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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 nouns  Use 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/t  Ai  En an in  e/è/er/ch/ille | Use of il y a  Possessive 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.  Listening  Reading  Speaking |
| **Year 7** | 2 | Introducing yourself and others | Hobbies as m/f nouns  Expressing 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 language  Write creatively to express their own ideas and opinions,  Listen to a variety of forms of spoken language to obtain information and respond appropriately  transcribe words and short sentences that they hear with increasing accuracy | What is a cognate?  Term 2 Vocab lists A B and C  How to use connectives to extend sentences  How to match sound and spelling  Aimer adorer and detester | Silent h and u  tion  Au  que | Use of infinitives eg jouer au foot and expressing opinions  First 3 persons of habiter  How 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.  Listening  Reading  writing |
| **Year 7** | 3 | Describing people | Describing hair and eyes using appropriate adjectives and EXT additional detail eg glasses/hat  Describing personality  Comparing 2 people using plus /moins/aussi que | Initiate and develop conversations, coping with unfamiliar language and unexpected responses, | J’ai les cheveux/yeux plus adj  Je porte  Je suis  J’ai  As well as il and elle forms | Eux  Euse | Using plus , moins aussi que to compare and contrast  Position of adjectives after verb | Retrieve etre 1st and 3rd person term 1  And possessive adj term 2 mon/ma/ mes  Vocab from Term 1 and 2 | 3 X 10 word vocab homework assessed in translation test.  Listening  Reading  Speaking |
| **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 accuracy  write phrases from memory, and adapt these to create new sentences, to express ideas clearly | Adjective agreement use for objects  Clothes vocab and weathers |  | Idea of m and f and pl for objects as well as people  Use of si + weather + present tense | Retrieve adjective agreement  Idea of M and f nouns from term 1  Colours from primary  And term 3 | 3 X 10 word vocab homework assessed in translation test.  Listening  Reading  Writing |
| **Year 7** | 5 | Daily Life | Saying what you do in free time, in different weathers.  Everyday activities in the home with expressions of time  Being 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 etc  Que fais tu le matin/soir |  | Present of regular er verbs whole paradigm  Time (basic) | Numbers  Weather  Sports and hobbies | Translation assessment |
| **Year 7** | 6 | Daily life | Extending sentences, fluency, and independence  Revision 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?  Infinitives  Places in the town |  | A + def and indef article  Infinitives with modals | Infinitives | Listening and Reading  Translation  Letter 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/faire  Il y aura  Il sera  Il fera | Opinions  Tense recognition | Listening and Reading  Translation  Speaking interview |
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| **Year 8** | 3 | Food and drink | Food likes and dislikes,  French café culture  Being 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 vocabulary  in Hungry caterpillar story |  | Past tense with key verbs  Mange/ bu/ dansé/ allé/regardé | Tense recognition | Listening and Reading  Translation  Writing 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 vocabulary  Role play phrases  Comparative  And superlative |  | Plus / moins/aussi | Adj agreement  Tense recognition  Comparative – plus /moins | Listening and Reading  Translation  Role play in clothes shop |
| **Year 8** | 5 | Health and fitness | To be able to say what they do to keep fit and healthy  Giving advice and instructions  Make 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 vocabulary  Infinitive structures  Il faut/on doit  And negatives |  | Imperative  Modal verbs | Infinitive  Role play structure | Listening and Reading  Translation  Writing |
| **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 topic  Writing 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 material  evelop 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  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 | 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’environnement  Qu’est ce que tu as fait pour aider l’environnement?  Qu’est ce que tu vas faire à l’avenir?  Extended opinions  Using infinitive structures  Il faut + infinitive  On doit  Present tense -set verbs  Time phrases  3 tense recognition of patterns |  | Il faut/on doit + iinfinitives | Recall regular verb patterns | Topic based Listening and Reading tasks  Translation  Writing a letter |
|  | 2 | Tourism and holidays | Discussing holidays in different tenses and giving opinions  GCSE style describing a picture |  | Picture description technique  Décris 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 + infinitive  ujstified opinions  On pourrait  J’aimerais  Tu aimerais..  Use of past tense of regular and irregular verbs  Expressing justified opinions in the past  Future tense of regular and irregular verbs  Using chatty mat  PALMS |  | Simple future  GCSE photo description technique  Infinitive phrases eg en train de | Tense patterns | Topic based Listening and Reading tasks  Translation based on 3 vocab lists  Picture description |
|  | 3 | Cinema and film study | Character description  Opinions on film les choristes  making predictions | listen to a variety of forms of spoken language to obtain information and respond appropriately | Film review phrases from vocab lists  Opinion phrases  Future je vais aimer ..car  Near future |  | Tense consolidation  Expressing opinions | Tense patterns  Opinion starters  Adjective agreement | Topic based Listening and Reading tasks  Translation based on 3 vocab lists  Writing a film review |
|  | 4 | Jobs and careers | What jobs you would like to do and why  What sort of person you are  Why study a language – link to options choices and Careers week  Link 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 jobs  F/M jobs |  | Avoir phrases eg j’ai de l’ambition | 3 tense patterns  Adjectives and agreement | Topic based Listening and Reading tasks  Translation based on 3 vocab lists  Job interview |
|  | 5 | Relationships and friends | Ideal friend/partner  Flirting and asking somebody out speaking and writing  Spontaneous 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 lists  Conditional - serait/aurait |  | Spontaneous speech development | Adjective agreement  Question words | Topic based Listening and Reading tasks  Translation 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 tasks  Translation  Producing 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 tense  Possessive adjectives  Reflexive verbs  gender  Adjectives  Picture description  Grammar pattern spotting /awareness and self correction  Conversation question preparation technique | Present tense retrieval and paradigm taught at KS3  Topic vocab from KS3 | Weekly vocab translation  GCSE Style Reading and Listening questions – topic based.  90 word writing  Picture description  Topic conversation |
|  | 2 | Daily Life | customs and everyday life;  celebrations and festivals;  reading; music; sport; film and television | GCSE Theme 1  Identity 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 tense  3 tense consolidation  Pronouns le/la/les  Depuis  Future tense  90 word writing  Giving extended opinions  Translation | Past tense patterns of regular verbs  KS3 topic vocab | Weekly vocab translation  Reading and Listening past papers  Exam style writing on topic  Picture 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 pourq  Qu’est-ce que tu as fait pendant la récréation hier?  Comment trouves-tu la nourriture à? la cantine  Qu’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? |  | Imperfect  Conditional  Comparative 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 writing  Picture 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 consolidation  Negatives  the present tense of *pouvoir* and *devoir*  – using *en*  – using *tu* and *vous* appropriately  – forming questions  – *venir de* + infinitive  – using a combination of tenses  Speaking spontaneously | KS3 topic vocab year 8 | Weekly vocab translation  Reading and Listening past papers  Exam style writing on topic  Picture and conversation |
|  | 5 | Holidays | Holidays:  preferences; experiences; destinations  Travel and tourist transactions:  travel and accommodation;  asking for help and dealing with problems  directions;  eating out;  shopping | GCSE Theme 2 Holidays | Où es tu allé l  ’annéedernière ?  C’était comment?  Tu préfères rester  dans un  hôtel 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 patterns  Avant de  Apres avoir  Role play – forming questions  Mark example mocks –past exam recordings | Tense patterns  Role play structures  Question 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 lifestyle  Cross topic revision and end of year exams  research cultural aspect | Theme 1 |  |  | Consolidation  Exam technique |  | Weekly vocab translation |
| **Year 11** | 1 | Local area | Town, region and country:  weather;  places to see; things to do  being ‘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 verbs  Revision of tenses | Weekly vocab translation  Topic based Listening and Reading questions  Tiered writing question on local area  Speaking topic local area |
|  | 2 | Global events | Bringing the world together:  sports events; music events;  campaigns and good causes | GCSE Theme 5  International 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'environnemen  Quels sont les problèmes les plus importants là où tu habites  Peux-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 sportifs  À 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 prochaine  Tu as l’intention d’aller à l’université?  Quels pays voudrais-tu visiter plus tard et pourquo  Quelle serait ta carrière de rêve?  Quels seraient les avantages et les inconvénients de travailler à l’étranger  Où as-tu fait ton stage en entreprise  Tu 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 skills  Use 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 1  GCSE grammar intensive revision and bridging the gap  This 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 tense  Using 2 verbs together including verb + à and de  Perfect Tense: avoir/ être/ reflexives  Teacher 2  Negative forms of verbs in present tense  Imperfect tense – how things used to be  Pronouns: direct/ indirect object and disjunctive/ emphatic | GCSE tenses  Retrieval 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 tasks  Topic specific vocabulary based on exam board lists |  |  | Teacher 1  Connectives – temporal, and causal  Conditional 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 world  Film 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 tasks  Topic specific vocabulary based on exam board lists |  |  | Teacher 1  Focus on characters and themes. Essay writing skills  Teacher 2  Adjective agreements, comparatives and superlatives  Subjunctive: doubt, uncertainty, necessity  Si 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 1  Question forms and commands  Subjunctive: possibility, verbs of wishing, emotional reaction  Conditionals 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 structures  Subjunctive: connectives followed by  Si sentences (Pluperfect/ Past Conditional) |  | AS exam |
|  | 6 | Literature study  NO et Moi or  Un sac de Billes  Introduction to IRP | Focus on characters and themes  Research 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 1  Essay writing on Book and analysis  Teacher 2  listening and reading comprehension skills  vocabulary and grammar  speaking skills based on stimulus cards  translation into and from the target language  summary 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 politiques  L’engagement politique chez les immigrés |  |  |  | Teacher 1  Essay writing on Book and analysis  Teacher 2  listening and reading comprehension skills  vocabulary and grammar  speaking skills based on stimulus cards  translation into and from the target language  summary 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 syndicats  Manifestations 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 CONTENT  COMPLETE REVISION |  |  |  |  |  | Revision of AS themes | A level exam |
|  |  |  |  |  |  |  |  |  |  |