abstract nouns Relative pronoun : qui Using the near future tense Using the imperfect tense Using three tenses together (present, perfect, near future)	Future tense Using the imperfect tense (setting the scene, and using with perfect)	Using superlative adjectives Past tense Using direct object pronouns le, la, les Comparatives and superlatives Revision of grammar covered in 4 previous weeks	Revising the near future tense Using venir de + infinitive		
11		avoir and être present tense possessive adjectives adjective agreement rules reflexive verbs <i>se disputer/se fâcher/s'entendre avec</i> comparatives <i>plus que/moins que</i> adverbs of frequency regular verbs in present tense	<i>devoir + infinitive</i> <i>il faut + infinitive</i> (compulsory subjects) <i>parce que/car</i> to express reasons perfect tense regular <i>avoir</i> verbs (<i>choisir/décider de/laisser tomber - options</i>) two verbs together eg <i>aimer/aime</i>	Using modal verbs in the conditional Using a combination of tenses Making connections between word types Learning new verbs in the infinitive form Giving arguments for and against Expressing and justifying opinions Improving oral fluency Using the nous form of the verb and notre/nos	Using three time frames Using <i>avant de + infinitive</i> Using demonstrative adjectives and pronouns Use Pluperfect tense		



		<p>direct object pronouns</p> <p>il y a</p> <p>on a</p> <p>c'est</p> <p>prepositions plural</p> <p>partitive</p> <p>article and <i>de</i> after negative</p> <p><i>pouvoir</i> + infinitive</p> <p>expressions of quantity</p> <p>irregular verbs <i>aller/faire</i></p> <p><i>ceux qui</i> + verb</p> <p><i>s'intéresser à</i></p> <p>enhancing descriptions using <i>qui/que/dont</i> demonstrative</p>	<p><i>mieux</i></p> <p><i>préférer</i></p> <p>and superlative in expressing opinions about subjects</p> <p>use of <i>tu</i> and <i>vous</i> in informal/formal exchanges</p> <p>consolidation of present tense including irregular verbs <i>sortir, prendre, mettre, voir, vouloir</i></p> <p>extend range of two verbs together</p> <p>future tense introduced such as weekend plans</p>				
--	--	---	---	--	--	--	--



		adjectives <i>ce, cet, cette, ces</i>	adverbs such as <i>d'habitude/normalement</i> clauses introduced by <i>quand/lorsque</i> and <i>si</i>				
10	No class						