



KS3 FRENCH CURRICULUM MAP

Assessment: extended pieces of writing in target language 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)

Assessment: 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)

End of Year Assessments
Will also cover learning that appears across all previous topics that have been studied

Assessment: extended pieces in target 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

le monde francophone

- traditions and 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

l'environnement

- 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

YEAR 10

Assessment: extended pieces in target language 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; speaking focus: answer a variety of questions from term 2 + 3 in target language

mon monde mes projets

- infinitive structures
- present tense with I, including reflexive
- adjectival agreement (masc / fem)
- past tense with I + time phrases + opinion
- future tense with I + time phrases + opinion modal : I want

YEAR 9

ma ville

- weather phrases
- regular / irregular verb conjugation in I / he / she
- descriptions (there is / not)
- modals : on peut
- future time phrases; opinions
- past time phrases; opinions

mes vacances

- infinitive structures
- conjugation of aller
- prepositions for masc / fem words
- sequencers / narration
- weather phrases
- past tense with I (er verbs + aller)
- time phrases + opinion in the past

Assessment: 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

Assessments: extended pieces of writing in target language 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)

My Healthy Lifestyle

- topic -specific vocabulary
- 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

My Hobbies

- 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

YEAR 8

Assessment: vocabulary tests on hobbies; extended pieces of writing from their speaking / writing booklet (on a 2 week basis) on 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)

mon école

- 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)

Language Rotation 'Taster'

- greetings
- topic -specific vocabulary
- spelling and recognising basic opinion words
- connectives
- intensifiers
- adjectives
- first person verb conjugation

YEAR 7

Assessment:

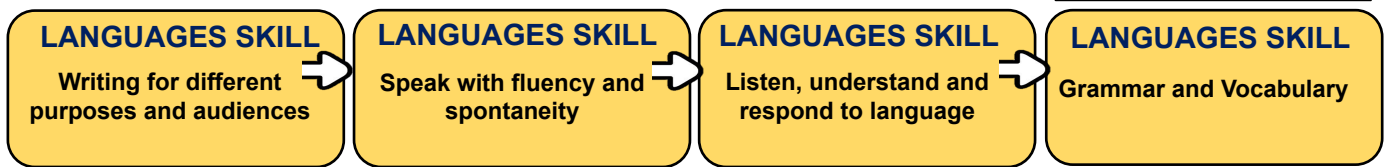
- vocabulary tests associated with the topic of Healthy Lifestyles
- extended pieces of writing from their speaking / writing booklet (on a 2 week basis) on healthy lifestyles
- writing assessment : 4 questions to answer in the target language on healthy lifestyles

Assessment:

- 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.

In each topic...
high frequency vocabulary and core topic-specific vocabulary from the knowledge organisers, and accessing sentence-level material with familiar language.

Complex vocabulary and structures and exposure to unfamiliar vocabulary to deepen and challenge the learning are a feature across the key stage.





KS4 FRENCH CURRICULUM MAP

FURTHER STUDY

A level French

CAREER PATHS

University, Journalism, Writer, Education, Marketing, Researcher, Editorial, Publishing, Researcher, Travel and Tourism

SKILLS

Critical analysis, interpretation, evaluation, creative writing

Assessment: vocabulary tests; extended pieces of writing from their speaking / writing booklet; GCSE papers in Reading, Listening and Writing; mock speaking exams

Assessment: vocabulary tests; extended pieces of writing from their speaking / writing booklet; mini reading and listening papers

Revision and Practice of all Topics

- Description of a photo
- Developing answers, prepared in advance, on a photo
- Strategies for focusing on unseen questions during a speaking exam
- Presenting information
- Offering opinions and justifying them
- Talking across a range of tenses
- Completing sentences in French
- Advantages and disadvantages

Social Problems, Work

- Core topic-specific vocabulary from the Knowledge Organiser
- The imperative in the vous and tu form
- Verbs of possibility
- Permettre de + infinitive
- Agreeing and disagreeing in a discussion
- Vouloir and infinitive form
- indefinite pronouns
- The conditional of vouloir and aimer
- Devoir and pouvoir + infinitive
- Il faut + infinitive
- Imperfect tense of être, avoir and faire
- Recognising the imperfect tense
- Expressions of quantity

Assessment: vocabulary tests from vocabulary lists; extended pieces of writing from their speaking / writing booklet; GCSE papers in Reading, Listening and Writing

Mes etudes

- 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 negatives (ne pas, ne jamais)
- modals in present tense
- Si clauses in first person

Le travail

- passive voice in present tense
- future 1
- verbs of liking and disliking
- key verbs in past/present and future

Les Vacances

- conditional tense in Je form
- opinion phrases, opinions at word-level quantifiers and comparative forms

Home and Town; The Environment

- Core topic-specific vocabulary from the Knowledge Organiser
- Using devoir and pouvoir in present tense in the On form + infinitive
- Using Si clauses and present tense
- Discussing measures you take to protect the environment
- Focus on sentence-level translation, describing a photo and the 40 and 90 words task

YEAR 11

Assessment: Vocabulary tests; extended pieces of writing from their speaking / writing booklet; mini reading and listening papers; 90 / 150 word writing task - choice of topics; GCSE papers in Reading, Listening and Writing

Les réseaux sociaux et la technologie

- 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

Les loisirs et la santé

- verbs in past/present and future
- Jouer and Faire
- du/de le/au/aux
- quantities
- adverbs of frequency and time
- opinion phrases,
- negative structures
- devoir and pouvoir

Ma Famille et Moi Fêtes et Traditions

- 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

YEAR 10

In each topic... high frequency vocabulary and core topic-specific vocabulary from the knowledge organisers, and accessing sentence-level material with familiar language

Assessment: vocabulary tests from vocabulary lists; extended pieces of writing from their speaking / writing booklet; extended reading and listening test on topics covered

Assessment: centralised vocabulary tests on ma famille et moi; centralised vocabulary tests on festivals and traditions; extended pieces of writing in ma famille et moi speaking and writing booklet; extended pieces of writing in festivals and traditions speaking / writing booklet; 90 word writing task on current topic across 3 time frames

LANGUAGES SKILL

Writing for different purposes and audiences

LANGUAGES SKILL

Speak with fluency and spontaneity

LANGUAGES SKILL

Listen, understand and respond to language

LANGUAGES SKILL

Grammar and Vocabulary



KS5 FRENCH CURRICULUM MAP

FURTHER STUDY

Degree course in French

CAREER PATHS

Translator, Journalism, Marketing, Sales, Tourism, Media

SKILLS

Critical analysis, fluency, translation, understanding

Assessment: weekly vocabulary tests; learning of irregular verbs; exam-style listening, reading and translation done in class fortnightly; summative end of term assessment reviewing and deepening the topic of 'teenagers – the right to vote'

Completion of Teenagers, the Right to Vote and Political Engagement Revision and Exam Strategies

- ❑ revisiting topic specific vocabulary and grammar and extensive exam practice according to the three papers
- ❑ Planning for a range of essay titles and increasingly practising essays in times conditions on both the film La Haine and the novel No et Moi
- ❑ using articles as a support to translate longer exercises into French, focusing on key grammar points and translating longer texts into English

Politics and Immigration; Demonstrations and Strikes - Who Holds the Power? Teenagers, The Right to Vote and Political Engagement

- ❑ Explore some of the political issues concerning immigration in francophone countries, the viewpoints of political parties regarding immigration
- ❑ Understand the important role of unions, strikes and protests, the different methods of protesting and attitudes towards strikes, protests and other political tensions

- ❑ Discuss arguments relating to the vote and examine the French political system and the engagement levels of young people and their influence on politics

Assessment: weekly vocabulary tests; essay on main character from the text; exam-style listening, reading and translation done in class fortnightly on the topic of cyber society and French cinema

YEAR 13

Voluntary Work/ A Culture Proud of Its Heritage

**Novel: No et Moi
Film: La Haine**

- ❑ Examine the voluntary sector in France and the range of work volunteers provide
- ❑ Discuss the benefits of voluntary work for those that are helped and how beneficiaries request help
- ❑ Look at the benefits of voluntary work for those that do it and for society as a whole
- ❑ Understand the notion of heritage and heritage preservation on a regional and national scale
- ❑ Consider the ways in which some of the country's most famous heritage sites market themselves
- ❑ Comprehend how heritage impacts upon and is guided by culture in society

Cyber Society/ The Seventh Art (Cinema); Novel: No et Moi; Film: La Haine

- ❑ Describe and discuss how technology has transformed everyday life, the dangers of digital technology, and the different uses of digital technology and discuss possible future developments
- ❑ Consider a variety of aspects of French cinema
- ❑ Consider the major developments in the evolution of French cinema from its beginnings until the present day

Positive Aspects of a Diverse Society; Life for the Marginalised; The Treatment of Criminals

- ❑ Consider the benefits of living in an ethnically diverse society, the need for tolerance and respect of diversity and how we can promote diversity to create a richer world
- ❑ Examine different groups who are socially marginalised, analyse measures to help those who are marginalised, and evaluate contrasting attitudes to people who are marginalised
- ❑ Examine prison and its merits and problems

Assessment: weekly vocabulary tests; learning of irregular verbs; exam-style listening, reading and translation done in class fortnightly; summative end of term assessment for the topics of 'France – a Diverse Society' and 'Life for the Marginalised'

YEAR 12

The Changing Nature of the Family; French contemporary music; Novel : No et Moi; Film: La Haine

- ❑ Describe and discuss trends in marriage and other forms of partnership
- ❑ Consider and discuss the merits of different family structures
- ❑ Consider the relationships between different generations and discuss problems that can arise
- ❑ Consider the popularity of contemporary French music and its diversity of genre and style
- ❑ Consider who listens to contemporary francophone music, how often and by what means

Assessment: weekly vocabulary tests; essay on main character from the text; exam-style listening, reading and translation done in class fortnightly on the topic of voluntary work and the cultural heritage of France

Assessment: summative end of term assessment for the changing nature of the family and for French contemporary music; (r: true/false, comprehension, choose statements; l: comprehension, correct statements, T/F/ND

LANGUAGES SKILL

Writing for different purposes and audiences

LANGUAGES SKILL

Speak with fluency and spontaneity

LANGUAGES SKILL

Listen, understand and respond to language

LANGUAGES SKILL

Grammar and Vocabulary