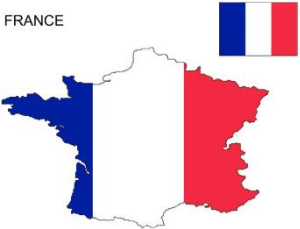






Key Stage 3 French Curriculum Journey:

The curriculum in Year 7 will inspire learners to appreciate French by immersing them into the language and cultural practices of France in order that they can communicate confidently

THE YEAR 7 French CURRICULUM JOURNEY

| | HALF TERM 1 and 2 | HALF TERM 3 and 4 | HALF TERM 5 and 6 |
|---|--|--|---|
| Topic and learning focus | <p>Year 7 Language Rotation <i>(4 weeks of French =12 lessons)</i></p> <p>FRANCE</p>  | <p>My Healthy Lifestyle (Eating / Drinking / Health)</p>  | <p>My Hobbies (Sports / Hobbies / Media)</p>  |
| Foundational Knowledge Prior learning needed | <ul style="list-style-type: none"> primary school fundamental knowledge: numbers, colours, basic greetings ⇒ these are not needed but help students feel more confident with what they will learn. | <ul style="list-style-type: none"> food and drink vocabulary : nouns & adjectives high frequency vocabulary including : opinions, connectives, intensifiers, first verb conjugation, positive / negative adjectives | <ul style="list-style-type: none"> high frequency vocabulary including : opinions, connectives, intensifiers, first verb conjugation, positive / negative adjectives modal : il faut conditional : je voudrais other people's opinions / reasons (using he / she verbs) negative structure : ne ...pas |
| Core Knowledge and skills | <ul style="list-style-type: none"> greetings topic -specific vocabulary from the Knowledge Organiser: food and drinks (cognates) spelling and recognising basic opinion words connectives intensifiers adjectives first person verb conjugation | <ul style="list-style-type: none"> core topic -specific vocabulary from the Knowledge Organiser: food and drinks / numbers / quantity / healthy lifestyle negative structure: ne...pas first person verb conjugation of regular (manger) and irregular verb (boire) third person conjugation of key topic er-verbs frequency words & time phrases using je voudrais + infinitive modal verb : il faut + infinitive Accessing sentence -level material with familiar language | <ul style="list-style-type: none"> core topic -specific vocabulary from the Knowledge Organiser: sports / hobbies / online activities / cinema infinitive structures first and third person verb conjugation with a wide range of regular -er verbs first person conjugation of irregular verbs (faire) comparatives: plus..que time phrases / frequency negative structure (ne pas) applied to new verbs Accessing sentence -level material with familiar language |
| Developmental Knowledge and Skills | <ul style="list-style-type: none"> topic-specific vocabulary from the Knowledge Organisers FR (cognates and unfamiliar vocabulary from EN to FR) first and third person verb conjugation infinitive structures Accessing longer material with familiar language | <ul style="list-style-type: none"> Extended topic-specific vocabulary from the Knowledge Organiser: wider range of vocabulary comparatives wider range of negatives : ne plus / ne ...jamais wider range of modal verb (on doit, on peut) Accessing longer material with familiar language | <ul style="list-style-type: none"> extended topic-specific vocabulary from the Knowledge Organiser: wider range of vocabulary conjugation of er-verbs with all persons irregular verb conjugation wider range of negative structures complex intensifiers narration Accessing longer material with familiar language |



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| Complex Knowledge | <ul style="list-style-type: none"> ● comparatives ● manipulating a wider range of structures and complex vocabulary ● complex opinions : contracting opinions and agree/ disagree ● Accessing longer material including unfamiliar vocabulary | <ul style="list-style-type: none"> ● move between present tense / conditional / use of modals ● understanding and manipulating verbs in all forms (conjugation) ● pairing negative structures and verbs in he/ we/ they forms ● Accessing longer material including unfamiliar vocabulary | <ul style="list-style-type: none"> ● accessing longer material including unfamiliar vocabulary ● complex opinions (me plait) ● subjunctive phrases (as a set phrase) ● superlative (best / better / worst) |
| Links with the National Curriculum | <ul style="list-style-type: none"> ● read and show comprehension of original and adapted materials from a range of different sources ● provide an accurate English translation of short, suitable material | <ul style="list-style-type: none"> ● transcribe words and short sentences that they hear with increasing accuracy ● read literary texts in the language [such as menus / gym material], to stimulate ideas, develop creative expression and expand understanding of the language and culture | <ul style="list-style-type: none"> ● initiate and develop conversations, coping with unfamiliar language and unexpected responses ● discover and develop an appreciation of a range of writing in the language studied ● write using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language |
| Literacy (including reading) | <ul style="list-style-type: none"> ● writing : spellings of key words ● grammar : verb conjugation, infinitive structures ● reading : from sentence level to short paragraphs ● listening : recognising words to sentences ● speaking : pronunciation of words / combination of letters | <ul style="list-style-type: none"> ● writing : accurate spellings on word and sentence levels ● grammar : conjugation in present tense, modals, conditional ● reading / listening : accessing longer material and applying skills to succeed in exam style questions (true / false / nm + who says what + answer in English, etc) ● speaking : sentence level to express opinions / contrast with someone else's | <ul style="list-style-type: none"> ● writing : accurate spellings on word and sentence levels ● grammar : conjugation in present tense, modals, conditional, negative structures ● reading / listening : accessing longer material and applying skills to succeed in exam style questions (true / false / nm + who says what + answer in English, etc) ● speaking : sentence level to express opinions / contrast with someone else's |
| Cultural Capital | <ul style="list-style-type: none"> ● insight of French food and drinks and dishes as well as eating habits ● French speaking countries (food, drinks, eating habits) and extend student's knowledge of the French speaking world. | <ul style="list-style-type: none"> ● insight of French food and drinks ● Introduce typical dishes and meals from French speaking countries ● Introduce French gastronomy (order of the food, the importance of a sit down meal) ● insight of canteen meals and evaluate the difference between England ● Enhance pupils' knowledge about French market traditions, the importance of eating fresh food, show them pictures of markets around France ● Enhance students about the importance of healthy living in general – including an active lifestyle and a balanced diet. Talk about French lifestyles | <ul style="list-style-type: none"> ● enhance cultural knowledge of popular French sports and you can discuss: <ul style="list-style-type: none"> - French football achievements - Women's team achievements (handball, football) - famous French speaking sportsmen and women ● introduce popular French hobbies in different regions of France (petanque, card games, etc.) ● discuss pros and cons of modern technology ● introduce students to French classic films. |
| Social, Moral, Spiritual and Cultural Development | <p>cultural : exposure to popular cuisine from around the World and its popularity cultural : Include key customs and festivals in England and France / French speaking world:</p> <ul style="list-style-type: none"> ● European day of languages ● 11th November ● Christmas / New Year ● Rois Mages | <p>cultural : exposure to popular cuisine from around the World and its popularity Cultural : Include key customs and festivals in England and France / French speaking world:</p> <ul style="list-style-type: none"> ● NYE ● Pancake Day ● Valentine's Day ● Skiing season in France (French mountains), etc. ● Aprils' fool day | <p>Social: discussing likes and dislikes. Using social skills in different contexts Cultural: comparing sports popular in other nations with those popular in Britain cultural : Include key customs and festivals in England and France / French speaking world:</p> <ul style="list-style-type: none"> - May 1st : fête du travail -8th May - Victoire / D DAY - Mental health week - mid June - Healthy eating week - 29th June - LGBT (gay pride, etc) -July 31st : Eid - 14th July - individual liberties |
| Fundamental British Values | <ul style="list-style-type: none"> ● tolerance and respect : Through our study of French- speaking people, we learn to value and tolerate other ways of living | <ul style="list-style-type: none"> ● democracy : respectful of other people's views and lifestyles | <ul style="list-style-type: none"> ● mutual respect : develop our knowledge of how people live in France and other French-speaking countries, we come to respect their different way of life and through comparison, recognise and appreciate our own values more deeply |






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| <p>Assessment</p> | <ul style="list-style-type: none"> vocabulary tests (2 tests) : FR to EN and EN to FR extended piece of writing from the activity workbook produced reading assessment (end of rotation test): texts to read in TL and questions in English. | <ul style="list-style-type: none"> vocabulary tests on language particularly associated with the topic of healthy lifestyles extended pieces of writing from their speaking / writing booklet (on a 2 week basis) particularly associated with the topic of healthy lifestyles writing assessment : 4 questions to answer in the target language particularly associated with the topic of healthy lifestyles | <ul style="list-style-type: none"> vocabulary tests particularly associated with the topic of hobbies extended pieces of writing from their speaking / writing booklet (on a 2 week basis) particularly associated with the topic of hobbies reading (3 reading questions : multiple choice, answer in English, who says what) / listening (multiple choice, answer in English) / translation from FR to EN / grammar assessment (range of key verbs and grammatical structures to translate from EN to FR) particularly associated with the topic of hobbies |
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Key Stage 3 French Curriculum Journey:

The curriculum in Year 8 will consolidate learners ability to communicate in French by immersing them into the language and cultural practices of France in order that they can communicate confidently and fluently

THE YEAR 8 French CURRICULUM JOURNEY

| | <p>HALF TERM 1 and 2</p> | <p>HALF TERM 3 and 4</p> | <p>HALF TERM 5 and 6</p> |
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| <p>Topic and learning focus</p> | <p>Mon école (My school)</p>  | <p>Mes vacances (My holidays)</p>  | <p>Ma ville (My Town)</p>  |
| <p>Foundational Knowledge Prior learning needed</p> | <ul style="list-style-type: none"> High frequency vocabulary including opinions / reasons / intensifiers / connectives / family members regular -er verbs conjugation with I/ she / he irregular verbs: aller, faire, etre et avoir in the "i" form | <ul style="list-style-type: none"> High frequency vocabulary including opinions / reasons / higher opinions (je pense que / a mon avis) / narration / times of the day / intensifiers / connectives / family members present tense : regular -er verbs conjugation with I/ she / he + : irregular verbs: aller, faire, être et avoir in the "i" form négatives : ne...pas | <ul style="list-style-type: none"> High frequency vocabulary including opinions / reasons / higher opinions (je pense que / a mon avis) / sequencers / narration / times of the day / intensifiers / connectives / family members present and past tenses in the I form of regular er verbs + aller present and past time phrases |



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| <p>Core Knowledge and skills</p> | <ul style="list-style-type: none"> ● Core topic -specific vocabulary from the Knowledge Organiser: on school subjects, teachers, school day & times of the day, school buildings and uniform ● adjectival agreement (masc / fem) ● negative “ne ...pas” ● regular -er verb conjugation in the I, he / she forms ● time phrases and sequencers (times / day of the week / first / then / morning / afternoon) ● Accessing sentence -level material with familiar language | <ul style="list-style-type: none"> ● modal : il faut + conditional : je voudrais ● Core topic -specific vocabulary from the Knowledge Organiser: on holiday destinations, mode of transport, weather phrases, holiday activities ● infinitive structures ● conjugation of aller in the I / she / he forms + regular -er verbs with i / he / she + irregular in the I forms ● prepositions for masc / fem words ● sequencers / narration ● weather phrases ● past tense with I (er verbs + aller) ● time phrases + opinion in the past ● Accessing sentence -level material with familiar language | <ul style="list-style-type: none"> ● Core topic -specific vocabulary from the Knowledge Organiser: where I live, places in town, activities in town, past and future plans in town ● weather phrases ● regular / irregular verb conjugation in I / he / she ● descriptions (there is / not) ● modals : on peut ● future time phrases, opinions using “ce sera” + future verbs in the I form ● past time phrases, opinions using “c’etait” + past tense verbs in the I form (including aller) ● Accessing sentence -level material with familiar language |
| <p>Developmental Knowledge and Skills</p> | <ul style="list-style-type: none"> ● Extended topic-specific vocabulary from the Knowledge Organisers. ● comparatives : plus que ● wider adjectival agreement (masc / fem / plur) ● wider range of negatives ● advanced time phrases / more complex times (quarter to) ● agree/ disagree ● conjugation in the we/ they forms ● Accessing longer material with familiar language | <ul style="list-style-type: none"> ● Extended topic-specific vocabulary from the Knowledge Organisers. ● conjugation in the we/ they forms for regular verbs as well as aller ● irregular in I / he / she in the present ● past tense with I / he / she ● use of comparatives (more/ less than) ● agree / disagree ● Accessing longer material with familiar language | <ul style="list-style-type: none"> ● Extended topic-specific vocabulary from the Knowledge Organisers. ● regular / irregular full verb conjugation ● possessive adjectives (our / their) ● modals & negative structures ● conjugation of verbs in the future & past tenses (all forms) ● Accessing longer material with familiar language |
| <p>Complex Knowledge</p> | <ul style="list-style-type: none"> ● higher / more complex opinion phrases (me plait etc) ● reflexive in the I form ● use direct and indirect object pronouns to express opinions (ce qui me plait) ● moving between tenses & use of modals : i study...but i would like to study ...and we must study... ● Accessing longer material including unfamiliar vocabulary | <ul style="list-style-type: none"> ● irregular verbs with we / they ● past tense with we / they ● higher / more complex opinion phrases (me plait etc) ● subjunctive phrases ● superlatives ● someone else’s agreement / disagreement ● Accessing longer material including unfamiliar vocabulary | <ul style="list-style-type: none"> ● higher / more complex opinion phrases, including subjunctive ● complex sequencers/ narration (after having...) ● conjugation of modal verbs (we / they) ● future / past tenses with negatives ● Accessing longer material including unfamiliar vocabulary |
| <p>Links with the National Curriculum</p> | <ul style="list-style-type: none"> ● understand and respond to spoken and written language from a variety of authentic sources ● use accurate grammar, spelling and punctuation ● listen to a variety of forms of spoken language to obtain information and respond appropriately | <ul style="list-style-type: none"> ● transcribe words and short sentences that they hear with increasing accuracy ● read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, | <ul style="list-style-type: none"> ● express and develop ideas clearly and with increasing accuracy, both orally and in writing ● initiate and develop conversations, coping with unfamiliar language and unexpected responses |



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| | | <p>and provide an accurate English translation of short, suitable material</p> <ul style="list-style-type: none"> ● speak coherently and confidently, with increasingly accurate pronunciation and intonation | <ul style="list-style-type: none"> ● read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture |
| Literacy (including reading) | <ul style="list-style-type: none"> ● writing : accurate spellings on word and sentence levels ● grammar : conjugation / negatives / adjectival agreement / infinitive structures ● reading / listening : accessing longer material and applying skills to succeed in exam style questions (true / false / nm + who says what + answer in English, etc) ● speaking : sentence level descriptions + express opinions / contrast with someone else's | <ul style="list-style-type: none"> ● writing : accurate spellings on sentence levels, punctuation narration ● grammar : conjugation / negatives / adjectival agreement / infinitive structures / past tense ● reading / listening : accessing longer material and applying skills to succeed in exam style questions (true / false / nm + who says what + answer in English, answer in French) ● speaking : sentence level descriptions + express opinions / contrast with someone else's + past tense events | <ul style="list-style-type: none"> ● writing : sentence levels, punctuation, using of sequencers and narration ● grammar : conjugation / negatives / adjectival agreement / infinitive structures / past / future tenses ● reading / listening : accessing longer material and applying skills to succeed in exam style questions (true / false / nm + who says what + answer in English, answer in French) ● speaking : sentence level descriptions + express opinions / contrast with someone else's + past / future tense events |
| Cultural Capital | <ul style="list-style-type: none"> ● insight of French schools (what we study) ● French school day (heures de trou, longer days, holidays, etc) ● compare school rules / uniform codes in England and French speaking countries ● consider the French school system – longer days, different school holidays, what a typical school day is like for students there. ● Description of how the school is structured in France (different year groups and primary / secondary / 6th form organisation) | <ul style="list-style-type: none"> ● wider understanding of French speaking countries: common French holiday destinations ● French transport system - metro, RER, TGV ● different school holidays in France - how long they are for and what people usually do | <ul style="list-style-type: none"> ● enhance student's knowledge of the regional diversity of France and French speaking countries ● different landscapes, and what activities you can do in each part of France ● make students aware of remote French islands such as DOM/Tom and mention other French speaking countries (past colonies). ● the future tense section focuses on a future visit to a French city – Paris is chosen here. Take this opportunity to show students famous landmarks of the capital and give its context / history. |
| Social, Moral, Spiritual and Cultural Development | <p>Cultural : compare school systems in other countries with those in the UK</p> <p>Spiritual-ability to be reflective about one's own beliefs that inform their perspective on life and their interest in different faiths, feelings and values</p> <p>Include key customs and festivals in England and France / French speaking world:</p> <ul style="list-style-type: none"> ● European day of languages ● 11th November ● Christmas / New Year ● Rois Mages | <p>Cultural : holiday destination around the world</p> <p>Include key customs and festivals in England and France / French speaking world:</p> <ul style="list-style-type: none"> ● NYE ● Pancake Day ● Valentine's Day ● skiing season in France (French mountains), etc. ● Aprils' fool day | <p>Cultural : Interest in exploring understanding and showing respect a shown by their attitude towards different religious, ethnic and socio-economic groups in the global community</p> <p>Include key customs and festivals in England and France / French speaking world:</p> <ul style="list-style-type: none"> - May 1st : fête du travail -8th May - Victoire / D DAY - Mental health week - mid June - Healthy eating week - 29th June - LGBT (gay pride, etc) -July 31st : Eid - 14th July - individual liberties |






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| Fundamental British Values | <ul style="list-style-type: none"> democracy : respectful of other people’s views and lifestyles | <ul style="list-style-type: none"> tolerance and respect : Through our study of French-speaking people, we learn to value and tolerate other ways of living | <ul style="list-style-type: none"> mutual respect : develop our knowledge of how people live in France and other French-speaking countries, we come to respect their different way of life and through comparison, recognise and appreciate our own values more deeply |
| Assessment | <ul style="list-style-type: none"> vocabulary tests (FR to EN – core + EN to FR - developmental + bonus section on complex knowledge) extended pieces of writing in Target Language from their speaking / writing booklet (on a 2 week basis) particularly associated with the topic of school Listening (multiple choice, who says what, answer in English) / reading (who says what, answer in English) / translation from FR to EN / grammar assessment (key verbs in present tense and grammatical structures to translate from EN to FR) | <ul style="list-style-type: none"> vocabulary tests (FR to EN – core + EN to FR - developmental + bonus section on complex knowledge) extended pieces in Target Language of writing from their speaking / writing booklet (on a 2 week basis) particularly associated with the topic of holidays writing (90 words assessing their knowledge in target language of the writing questions covered in class) in present and past tenses particularly associated with the topic of holidays | <ul style="list-style-type: none"> vocabulary tests (FR to EN – core + EN to FR - developmental + bonus section on complex knowledge) extended pieces in Target Language of writing from their speaking / writing booklet (on a 2 week basis) particularly associated with the topic of my town Listening (multiple choice, answer in English, true, false, not mentioned) / reading (gap fills, multiple choice, answer in English, true false, not mentioned) – in all 3 tenses : present / past / future tenses speaking focus: answer a variety of questions from term 2 + 3 in target language |

Key Stage 3 French Curriculum Journey:

The curriculum in Year 9 will deepen learners to use of French by immersing them into the language and cultural practices of France in order that they can communicate confidently and fluently

THE YEAR 9 French CURRICULUM JOURNEY

| | HALF TERM 1 | HALF TERM 2 | HALF TERM 3 | HALF TERM 4 | HALF TERM 5 | HALF TERM 6 |
|--------------------------|---|-------------|--|-------------|--|-------------|
| Topic and learning focus | <p>Mon Monde Mes Projets <i>(My World / Plans)</i></p>  | | <p>Le Monde Francophone <i>(French Speaking World)</i></p> <ul style="list-style-type: none"> • There are 29 countries that speak French as their official language. • This is equal to over 400 million people • You can communicate with all these people!  | | <p>L'Environnement <i>(Global Issues)</i></p>  | |



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| <p>Foundational Knowledge Prior learning needed</p> | <ul style="list-style-type: none"> ● High frequency vocabulary including opinions / reasons / higher opinions (je pense que / a mon avis) / sequencers / narration / intensifiers / connectives / family members ● present, future and past tenses in the I form of regular er verbs + aller ● present , future and past time phrases / opinions | <ul style="list-style-type: none"> ● High frequency vocabulary including opinions / reasons / higher opinions (je pense que / a mon avis) / sequencers / narration / intensifiers / connectives / family members ● present, future and past tenses in the I form of regular er verbs + aller ● present , future and past time phrases / opinions ● modal verbs : i want | <ul style="list-style-type: none"> ● High frequency vocabulary including opinions / reasons / higher opinions / sequencers / narration / intensifiers / connectives / family members ● present, future and past tenses in the I form of regular er verbs + aller + irregulars ● present , future and past time phrases / opinions ● modal verbs : i want / can / would like |
| <p>Core Knowledge and skills</p> | <ul style="list-style-type: none"> ● Core topic -specific vocabulary from the Knowledge Organiser: hobbies, getting on with family, past celebrations, future plans in town, jobs & career ● infinitive structures ● present tense with I, including reflexive (i get on) ● adjectival agreement (masc / fem) ● past tense with I + time phrases + opinion in the past ● future tense with I + time phrases + opinion in the future ● modal : i want ● Accessing sentence -level material with familiar language | <ul style="list-style-type: none"> ● Core topic -specific vocabulary from the Knowledge Organiser: French festivals, French speaking countries, excursions, past and future traveling plans ● recognise and list what FR people do during traditions (customs) ● move between present / past tense in the I form ● conditional : je voudrais / future tenses in the I form ● consider / recognise assets of french speaking countries ● past descriptions : using there was / were ● Accessing sentence -level material with familiar language | <ul style="list-style-type: none"> ● Core topic -specific vocabulary from the Knowledge Organiser: environmental issues, how to save the planet, eating habits, past and future actions to change the world ● recognise and list environmental issues / solutions ● express personal actions / habits ● negative structures ● express past and future personal actions ● modal verbs: what you must / not do ● Accessing sentence -level material with familiar language |
| <p>Developmental Knowledge and Skills</p> | <ul style="list-style-type: none"> ● Extended topic-specific vocabulary from the Knowledge Organisers. ● asking questions ● complex frequency words ● plural adjective agreement ● possessive pronouns (his / her / their) ● conjugate verbs in present / past / future tenses ● accessing longer material with familiar language | <ul style="list-style-type: none"> ● Extended topic-specific vocabulary from the Knowledge Organisers. ● higher narration phrases ● comparatives / superlatives ● narration of a past celebration ● past / future in the I / she forms ● modals with he / she ● recognising the imperfect and will tenses ● accessing longer material with familiar language | <ul style="list-style-type: none"> ● Extended topic-specific vocabulary from the Knowledge Organisers. ● consider other people’s impact on the environment ● wider range of structures to agree / disagree ● direct object pronouns (ce qui / him / her) ● superlatives ● more complex negatives ● easily move between 3 tenses in one piece ● accessing longer material with familiar language |
| <p>Complex Knowledge</p> | <ul style="list-style-type: none"> ● higher phrases in past and future tenses (ex: reflexive verbs) ● DOP for physical attributes ● conjugation of irregular verbs ● conjugation of modals ● subjunctive structures ● accessing longer material including unfamiliar vocabulary | <ul style="list-style-type: none"> ● reflexive in present and past tenses ● tenses in all forms ● modals in all forms (we / they) ● starting to use imperfect and will tenses in I forms ● accessing longer material including unfamiliar vocabulary | <ul style="list-style-type: none"> ● generic complex structures to discuss environmental issues ● negative structures in all tenses ● move between 5 tenses (present / past / future/ imperfect / will or conditional tenses) ● accessing longer material including unfamiliar vocabulary |
| <p>Links with the National Curriculum</p> | <ul style="list-style-type: none"> ● transcribe words and short sentences that they hear with increasing accuracy ● use accurate grammar, spelling and punctuation ● listen to a variety of forms of spoken language to obtain information and respond appropriately | <ul style="list-style-type: none"> ● can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt ● understand and respond to spoken and written language from a variety of authentic sources | <ul style="list-style-type: none"> ● discover and develop an appreciation of a range of writing in the language studied ● develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues |



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| | <ul style="list-style-type: none"> express and develop ideas clearly and with increasing accuracy, both orally and in writing | <ul style="list-style-type: none"> speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied | <ul style="list-style-type: none"> initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material speak coherently and confidently, with increasingly accurate pronunciation and intonation |
| Literacy (including reading) | <ul style="list-style-type: none"> writing : paragraph levels, punctuation, using of sequencers and narration in all tenses grammar : conjugation / negatives / adjectival agreement / infinitive structures / past / future tenses / modals reading / listening : accessing longer material and applying skills to succeed in exam style questions (true / false / nm + who says what + answer in English, answer in French) speaking : longer sentence level descriptions + express opinions / contrast with someone else's + past / future tense events | <ul style="list-style-type: none"> writing : paragraph levels, punctuation, using of sequencers and narration in all tenses grammar : conjugation / negatives / adjectival agreement / infinitive structures / past / future tenses / modals reading / listening : accessing longer material and applying skills to succeed in exam style questions (true / false / nm + who says what + answer in English, answer in French) speaking : longer sentence level descriptions + express opinions / contrast with someone else's + past / future tense events | <ul style="list-style-type: none"> writing : paragraph levels, punctuation, using of sequencers and narration in all tenses grammar : conjugation / negatives / adjectival agreement / infinitive structures / past / future tenses / modals reading / listening : accessing longer material and applying skills to succeed in exam style questions (true / false / nm + who says what + answer in English, answer in French) speaking : longer sentence level descriptions + express opinions / contrast with someone else's + past / future tense events |
| Cultural Capital | <ul style="list-style-type: none"> Consider hobbies and activities in France and the French speaking world consider what a French teenager would do for their birthday / family and friends celebrations Students can use this topic to reflect on their own career path and consider what they would like to do in the future | <ul style="list-style-type: none"> French festivals and celebrations understanding of French speaking countries and consider the importance of French language across the world insight on other natural sites of exceptions in French speaking countries and activities that tourists can do to discover them. | <ul style="list-style-type: none"> environmental issues at a global level – awareness dangers in the world and of the consequences of man action on nature / animal learners think about their own behaviour to save and protect the planet response to French ads, talk about French / French speaking countries charities and organisations that exist and promote a more environmentally conscious behaviour. |
| Social, Moral, Spiritual and Cultural Development | <p>Cultural/Moral: Different types of family and relationships Include key customs and festivals in England and France / French speaking world:</p> <ul style="list-style-type: none"> European Day of Languages 11th November Christmas / New Year Rois Mages | <p>Cultural: willingness to respond positively to cultural opportunities; interest in exploring and developing understanding of cultural diversity and the extent to which the pupil understands respects and celebrates diversity in the global community Include key customs and festivals in England and France / French speaking world:</p> <ul style="list-style-type: none"> NYE Pancake Day Valentine's Day Skiing season in France (French mountains), etc. Aprils' Fool Fay | <p>Moral: interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoint of others on these issues. Discussing our obligations as individuals or organisations to resolve these issue Include key customs and festivals in England and France / French speaking world:</p> <ul style="list-style-type: none"> - May 1st : fête du travail -8th May - Victoire / D DAY - Mental health week - mid June - Healthy eating week - 29th June - LGBT (gay pride, etc) -July 31st : Eid - 14th July - individual liberties |
| Fundamental British Values | <ul style="list-style-type: none"> democracy: respectful of other people's views and lifestyles | <ul style="list-style-type: none"> tolerance and respect : Through our study of French- speaking people, we learn to value and tolerate other ways of living | <ul style="list-style-type: none"> mutual respect : develop our knowledge of how people live in France and other French-speaking countries, we come to respect |



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| | <ul style="list-style-type: none"> ● Equality: understanding of how we as individuals belong to our communities | <ul style="list-style-type: none"> ● Equality: understanding of how we relate to non-English speaking communities | <p>their different way of life and through comparison, recognise and appreciate our own values more deeply</p> <ul style="list-style-type: none"> ● tolerance and respect for the environment |
| Assessment | <ul style="list-style-type: none"> ● vocabulary tests (FR to EN – core + EN to FR - developmental + bonus section on complex knowledge) ● extended pieces of writing in target language from their speaking / writing booklet (on a 2 week basis) particularly associated with the topic of my world ● baseline test: grammar assessment on key verbs and tenses from English to French | <ul style="list-style-type: none"> ● vocabulary tests (FR to EN – core + EN to FR - developmental + bonus section on complex knowledge) ● extended pieces of writing in target language from their speaking / writing booklet (on a 2 week basis) particularly associated with the topic of the French Speaking World ● reading (multiple choice, who says what, understanding of tenses) / listening (multiple choice, answer in English) / translation from FR to EN / grammar assessment (key verbs in present/ past and future tenses, as well as modal verbs and grammatical structures to translate from EN to FR) | <ul style="list-style-type: none"> ● vocabulary tests (FR to EN – core + EN to FR - developmental + bonus section on complex knowledge) ● extended pieces of writing in target language from their speaking / writing booklet (on a 2-week basis) particularly associated with the topic of Global Issues ● Listening (multiple choice, answer in English, true, false, not mentioned) / reading (gap fills, multiple choice, answer in English, true false, not mentioned) – in all 3 tenses: present / past / future tenses and modal verbs + writing task (90 words covering 4 bullet points in the target language) |



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| <p>Core Knowledge and skills</p> | <ul style="list-style-type: none"> ● Core topic-specific vocabulary from the Knowledge Organiser (Click link above) ● Key verbs in Past, Present and Future ● Key Possessive Forms (Mon/ma/mes/ton/ta tes) ● Avoir and Etre ● Present, Past and Future conjugation in key persons ● Use of devrait être and je voudrais ● adjectival agreement and positioning ● Opinion phrases, opinions at word-level quantifiers and comparative forms ● Core linking (et/mais) ● Reflexive verbs in Je and Il form ● Core narration (d'abord, ensuite, enfin) and key time markers (le weekend dernier) ● 90 Word writing tasks ● Sentence level translation into TL ● Foundation level exam style questions ● Foundation vocabulary French-English | <ul style="list-style-type: none"> ● Core topic-specific vocabulary from the Knowledge Organiser (Click link above) ● Key verbs in past/present and future ● Jouer and Faire du/de le/au/aux ● Quantities ● Adverbs of frequency and time ● Opinion phrases, opinions at word-level quantifiers and comparative form on media, sport ● Negative structures ● Imperfect tense of avoir and être in Je and Il form ● 90 Word writing tasks ● Sentence level translation into TL ● Foundation level exam style questions ● Foundation vocabulary French-English | <ul style="list-style-type: none"> ● Core topic-specific vocabulary from the Knowledge Organiser ● key regular -er verbs in the I/ he / she forms ● use of irregular verbs in the I form ● Opinion phrases, opinions at word-level quantifiers and comparative form on food and health ● simple negative structures ● Devoir and pouvoir in present tense form (on doit) ● 90 Word writing tasks ● Sentence level translation into TL ● Foundation level exam style questions ● Foundation vocabulary French-English | <ul style="list-style-type: none"> ● Core topic-specific vocabulary from the Knowledge Organiser (Click link above) ● Key verbs in past/present and future ● Present tense development (ir/re/re verbs) ● Use of grace a, sans, avec and simple pronouns (moi, elle) ● Future tense with aller ● Conditional with voudrais in je and il form ● Key modal verbs (je peux) ● Core narration (d'abord, ensuite, enfin) and key time markers (le weekend dernier) ● 90 Word writing tasks ● Sentence level translation into TL ● Foundation level exam style questions ● Foundation vocabulary French-English | <ul style="list-style-type: none"> ● Core topic-specific vocabulary from the Knowledge Organiser (Click link above) ● Key verbs in past/present and future ● Adverbs, opinions, quantifiers and comparisons ● Opinions with object pronouns (me plait) ● adverbs of time and place ● Core narration (d'abord, ensuite, enfin) and key time markers (le weekend dernier) ● Agreeing and disagreeing ● Core négatives (ne pas, ne jamais) ● Modals in present tense ● Si clauses in first person ● 90 Word writing tasks ● Sentence level translation into TL ● Foundation level exam style questions ● Foundation vocabulary French-English | <ul style="list-style-type: none"> ● Core topic-specific vocabulary from the Knowledge Organiser (Click link above) ● Key verbs in past/present and future ● Si clauses in present tense ● Passive voice in present tense ● Future 1 ● verbs of liking and disliking ● Core narration (d'abord, ensuite, enfin) and key time markers (le weekend dernier) ● 90 Word writing tasks ● Sentence level translation into TL ● Foundation level exam style questions ● Foundation vocabulary French-English ● walk and talk reading / listening exams |
| <p>Developmental Knowledge</p> | <ul style="list-style-type: none"> ● Extended topic-specific vocabulary from the Knowledge | <ul style="list-style-type: none"> ● Extended topic-specific vocabulary from the Knowledge | <ul style="list-style-type: none"> ● Extended topic-specific vocabulary from the Knowledge Organiser: wider range of vocabulary | <ul style="list-style-type: none"> ● Extended topic-specific vocabulary from the Knowledge Organiser: wider range of vocabulary | <ul style="list-style-type: none"> ● Extended topic-specific vocabulary from the Knowledge Organiser: wider range of vocabulary | <ul style="list-style-type: none"> ● Extended topic-specific vocabulary from the Knowledge Organiser: wider range of vocabulary |



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| <p>ge and Skills</p> | <p>Organiser: wider range of vocabulary</p> <ul style="list-style-type: none"> ● Key verbs in past, present, future and an additional tense ● Wider range of Possessives ● Using irregular, regular and Etre verbs across three time frame ● Using imperfect and perfect together ● Superlatives ● Extended linking (vu que, étant donné que) ● Opinions at sentence level and justifications for yourself and others ● Reflexive verbs in a range of persons ● Direct object pronouns in present and past tense ● Extended narration phrases ● Paragraph level translation into TL ● Cross-over exam-style questions ● Higher vocabulary French - English | <p>Organiser: wider range of vocabulary</p> <ul style="list-style-type: none"> ● Key verbs in past/present and future including irregulars ● Imperfect of a range of verbs in different persons ● Agreeing and disagreeing ● Using a range of negative structures (ne plus, ne que) ● Direct object pronoun phrases (ca me rend) ● Extended narration phrases ● Opinions at sentence level and justifications for yourself and others on media, food, health and sport ● Devoir and pouvoir in conditional tense (on devrait/pourrait) ● Paragraph level translation into TL ● Cross-over exam-style questions ● Higher vocabulary French - English | <ul style="list-style-type: none"> ● Key verbs in past/present and future including irregulars ● Imperfect of a range of verbs in different persons ● Agreeing and disagreeing ● Using a range of negative structures (ne plus, ne que) ● Direct object pronoun phrases ● wider range of modal verbs ● Opinions at sentence level and justifications for yourself and others on food, health and sport ● Devoir and pouvoir in conditional tense (on devrait/pourrait) ● Paragraph level translation into TL ● Cross-over exam-style questions ● Higher vocabulary French - English | <ul style="list-style-type: none"> ● Key verbs in past/present and future including irregulars ● Present tense development (ir/re/re verbs) in a range of persons and high-frequency irregular verbs ● Range of pronouns (moi, toi, lui) ● Future 2 ● Conditional in key persons (je/il/nous) ● Modal verbs in a range of persons ● Subjunctive form bien que ce soit ● Superlative (le danger le plus grave) ● Interrogative adjectives ● Language of pros and cons ● Extended narration phrases ● Paragraph level translation into TL ● Cross-over exam-style questions ● Higher vocabulary French - English | <ul style="list-style-type: none"> ● Key verbs in past/present and future including irregulars ● Opinions with direct and indirect object pronouns and simple subjunctives ● Superlatives including irregular superlative ● Emphatic pronouns ● Direct object pronouns in present and past tense ● Extended narration phrases ● Agreeing and disagreeing for categories of people ● Using language to discuss pros and cons including comparing and contrasting phrases (d'une main) ● Modals in present tense for a variety of persons ● Range of negatives and negatives with modals ● Si clauses in a variety of persons ● Paragraph level translation into TL ● Cross-over exam-style questions ● Higher vocabulary French - English | <ul style="list-style-type: none"> ● Key verbs in past/present and future including irregulars ● Use of ce qui and ce que ● Si clauses with the future tense and conditional and imperfect tense ● Future 2 with Quand and Lorsque ● verbs of liking and disliking in the conditional tense ● Superlatives ● Language of pros and cons ● Extended narration phrases ● Paragraph level translation into TL ● Cross-over exam-style questions ● Higher vocabulary French - English ● walk and talk reading / listening exams - focus on exam skills and strategies |
| <p>Complex Knowledge</p> | <ul style="list-style-type: none"> ● All possessive forms ● Key Verb in all 6 tenses ● Indirect object pronouns | <ul style="list-style-type: none"> ● Key verbs in all 6 tenses ● Moving between time frames in one piece of writing ● Literary texts | <ul style="list-style-type: none"> ● Key verbs in all 6 tenses including reflexive verbs ● Moving between time frames in one piece of writing | <ul style="list-style-type: none"> ● Key Verbs in all 6 tenses ● Low-frequency irregular verbs in present tense in key persons ● Confidence with irregular verbs in future 2 and conditional (j'irai, j'aurai) | <ul style="list-style-type: none"> ● Key Verbs in all 6 tenses ● Imperfect to contrast previous school life with current ● Complex language for discussing pros and cons ● Present participle and After having structure to narrate | <ul style="list-style-type: none"> ● Key Verbs in all 6 tenses ● Confidence with irregular verbs in future 2 and conditional (j'irai, j'aurai) ● More complex language for pros and cons |



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| | <ul style="list-style-type: none"> ● Moving between time frames in one piece of writing ● Using language to discuss pros and cons ● Giving opinions for other categories of people ● Using the language of memories (ca me rappelle de bon souvenirs) ● Reflexive verbs in past tense ● Present participle and After having structure to narrate ● Literary texts ● Longer texts with unfamiliar language ● Higher tier exam style questions ● Using a range of complex phrases and structures found in the Knowledge Organisers | <ul style="list-style-type: none"> ● Longer texts with unfamiliar language ● Higher tier exam style questions ● Using a range of complex phrases and structures found in the Knowledge Organisers | <ul style="list-style-type: none"> ● Subjunctive to discuss consequences of an unhealthy diet (pour que) ● Ue of vaut/vaudrait/faut/faudrait ● Higher tier exam style questions ● Using a range of complex phrases and structures found in the Knowledge Organisers | <ul style="list-style-type: none"> ● Subjunctive form bien que ca puisse etre ● Subjunctive form to express possibility ● More complex language for pros and cons ● allows us to (nous permet de) ● Present participle and After having structure to narrate ● Si clauses ● Literary texts ● Longers texts with unfamiliar language ● Higher tier exam style questions ● Using a range of complex phrases and structures found in the Knowledge Organisers ● Moving between 3 time frames in one piece of writing | <ul style="list-style-type: none"> ● Modals in conditional tense ● Si clauses with irregular conditional forms ● Literary texts ● Longer texts with unfamiliar language ● Higher tier exam style questions ● Using a range of complex phrases and structures found in the Knowledge Organisers ● Moving between 3 time frames in one piece of writing | <ul style="list-style-type: none"> ● Present participle and After having structure to narrate ● Literary texts ● Longer texts with unfamiliar language ● Higher tier exam style questions ● Using a range of complex phrases and structures found in the Knowledge Organisers ● Moving between 3 time frames in one piece of writing ● walk and talk higher reading / listening exams - focus on exam skills and strategies, practice of section B |
| <p>Links with the national curriculum</p> | <p>Listen to and understand articulated, normal speech at normal speed</p> <p>Deepen their knowledge about how language works and enrich their vocabulary to increase independent use and understanding of language in a range of contexts</p> | <p>Express and develop thoughts and ideas fluently</p> <p>Deepen their knowledge about how language works and enrich their vocabulary to increase independent use and understanding of language in a range of</p> | <p>write, express and develop thoughts and ideas with fluency and starting using spontaneity</p> <p>Deepen their knowledge about how language works and enrich their vocabulary to increase independent use and understanding of language in a range of contexts</p> | <p>Be encouraged to make links to other areas of the curriculum</p> <p>Develop ability to communicate confidently and coherently in speech and writing, conveying what they want to say with increasing accuracy</p> | <p>Develop awareness and understanding of the culture and identity of the country and communities where the language is spoken</p> <p>Acquire new knowledge and skills and ways of thinking through the ability to understand and respond to spoken and written material</p> | <p>Develop ability to communicate confidently and coherently in speech and writing, conveying what they want to say with increasing accuracy</p> <p>Develop language learning skills for immediate use and to prepare them for further language study or employment</p> |



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| Literacy (including reading) | <ul style="list-style-type: none"> ● Writing: Accurate spelling and grammar across 3 time frames ● Speaking: Accurate pronunciation in developed answers to questions ● Reading and Listening: Accessing GCSE material and applying exam skills to tackle the different exam style questions | <ul style="list-style-type: none"> ● Writing: Accurate spelling and grammar across 3 time frames ● Speaking: Accurate pronunciation in developed answers to questions ● Reading and Listening: Accessing GCSE material and applying exam skills to tackle the different exam style questions | <ul style="list-style-type: none"> ● Writing: Accurate spelling and grammar across 3 time frames ● Speaking: Accurate pronunciation in developed answers to questions ● Reading and Listening: Accessing GCSE material and applying exam skills to tackle the different exam style questions | <ul style="list-style-type: none"> ● Writing: Accurate spelling and grammar across 3 time frames ● Speaking: Accurate pronunciation in developed answers to questions ● Reading and Listening: Accessing GCSE material and applying exam skills to tackle the different exam style questions | <ul style="list-style-type: none"> ● Writing: Accurate spelling and grammar across 3 time frames ● Speaking: Accurate pronunciation in developed answers to questions ● Reading and Listening: Accessing GCSE material and applying exam skills to tackle the different exam style questions | <ul style="list-style-type: none"> ● Writing: Accurate spelling and grammar across 3 time frames ● Speaking: Accurate pronunciation in developed answers to questions ● Reading and Listening: Accessing GCSE material and applying exam skills to tackle the different exam style questions |
| Cultural Capital | <ul style="list-style-type: none"> ● Le Pacs, Gay mariage ● familial organisations | <ul style="list-style-type: none"> ● Key traditions in France such as La fête nationale, le fête du travail, la fête des Roi ● French singers, television shows and sports popular amongst young French teenagers | <ul style="list-style-type: none"> ● Key traditions in France such as La fête nationale, le fête du travail, la fête des Roi ● French gastronomy and lifestyle habits | <ul style="list-style-type: none"> ● Popular social media platforms for French speakers ● Pages/people to follow online to increase exposure to French ● Familiarisation with key texting terms in French | <ul style="list-style-type: none"> ● Differences between school systems, school days, uniforms and qualifications in France and other French-speaking countries | <ul style="list-style-type: none"> ● The working day in France, the role of Unions ● Jobs and careers in French speaking countries ● The importance of studying languages and French for employment ● French- speaking countries as a gap-year destination |
| Social, Moral, Spiritual and Cultural Development | <p>Social: social skills in context/Socio linguistics (meet, greet, describe, give personal information)</p> <p>Cultural: Interest in exploring and developing understanding of cultural diversity and the extent to which the pupil understands respects and celebrates diversity in the global community</p> | <p>Social: Discussing likes and dislikes / personal interests and hobbies</p> <p>Moral: Exposure to French customs/traditions</p> <p>Cultural: exposure to French traditions/ festivals and sports / music from other countries/comparing sports popular in other</p> | <p>Social: Discussing likes and dislikes/understanding why certain people may take risks</p> <p>Moral: interest in offering views about a healthy lifestyle and being able to understand the viewpoint of others on this</p> <p>Cultural: students getting an insight of French food culture / gastronomy and healthy habits. Exposure to popular</p> | <p>Moral: interest in offering views about moral and ethical issues related to Social Media and online presence and being able to understand the viewpoint of others on these issues</p> <p>Cultural: Greater online exposure to French</p> | <p>Cultural: exposure to French school system and key differences/respect for school systems with differing religious laws (secularism)</p> <p>Spiritual: ability to be reflective about one's own beliefs that inform their perspective on life and their interest in different faiths, feelings and values</p> | <p>Cultural: exposure to French working week and key industries in France</p> <p>Social: Understanding key traits that employers will look for in employees</p> <p>Cultural : Include key customs and festivals in France and the French-speaking world:</p> <ul style="list-style-type: none"> ● Mental Health Week |



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| | <p>Cultural/Moral: Different types of family and relationships</p> <p>Cultural : Include key customs and festivals in France and the French-speaking world:</p> <ul style="list-style-type: none"> ● European day of languages ● Christmas / New Year ● Rois Mages | <p>nations with those popular in Britain/</p> <p>Cultural : Include key customs and festivals in France and the French-speaking world:</p> <ul style="list-style-type: none"> ● toussaint | <p>cuisine from around the World and its popularity</p> <p>Cultural : Include key customs and festivals in France and the French- speaking world:</p> <ul style="list-style-type: none"> ● Christmas / New Year ● Rois Mages | <p>Cultural : Include key customs and festivals in France and the French- speaking world:</p> <ul style="list-style-type: none"> ● NYE ● Pancake Day ● April’s Fool Day ● Valentine’s Day ● Ski season in France | <p>Cultural : Include key customs and festivals in France and the French-speaking world:</p> <ul style="list-style-type: none"> ● NYE ● Pancake Day ● April’s Fool Day ● Valentine’s Day | <ul style="list-style-type: none"> ● Mid - June - Healthy Eating Week ● 29th June LGBT ● 31st July EID ● La fête du travail 1st of May ● Victoire/D Day 8th of May ● La fete nationale 14 the July |
| <p>Fundamental British Values</p> | <p>Mutual Respect and Tolerance, Democracy and Respect of Opinions and Diversity:</p> <p>Discussion of relationships with friends and family members and the qualities that a ‘good’ person has.</p> <p>Curiosity and respect for different customs and traditions of other countries and understand why these differences are present</p> <p>Individual Liberty: Compare and contrast reasons for choosing to marry or not</p> | <p>Mutual Respect and Tolerance and Respect of Opinions and Diversity:</p> <p>Students will be exposed to a range of authentic French television, cinema and music with the opportunities to discuss their opinions and preferences and how certain aspects differ from British norms.</p> | <p>Mutual Respect and Tolerance and Respect of Opinions and Diversity:</p> <p>Students will be reflecting on their own eating / healthy habits and will be encouraged to lead a healthy lifestyle</p> | <p>The Rule of Law: Understanding of the rules and regulations of the on-line World and the consequences if we not not adhere to them</p> <p>Mutual Respect and Tolerance, Democracy and Respect of Opinions and Diversity:</p> <p>Debating the pro’s and con’s of social media and its impact on people’s lives.</p> | <p>Mutual Respect and Tolerance, Democracy and Respect of Opinions and Diversity:</p> <p>Study and Understanding of French and French speaking schools and how the school life and culture differ from England.</p> <p>Debating the pros and cons of differing views on aspects of school life</p> <p>Understanding of how the French-school system is based on the principle of Secularism</p> <p>The Rule of Law: Understanding of the rules within French-school settings</p> <p>Individual Liberty: Arguments for and against wearing Uniform</p> | <p>Individual Liberty: Understanding the 35 hour -working week and also the power of Trade Unions within France</p> <p>Democracy: The Power to Strike in France</p> <p>Mutual Respect, Democracy and Tolerance and Respect of Opinions and Diversity:</p> <p>Study and Understanding of different professions and plans for the future.</p> <p>Debating the pros and cons and opinions of going to university, apprenticeships, gap-years</p> |
| <p>Democracy: We take turns to speak in the classroom, making sure everyone’s voice is heard. We are respectful of other people’s views, even if we don’t agree with them</p> <p>Individual Liberty: Each and every person in the classroom is equal, with the same rights and privileges. No-one has the right to interfere with anyone else’s life, health, freedom or possessions</p> | | | | | | |



The Rule of Law: All students recognise and accept that the school's rules apply in their **MFL** lesson in the same way as they do elsewhere at Ashlawn. All students accept that their teacher is in charge and must apply the rules

Mutual Respect: As we develop our knowledge of how people live in France and other **French -speaking** countries, we come to respect their different way of life and through comparison, recognise and appreciate our own values more deeply

Tolerance and Respect of Opinions and Diversity: Students of all backgrounds and heritages are welcomed and valued in our **French** lessons. Through our study of **French** - speaking people, we learn to value and tolerate other ways of living



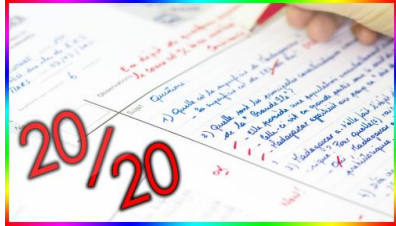
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| Assessment | <ul style="list-style-type: none"> - Vocabulary tests: students will be tested each week on the vocabulary list from the sub-topic they are studying (see KO for vocabulary lists) - extended pieces of writing from their speaking / writing booklet: Students will write answers to key questions linked to the sub-topics they are studying e.g. Describing their family, what makes a good friend, whether they would like to get married, what their favourite tradition is, how they stay fit and healthy. These questions are answered and redrafted within Application of Knowledge and Language Booklets - 90 word writing task on holidays topic across 3 time frames | <ul style="list-style-type: none"> - Vocabulary tests: students will be tested each week on the vocabulary list from the sub-topic they are studying (see KO for vocabulary lists) - extended pieces of writing from their speaking / writing booklet e.g. the advantages and disadvantages of social media, their future study plans, rules within a French School - Reading and Listening exam on topics studied to this point based on a range of question types following GCSE specification (multiple choice, answer in English, Answer in French, P / N / P+N) | <ul style="list-style-type: none"> - Vocabulary tests: students will be tested each week on the vocabulary list from the sub-topic they are studying (see KO for vocabulary lists) - extended pieces of writing from their speaking / writing booklet e.g. describing their work experience, stating where they would go on holiday if they could, narrating negatives and positives of a past holiday - Past GCSE papers in Reading, Listening and Writing |
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Key Stage 4 Curriculum Journey:

The curriculum in Year 11 French will enable learners to develop their ability and ambition to communicate at an increasingly sophisticated level in both written and spoken form across a range of tenses, enabling pupils to offer opinions on societal and global issues as well as offering solutions. It also broadens pupils' horizons by encouraging them to step beyond familiar cultural boundaries to develop new ways of seeing the World.

THE YEAR 11 CURRICULUM JOURNEY

| | Term 1 | Term 2 | Term 3 |
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| Topic and learning focus | <p>Holidays (theme 2) (countries, means of transport, types of accommodation, holiday activities, problems on holiday, the weather, facilities, ideal holidays)</p> <p>Preparation for speaking exam</p> <p>Social issues (theme 2)</p> <p><u>les vacances & charity KO</u></p>  | <p>Home and Town</p> <p>global issues</p> <p>charity reinforcement (social issues)</p> <p>(theme 2)</p> <p>home & town KO</p>  | <p>Revision of all topics</p> <p>+ Preparation for GCSE examinations</p>  |
| Foundation al Knowledge Prior learning needed | <p>- High frequency vocabulary including opinions / reasons / higher opinions / sequencers / intensifiers / connectives / family members / verb conjugation across time frames</p> <p>Groundwork Topic Specific Vocabulary from the Knowledge Organiser</p> | <p>- High frequency vocabulary including opinions / reasons / higher opinions / sequencers / intensifiers / connectives / family members / verb conjugation across time frames</p> <p>Groundwork Topic Specific Vocabulary from the Knowledge Organiser</p> | <p>- a knowledge of the vocabulary and grammatical structures covered throughout the course to be able to tackle exam questions.</p> |
| Core Knowledge and skills | <ul style="list-style-type: none"> ● Core topic-specific vocabulary from the Knowledge Organiser ● Using devoir and pouvoir in present tense in the On form + infinitive ● conditional tense in the JE form ● Using Si clauses and present tense | <ul style="list-style-type: none"> ● Core topic-specific vocabulary from the Knowledge Organiser ● key regular -er verbs in the I/ he / she forms ● use of irregular verbs in the I form ● Opinion phrases, opinions at word-level quantifiers and comparative form on home / town / global issues ● simple negative structures | <p>SPEAKING REVISION FOCUS FOUNDATION TIER</p> <ul style="list-style-type: none"> ● Description of a photo ● Developing answers, prepared in advance, on a photo ● Strategies for focusing on unseen questions during a speaking exam |



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| | <ul style="list-style-type: none"> Opinion phrases, opinions at word-level quantifiers and comparative forms Core narration (d'abord, ensuite, enfin) and key time markers (le weekend dernier) Focus on sentence-level translation, describing a photo and the the 40 and 90 words task Sentence level translation into TL Foundation level exam style questions Foundation vocabulary French-English <p>SOCIAL PROBLEMS</p> <ul style="list-style-type: none"> Core topic-specific vocabulary from the Knowledge Organiser (Click link above) The imperative in the vous and tu form Verbs of possibility Permettre de, vouloir de, devoir and pouvoir, il faut + infinitive Agreeing and disagreeing in a discussion indefinite pronouns The conditional of vouloir and aimer En + present participle Imperfect tense <p>Time spent during this term preparing for the oral examination. Teachers will focus on the different aspects of the examination ensuring pupils have the necessary knowledge and skills to be successful.</p> | <ul style="list-style-type: none"> Discussing measures you take to protect the environment 90 Word writing tasks Sentence level translation into TL Foundation level exam style questions <p>Time spent during this term preparing for the oral examination. Teachers will focus on the different aspects of the examination ensuring pupils have the necessary knowledge and skills to be successful.</p> <p>Time spent during this term doing 'walk and talk' reading, listening and writing exams in preparation for mock exams where teachers demonstrate necessary skills and strategies for the different papers and question types as well as a sharp focus on the skill of writing</p> | <ul style="list-style-type: none"> Presenting information Offering opinions and justifying them Talking across a range of tenses Role play focus <p>LISTENING REVISION FOUNDATION TIER Strategies and focus on</p> <ul style="list-style-type: none"> Choose the correct letter Answers to questions in English Positive and negatives A, B or A and B Completing sentences in English P, N, P and N T, F, NM/ND Answers in French One in three Completing sentences in French Regular testing of foundation level vocabulary <p>READING REVISION FOUNDATION TIER</p> <ul style="list-style-type: none"> Correct letter Complete the sentences in English True or False One in three T, F, N/M Questions and answers in English Three true statements Advantages and disadvantages Which person Answers to questions in French Translation into English of a text P, N, P and N One in three Questions and answers in French Gap fill Regular testing of foundational level vocabulary <p>WRITING REVISION FOUNDATION TIER</p> <ul style="list-style-type: none"> Describing a photo |
| <p>Developmental Knowledge and Skills</p> | <ul style="list-style-type: none"> Extended topic-specific vocabulary from the Knowledge Organiser: wider range of vocabulary Key verbs in past/present and future including irregulars Opinions at sentence level and justifications for yourself and others Extended narration phrases including weather conditions in the past and future Conditional tense in a variety of persons Paragraph level translation into TL Cross-over exam-style questions Higher vocabulary French - English | <ul style="list-style-type: none"> Extended topic-specific vocabulary from the Knowledge Organiser: wider range of vocabulary Key verbs in past/present and future including irregulars Using pouvoir, devoir and vouloir in the conditional from Use of Si clauses + present + future Discussing measures you take, have taken recently and will take in the future to protect the environment as well as what you can/must do Paragraph level translation into TL Cross-over exam-style questions Focus on approaching the 90 word task and complex language including opinions and justifications for the 150 word task | |



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| | <p>SOCIAL PROBLEMS</p> <ul style="list-style-type: none"> ● The subjunctive in present tense ● Using Ce que and Ce qui ● Il vaut/vaudrait mieux ● Recap of negative constructions <p>Time spent during this term preparing for the oral examination. Teachers will focus on the different aspects of the examination ensuring pupils have the necessary knowledge and skills to be successful.</p> <p>Time spent during this term doing ‘walk and talk’ reading, listening and writing exams in preparation for mock exams where teachers demonstrate necessary skills and strategies for the different papers and question types as well as a sharp focus on the skill of writing</p> | <ul style="list-style-type: none"> ● Paragraph level translation into TL ● Cross-over exam-style questions ● Higher vocabulary French - English <ul style="list-style-type: none"> ● 90 / 150 Word writing tasks ● paragraph level translation into TL ● higher level exam style questions <p>Time spent during this term preparing for the oral examination. Teachers will focus on the different aspects of the examination ensuring pupils have the necessary knowledge and skills to be successful.</p> <p>Time spent during this term doing ‘walk and talk’ reading, listening and writing exams in preparation for mock exams where teachers demonstrate necessary skills and strategies for the different papers and question types as well as a sharp focus on the skill of writing</p> | <ul style="list-style-type: none"> ● Sentence level translation across 3 tenses ● 40 word task - present tense and expressing opinions ● 90 word task - 3 tenses across 4 bullet points, expressing opinions |
| Complex Knowledge | <ul style="list-style-type: none"> ● Key Verbs in all 6 tenses ● Using the language of memories (ca me rappelle de bon souvenirs) ● Present participle and After having structure to narrate ● Conditional perfect and pluperfect tense ● Literary texts ● Longer texts with unfamiliar language ● Higher tier exam style questions ● Using a range of complex phrases and structures found in the Knowledge Organisers ● Moving between 3 time frames in one piece of writing ● Literary texts ● Longer texts with unfamiliar language ● Higher tier exam style questions ● Using a range of complex phrases and structures found in the Knowledge Organisers ● Moving between 3 time frames in one piece of writing ● Focus on refining complex language required for the 150 word task and developing opinions and justifications | <ul style="list-style-type: none"> ● Literary texts ● Longer texts with unfamiliar language ● Higher tier exam style questions ● Using a range of complex phrases and structures found in the Knowledge Organisers ● Moving between 3 time frames in one piece of writing ● Focus on refining complex language required for the 150 word task and developing opinions and justifications | |



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| <p>Links with the National Curriculum</p> | <p>Awareness and understanding of the culture and identity of the country and communities where the language is spoken</p> <p>Develop ability to communicate confidently and coherently in speech and writing, conveying what they want to say with increasing accuracy</p> <p>Make links to other areas of the curriculum</p> | <p>Awareness and understanding of the culture and identity of the country and communities where the language is spoken</p> <p>Communicate confidently and coherently in speech and writing, conveying what they want to say with increasing accuracy</p> <p>Express and develop thoughts and ideas spontaneously and fluently</p> <p>Make links to other areas of the curriculum</p> | <p>Express and develop thoughts and ideas spontaneously and fluently</p> <p>Consolidate ability to communicate confidently and coherently in speech and writing, conveying what they want to say with increasing accuracy</p> <p>Consolidate ability to communicate confidently and coherently in speech and writing, conveying what they want to say with increasing accuracy</p> <p>Listen to and understand articulated, normal speech at normal speed</p> |
| <p>Literacy (including reading)</p> | <ul style="list-style-type: none"> ● Writing: Accurate spelling and grammar across 3 time frames ● Speaking: Accurate pronunciation in developed answers to questions ● Reading and Listening: Accessing GCSE material and applying exam skills to tackle the different exam style questions | <ul style="list-style-type: none"> ● Writing: Accurate spelling and grammar across 3 time frames ● Speaking: Accurate pronunciation in developed answers to questions ● Reading and Listening: Accessing GCSE material and applying exam skills to tackle the different exam style questions | <ul style="list-style-type: none"> ● Writing: Accurate spelling and grammar across 3 time frames ● Speaking: Accurate pronunciation in developed answers to questions ● Reading and Listening: Accessing GCSE material and applying exam skills to tackle the different exam style questions |
| <p>Cultural Capital</p> | <ul style="list-style-type: none"> ● familiarisation with French culture through studying French / French holiday destinations ● Popular holiday destinations and cities across the French - speaking world ● Key information about these destinations including population, languages spoken, History, Traditions, Geography and Religion ● Charitable organisations in French Speaking countries such as La Croix Rouge, Abbe Pierre, Les Restos du Coeur and the measure they take | <ul style="list-style-type: none"> ● Familiarisation with French organisations for protecting the environment ● Understanding of France's key priorities in protecting the environment ● Poverty in France - who is affected and reasons for homelessness | <p>Social: discussing likes and dislikes. Using social skills in different contexts</p> <p>Cultural/spiritual: continued exposure to French speaking cities and regions through revision material</p> <p>Cultural : Include key customs and festivals in France and the French- speaking world:</p> <ul style="list-style-type: none"> ● Mental Health Week ● Mid - June - Healthy Eating Week ● 29th June LGBT ● 31st July EID ● La fête du travail 1st of May ● Victoire/D Day 8th of May ● La fete Nationale 14 the July |



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| <p>Social, Moral, Spiritual and Cultural Development</p> | <p>Social: discussing likes and dislikes. Using social skills in different contexts Cultural/Spiritual : The impact of organisations and individuals in protecting the environment Cultural : Include key customs and festivals in England and the francophone World</p> <ul style="list-style-type: none"> ● European day of languages ● Christmas / New Year ● Rois Mages | <p>Social: discussing likes and dislikes. Using social skills in different contexts Cultural/Spiritual : The impact of charitable organisations in the French speaking world Cultural : Include key customs and festivals in England and Spain/Spanish speaking world:</p> <ul style="list-style-type: none"> ● NYE ● Pancake Day/Mardi Gras ● Valentine’s Day ● Aprils’ Fool Day ● Ski season in France | |
| <p>fundamental British Values</p> | <p>Mutual Respect and Tolerance and Respect of Opinions and Diversity: Study and Understanding of French and French-speaking holiday destinations. An appreciation for the Geography and weather in Francophone countries and how this affects people’s lives.</p> <p>Study and Understanding of a range of social problems such as homelessness, unemployment and how these impact people’s lives.</p> <p>The opportunity to develop a greater understanding of the lives of people in some Third World Francophone countries where children do not have the same rights or opportunities as their European Counterparts</p> | <p>Mutual Respect, Democracy and Tolerance and Respect of Opinions and Diversity: Study and Understanding of a range of global environmental issues and how these impact people’s lives and our future The Rule of Law: Understanding the importance of following environmental regulations to protect our planet</p> <p>Study and Understanding of a range of social problems such as homelessness, unemployment and how these impact people’s lives.</p> <p>The opportunity to develop a greater understanding of the lives of people in some Third World Francophone countries where children do not have the same rights or opportunities as their European Counterparts</p> | <p>Mutual Respect, Democracy and Tolerance and Respect of Opinions and Diversity: students will have the opportunity to revisit their opinions and those of others on a range of issues with a particular focus on social media, relationships, social issues and plans for the future.</p> <p>Democracy, Individual Liberty and The Rule of Law: students will have the opportunity to voice their opinions and respect the opinions of their peers and people from French-speaking countries</p> |
| <p>Assessment</p> | <ul style="list-style-type: none"> - Vocabulary tests: students will be tested each week on the vocabulary list from the sub-topic they are studying (see KO for vocabulary lists) - extended pieces of writing from their speaking / writing booklet e.g. describing their work experience, stating where they would go on holiday if they could, narrating negatives and positives of a past holiday / charity - speaking mock 1 - focus on photo card (theme 1) and conversation (theme 3) - Past GCSE papers in Reading, Listening and Writing | <ul style="list-style-type: none"> - Vocabulary tests: students will be tested each week on the vocabulary list from the sub-topic they are studying (see KO for vocabulary lists) - extended pieces of writing from their speaking / writing booklet e.g., social issues concerning them, issues in other countries and what can be done to help. - 90 / 150 word writing task (typically out of (out of 16 or 32) -Past GCSE papers in Reading, Listening and Writing (Foundation Reading out of 60, Listening out of 40, Writing out of 50) (Higher Reading out of 60, Listening out of 50, Writing out of 60) - Speaking mock exam 2: Photo card + role play + and theme 2 (Photo card out of 15, general conversation out of 30) Regular practice of photo cards in class | <ul style="list-style-type: none"> - Vocabulary tests: students will be tested each week on vocabulary linked to the topics being recovered. This will differ depending on the needs of the students. - GCSE papers in Reading, Listening and Writing - Speaking practice in class: Role Play Card, Photo Description Card and General Conversation of topics (Photo card out of 15, general conversation out of 30, role play out of 15) - Regular practice of 90 and 150 word across all 3 themes (out of 16 or 32) - Regular walking/talking exams in class |