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| Flat_BL@2x-100 | Wollaston School: 2023/24 Curriculum Map for French.Curriculum Lead: Helen Berry (Andrea White) | cid:image001.png@01D52C2F.ED74AF70 |
| **Curriculum Aim and scope**: The French curriculum will focus on developing the breadth and depth of pupils’ competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It will enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It will at each key stage, provide suitable preparation for further study. |

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| **Year** | **Term** | **Unit** | **Description of what is being taught including end learning goals****Clearly outline substantive knowledge required (not just skills)** | **Links to National Curriculum**  | **Subject Specific Terminology and Key Words** | **phonics** | **Grammar****(plus skills KS4)** | **Prior knowledge (including previous key stage/retrieval required** | **Assessment and Homework**  |
| **Year 7** | 1 | Introducing yourself and others | Greetings, feelings, name and age of self and brothers and sisters and friends, Alphabet, family members, numbers 1-100, EXT how you get on with family. Birthday of self and others, saying where you come from/live | speak coherently and confidently, with increasingly accurate pronunciation and intonation | How to learn vocabulary.Where is French spoken?M and F nounsUse of avoir for age ( is and 3rd person)First and 3rd person etre eg je suis de Term 1 Vocab lists A B and C | Silent e/s/tAiEn an ine/è/er/ch/ille | Use of il y aPossessive nouns eg mon ma mes with people | Links to KS2 language learning can be made but no prior learning required. | 3 X 10 word vocab homework assessed in translation test.ListeningReadingSpeaking |
| **Year 7** | 2 | Introducing yourself and others | Hobbies as m/f nounsExpressing likes and dislikes of self and others with reasons. Writing longer sentences using connectives and justifications – car parce que Write to a penfriend | Translate short written text accurately into the foreign languageWrite creatively to express their own ideas and opinions,Listen to a variety of forms of spoken language to obtain information and respond appropriatelytranscribe words and short sentences that they hear with increasing accuracy | What is a cognate?Term 2 Vocab lists A B and CHow to use connectives to extend sentencesHow to match sound and spelling Aimer adorer and detester | Silent h and utionAu que | Use of infinitives eg jouer au foot and expressing opinionsFirst 3 persons of habiterHow to make a verb negative – eg je n’aime pas Notion of infinitive |  knowledge from term 1 vocab  | 3 X 10 word vocab homework assessed in translation test.ListeningReadingwriting |
| **Year 7** | 3 | Describing people | Describing hair and eyes using appropriate adjectives and EXT additional detail eg glasses/hatDescribing personalityComparing 2 people using plus /moins/aussi que | Initiate and develop conversations, coping with unfamiliar language and unexpected responses, | J’ai les cheveux/yeux plus adjJe porteJe suisJ’aiAs well as il and elle forms | EuxEuse | Using plus , moins aussi que to compare and contrastPosition of adjectives after verb | Retrieve etre 1st and 3rd person term 1And possessive adj term 2 mon/ma/ mesVocab from Term 1 and 2 | 3 X 10 word vocab homework assessed in translation test.ListeningReadingSpeaking |
| **Year 7** | 4 | Describing people | Saying what you and others wear in different settings using core clothes nouns and adjectives.Describe school uniform and give opinions | transcribe words and short sentences that they hear with increasing accuracywrite phrases from memory, and adapt these to create new sentences, to express ideas clearly | Adjective agreement use for objectsClothes vocab and weathers |  | Idea of m and f and pl for objects as well as peopleUse of si + weather + present tense | Retrieve adjective agreement Idea of M and f nouns from term 1Colours from primaryAnd term 3 | 3 X 10 word vocab homework assessed in translation test.ListeningReadingWriting |
| **Year 7** | 5 | Daily Life | Saying what you do in free time, in different weathers.Everyday activities in the home with expressions of timeBeing able to recognise variety questions and respond.  | identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied | Que fais tu le weekend?/si’il fait beau etcQue fais tu le matin/soir |  | Present of regular er verbs whole paradigmTime (basic) | NumbersWeather Sports and hobbies | Translation assessment |
| **Year 7** | 6 | Daily life  | Extending sentences, fluency, and independenceRevision of terms 1-5 | nitiate and develop conversations, coping with unfamiliar language and unexpected responses | Revision of all key vocabulary, grammar and structures T1-5 | Rev of all sound patterns | Revision  | Term 1-5  | Summative assessments from year 7 T1-5 |
| **Year 8** | 1 | Town and future plans | Describing what there is where you live and extended opinions.Francophonie research | use and manipulate a variety of key grammatical structures and patterns | Qu’est ce que on peut faire?InfinitivesPlaces in the town |  | A + def and indef articleInfinitives with modals | Infinitives  | Listening and ReadingTranslationLetter about where you live |
| **Year 8** | 2 | New technologies and current use | Listening to and giving opinions on Francophone music and festivals | identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied | Quelle sorte de musique aimes-tu? Pourquoi?Genres Current francophone orders |  | Future patters of etre /avoir/faireIl y auraIl seraIl fera | Opinions Tense recognition | Listening and ReadingTranslationSpeaking interview |
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| **Year 8** | 3 | Food and drink | Food likes and dislikes,French café cultureBeing able to order snacks and drinks | identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied | Food and drink vocabularyin Hungry caterpillar story |  | Past tense with key verbsMange/ bu/ dansé/ allé/regardé | Tense recognition | Listening and ReadingTranslationWriting an account |
| **Year 8** | 4 | Fashion | Role play shopping for clothes and describing what I wore to a special occasion | identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied | Topic vocabularyRole play phrasesComparativeAnd superlative |  | Plus / moins/aussi | Adj agreementTense recognitionComparative – plus /moins | Listening and ReadingTranslationRole play in clothes shop |
| **Year 8** | 5 | Health and fitness | To be able to say what they do to keep fit and healthyGiving advice and instructionsMake a fitness video | initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address | Topic vocabularyInfinitive structures Il faut/on doitAnd negatives |  | ImperativeModal verbs | InfinitiveRole play structure | Listening and ReadingTranslationWriting  |
| **Year 8** | 6 | End of year revision and project | Revision of year 7 and 8 topics Cultural project on festival/francophonie | use accurate grammar, spelling and punctuation | Year 7 and 8 topic vocab and structures |  |  | All topic vocabulary and grammar | Listening and Reading across topicWriting articles for a magazine |
| **Year 9** | 1 | Environment | To discuss global Environmental issues and local problems Individual actions | ead 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 materialevelop 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 issuesread 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 | Quels sont les plus grands problèmes pour la planète ?Qu’est-ce qu’on peut faire pour protéger pour la planète ?Que fais tu pour l’environnementQu’est ce que tu as fait pour aider l’environnement?Qu’est ce que tu vas faire à l’avenir? Extended opinionsUsing infinitive structuresIl faut + infinitive On doitPresent tense -set verbsTime phrases3 tense recognition of patterns |  | Il faut/on doit + iinfinitives | Recall regular verb patterns | Topic based Listening and Reading tasksTranslation Writing a letter |
|  | 2 | Tourism and holidays | Discussing holidays in different tenses and giving opinionsGCSE style describing a picture |  | Picture description techniqueDécris l’imageQuelles sortes de vacances aimes tu? Pourquoi?Où es tu allé l’année dernière?Qu’est ce que tu as fait?Où iras tu l’année prochaine?Adjective endings( rev)En train de + infinitiveujstified opinionsOn pourraitJ’aimeraisTu aimerais..Use of past tense of regular and irregular verbs Expressing justified opinions in the pastFuture tense of regular and irregular verbsUsing chatty matPALMS |  | Simple future GCSE photo description techniqueInfinitive phrases eg en train de | Tense patterns | Topic based Listening and Reading tasksTranslation based on 3 vocab lists Picture description |
|  | 3 | Cinema and film study | Character descriptionOpinions on film les choristesmaking predictions | listen to a variety of forms of spoken language to obtain information and respond appropriately | Film review phrases from vocab listsOpinion phrasesFuture je vais aimer ..car Near future  |  | Tense consolidationExpressing opinions | Tense patternsOpinion startersAdjective agreement | Topic based Listening and Reading tasksTranslation based on 3 vocab lists Writing a film review |
|  | 4 | Jobs and careers | What jobs you would like to do and whyWhat sort of person you areWhy study a language – link to options choices and Careers weekLink to take your child to work | ead 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 | What skills you develop through language learning.No noun for jobsF/M jobs |  | Avoir phrases eg j’ai de l’ambition | 3 tense patternsAdjectives and agreement | Topic based Listening and Reading tasksTranslation based on 3 vocab lists Job interview |
|  | 5 | Relationships and friends | Ideal friend/partnerFlirting and asking somebody out speaking and writingSpontaneous role play | initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address | Vocab from listsConditional - serait/aurait |  | Spontaneous speech development | Adjective agreementQuestion words | Topic based Listening and Reading tasksTranslation based on 3 vocab lists Writing a letter |
|  | 6 | End of Keystage 3 revision and magazine project | Creating a Teenage magazine | write prose 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 | Revision of Keystage 3 topics |  |  |  | Cross topic Listening and Reading tasksTranslationProducing a magazine |
| **Year** | **Term** | **UNIT** | **Content** | **Links to GCSE themes** | **Subject specific /key questions** |  | **Grammar and Key skills** | **Prior Knowledge** | **ASSESSMENT and HW** |
| **Year 10** | 1 | Who am I?: | relationships; when I was younger; what my friends and family are like;what makes a good friend; interests; socialising with friends and family; role models | GCSE theme 1Identity and culture | Parle-moi de ta famille. Décris-toi un peu.Comment t’entends-tu avec tes parents? Parle-moi de ton/ta meilleur(e) ami(e). C'est quoi n bon ami pour toi?Fais-moi unedescription de quelqu’un dans ta famille.L’année prochaine, qu.est-ce que tu vas faire pour fêter ton anniversaire? Qu’est-ce que tu as fait avec tes amis le week-end dernier? |  | Present tensePossessive adjectivesReflexive verbsgenderAdjectivesPicture descriptionGrammar pattern spotting /awareness and self correctionConversation question preparation technique | Present tense retrieval and paradigm taught at KS3Topic vocab from KS3  | Weekly vocab translation GCSE Style Reading and Listening questions – topic based.90 word writingPicture description Topic conversation |
|  | 2 | Daily Life | customs and everyday life;celebrations and festivals; reading; music; sport; film and television | GCSE Theme 1Identity and culture | Qu’est-ce que tu fais pour fêter ton anniversaire? Tu es allé à une fête récemment? Quelle sorte d’émission préfères-tu à la télévision et pourquoi?Qu’est-ce que tu aimes faire quand tu es avec tes amis?Qu’est-ce que tu as fait le week-end dernier avec tes amis?Tu fais quel sport? |  | Past tense3 tense consolidationPronouns le/la/lesDepuisFuture tense90 word writingGiving extended opinionsTranslation  | Past tense patterns of regular verbsKS3 topic vocab | Weekly vocab translation Reading and Listening past papersExam style writing on topicPicture and conversation |
|  | 3 | School | What school is like: school types; school day; subjects; rules and pressures; celebrating success School activities: school trips; events and exchanges | GCSE Theme 3 School | Parle-moi de ton collège. Quelle est ta matière préférée et pourquoi?Que penses-tu de ton uniforme scolaire et pourqQu’est-ce que tu as fait pendant la récréation hier?Comment trouves-tu la nourriture à? la cantineQu’est-ce que tu vas faire comme A levels? A ton avis, quelles sont les qualités d’un bon prof?Si tu étais le directeur/la directrice de ton collège, qu’est-ce que tu changerais? |  | ImperfectConditionalComparative and superlative*il faut* and *il est interdit de* + infinitive– consolidation of the imperative – using a combination of tenses |  | Weekly vocab translation GCSE Style Reading and Listening questions – topic based.90 word writingPicture description Topic conversation |
|  | 4 | Technology and music | social media and technology (use of, advantages and disadvantages)shopping  | GCSE theme 1 Cultural Identity | Comment utilises-tu internet ? Est-ce que tu utilises les réseaux sociaux comme facebook? Tu pourrais vivre sans ton portable?Est-ce que la mode est importante ?Quelle sorte de musique aimes -tu ?Quelle invention sera utile pour toi à l’avenir ? |  | Tense consolidationNegativesthe present tense of *pouvoir* and *devoir*– using *en*– using *tu* and *vous* appropriately– forming questions– *venir de* + infinitive – using a combination of tensesSpeaking spontaneously | KS3 topic vocab year 8 | Weekly vocab translation Reading and Listening past papersExam style writing on topicPicture and conversation |
|  | 5 | Holidays | Holidays: preferences; experiences; destinations Travel and tourist transactions: travel and accommodation; asking for help and dealing with problemsdirections; eating out; shopping | GCSE Theme 2 Holidays | Où es tu allé l ’annéedernière ? C’était comment?Tu préfères rester dans unhôtel ou faire du camping? Pourquoi?•Qu’est ce que tu vas fairecet été? Avec qui?Parle moi de tes vacances idéales |  | Pluperfect – Subj – recognition and set patternsAvant deApres avoirRole play – forming questionsMark example mocks –past exam recordings | Tense patterns Role play structuresQuestion words | Weekly vocab translation Year 10 exam Full past paper in all 4 skills Chosen topic holidays + unseen from year 10 |
|  | 6 | Health/lifestyle | Healthy lifestyleCross topic revision and end of year exams research cultural aspect | Theme 1 |  |  | ConsolidationExam technique |  | Weekly vocab translation  |
| **Year 11** | 1 | Local area | Town, region and country: weather;places to see; things to dobeing ‘green’; access to natural resources  | Theme 2 local area | Décris-moi ta ville?Qu’est-ce qu’on peut faire dans ta région?Que penses-tu de ta ville / région et pourquoi?Quels sont le problèmes dans ta région?Qu’est-ce que tu as fait le week-end dernier dans ta ville / région? C’était comment?Quels sont les avantages et les avantages de ta ville / région?Qu’est-ce qui a changé récemment dans ta ville / région?Que changerais-tu dans ta ville pour l’améliorer et pourquoi? |  | – il y a and il n’y a pas de– using y– negatives (ne … pas, ne … rien, ne … personne, ne … jamais, ne … plus, ne … que, ne … aucun, ne … ni … ni…)– the imperative– the simple future tense | Revision of negatives Modal verbsRevision of tenses | Weekly vocab translation Topic based Listening and Reading questionsTiered writing question on local areaSpeaking topic local area |
|  | 2 | Global events | Bringing the world together: sports events; music events; campaigns and good causes | GCSE Theme 5International and global events | Que fais-tu pour aider l'environnement? What do you do for the environment?Qu'est-ce que tu as fait récemment pour l'environnemenQuels sont les problèmes les plus importants là où tu habitesPeux-tu me parler d’une association humanitaire que tu connais?Que penses-tu de l’aide internationale?Qu’est-ce que le gouvernement devrait faire pour encourager les gens à être plus écolos? Es-tu déjà allé(e) a un grand événement sportif Qu’est-ce que tu penses des événements sportifsÀ la télévision, est-ce que tu as déjà vu un événement sportif À quel événement sportif / musical international / régional voudrais-tu aller et pourquoi |  | the passive voice– the conditional of modal verbs | KS3 topic vocab/opinion phrases | Weekly vocab translation Full past paper in all 4 skills (usually most recent paper) |
|  | 3 | Jobs and future plans | Using languages beyond the classroom: forming relationships; travel; employment● Ambitions: further study; volunteering; training● Work: jobs; careers and professions | Theme 4 Jobs and future plans | Quels sont tes projets pour l’année prochaineTu as l’intention d’aller à l’université? Quels pays voudrais-tu visiter plus tard et pourquoQuelle serait ta carrière de rêve? Quels seraient les avantages et les inconvénients de travailler à l’étrangerOù as-tu fait ton stage en entrepriseTu veux te marier/ avoir des enfants? |  | Comparative /superlative– *si* clauses– *ce qui…* and *ce que…*– adverbs– using a combination of tenses | Tense patterns  | Weekly vocab translation Weekly writing tasks |
|  | 4 | Revision and Exam focus |  |  | All topic questions  |  | Exemplar material in all skillsUse exam reports – more able |  | Weekly writing assessments |
|  | 5 |  |  |  |  |  |  |  | EXAMS  |
|  | 6 |  |  |  |  |  |  |  |  |
| **Year 12** | 1 | Aspects of French-speaking society: current trend | **Teacher 1****The changing nature of family (La famille en voie de changement**)•• Grands-parents, parents et enfants – soucis et problèmes•• Monoparentalité, homoparentalité, familles recomposées•• La vie de couple – nouvelles tendances**Teacher 2****The ‘cyber-society’ (La « cyber-société »)** Qui sont les cybernautes ?•• Comment la technologie facilite la vie quotidienne•• Quels dangers la « cyber-société » pose-t-elle |  |  |  | Teacher 1GCSE grammar intensive revision and bridging the gapThis first phase of grammar provides intensive practice to help post-GCSE learners to acquire the tools they need for AS/A-level course. They would be able to express themselves without first having memorised what to say or write.Regular and common irregular verbs in present tenseUsing 2 verbs together including verb + à and dePerfect Tense: avoir/ être/ reflexivesTeacher 2 Negative forms of verbs in present tenseImperfect tense – how things used to bePronouns: direct/ indirect object and disjunctive/ emphatic | GCSE tensesRetrieval of how to form tenses using knowledge of patterns | Topic based AS past questions in all skills |
|  | 2 | Aspects of French-speaking society: current trend | **The place of voluntary work (Le rôle du bénévolat)**•• Qui sont et que font les bénévoles ?•• Le bénévolat – quelle valeur pour ceux qui sont aidés ?•• Le bénévolat – quelle valeur pour ceux qui aident? | exam type tasksTopic specific vocabulary based on exam board lists |  |  | Teacher 1Connectives – temporal, and causalConditional and si sentences (Imp / Cond)Future Tense  | Application of exam skills to different topic areas as they develop | Topic based AS past questions in all skills |
|  | 3 | Artistic culture in the French-speaking worldFilm study Au revoir les enfants or La Haine | **A culture proud of its heritage (Une culture fière de son patrimoine)**•• Le patrimoine sur le plan national, régional et local•• Comment le patrimoine reflète la culture•• Le patrimoine et le tourisme | exam type tasksTopic specific vocabulary based on exam board lists |  |  | Teacher 1 Focus on characters and themes. Essay writing skillsTeacher 2 Adjective agreements, comparatives and superlativesSubjunctive: doubt, uncertainty, necessitySi sentences (Pres/ Future)Key structures for oral exam | Application of speaking technique and fact file research to all topic areas | Topic based AS past questions in all skills |
|  | 4 | Artistic culture in the French-speaking world | **Contemporary francophone music (La musique francophone contemporaine**)•• La diversité de la musique francophone contemporaine•• Qui écoute et apprécie cette musique ?•• Comment sauvegarder cette musique ? |  Practice of exam-specific skills and assessment tasks in speaking, essay writing, listening, reading, summary writing and translation into and from target language. |  |  | Teacher 1Question forms and commandsSubjunctive: possibility, verbs of wishing, emotional reactionConditionals of modal verbs |  | MOCK full pat paper |
|  | 5 | Artistic culture in the French-speaking world | **Cinema: the 7th art form (Cinéma : le septième art)**•• Pourquoi le septième art ?•• Le cinéma – une passion nationale ?•• Evolution du cinéma – les grandes lignes | EXAM skills |  |  | Use of infinitive and infinitive structuresSubjunctive: connectives followed bySi sentences (Pluperfect/ Past Conditional) |  | AS exam |
|  | 6 | Literature studyNO et Moi orUn sac de BillesIntroduction to IRP | Focus on characters and themesResearch project |  |  |  | Study skills required for independent research and the development of an independent research action plan  setting targets, milestones and deadlines for the Summer holiday and beyond. |  | Weekly targets for research |
| **Year 13** | 1 | Aspects of French-speaking society: **current issues**Finish Book  | **How criminals are treated (Comment on traite les criminels)** Quelles attitudes envers la criminalité ? La prison – échec ou succès ? D’autres sanctions **Positive features of a diverse society (Les aspects positifs d’une société diverse)**L’enrichissement dû à la mixité ethnique Diversité, tolérance et respect Diversité – un apprentissage pour la vie |  |  |  | Teacher 1Essay writing on Book and analysisTeacher 2listening and reading comprehension skillsvocabulary and grammar speaking skills based on stimulus cardstranslation into and from the target languagesummary writing | Application of essay writing skills from film study | Weekly exam past paper questions in all 4 skills Wider research and topic knowledge. |
|  | 2 | Aspects of French-speaking society: **current issues****Aspects of political life in the French-speaking world** | Quelles attitudes envers les marginalisés ?Life for the marginalised (Quelle vie pour les marginalisés ? ) Qui sont les marginalisés ?Quelle aide pour les marginalisés ?Politics and immigration (La politique et l’immigration) Solutions politiques à la question de l’immigration L’immigration et les partis politiquesL’engagement politique chez les immigrés  |  |  |  | Teacher 1Essay writing on Book and analysisTeacher 2listening and reading comprehension skillsvocabulary and grammar speaking skills based on stimulus cardstranslation into and from the target languagesummary writing |  | Weekly exam past paper questions in all 4 skills Wider research and topic knowledge |
|  | 3 | **Aspects of political life in the French-speaking world** |  Demonstrations, strikes – who holds the power? (manifestations, grèves – à qui le pouvoir ? ) Le pouvoir des syndicats Manifestations et grèves – sont-elles efficaces ? Attitudes différentes envers ces tensions politiques |  |  |  | Intensive practice of skills for exam and assessment: speaking with stimulus card and independent research outcomes | Revision of AS themes  | Weekly exam past paper questions in all 4 skills Wider research and topic knowledge |
|  | 4 | **Aspects of political life in the French-speaking world** | Teenagers, the right to vote and political commitment (Les ados, le droit de vote et l’engagement politique) Pour ou contre le droit de vote ? Les ados et l’engagement politique – motivés ou démotivés ? Quel avenir pour la politique ?Le pouvoir des syndicatsManifestations et grèves – sont-elles efficaces ?Attitudes différentes envers ces tensions politiques |  |  |  | intensive and comprehensive exam preparation.All skills targeted on a timely basis according to the needs and priorities of the schedule of the exams |  Revision of AS themes |  |
|  | 5 | NO NEW CONTENTCOMPLETE REVISION |  |  |  |  |  | Revision of AS themes | A level exam |
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