

Key Stage 3 Curriculum Journey: French

The French curriculum is ambitious and engaging and designed to give all students, the knowledge and cultural capital that they need to succeed. Students will achieve and enjoy French as well as recognise the significance that language learning has upon their journey to becoming successful global citizens. The curriculum will embed key concepts and skills in students' long-term memory effectively and enable them to communicate with increasing confidence in the target language. As a result, students will develop as lifelong learners and culturally rich citizens, learning transferable skills that can help them to achieve success later in life.

			YEAR 7 CURRICULUM	JOURNEY		
	Half Term I	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	9					
	Moi à Wade Deacon	Ma famille et mes amis	Mes loisirs	La vie d'une vedette	Ma maison	Mon école
	(Me in Wade Deacon)	(My family and my friends)	(My hobbies)	(The life of a celebrity)	(My house)	(My school)
	Democratic Republic of Congo	Benin	Switzerland	Monaco	Cameroon	Cambodia
Key Knowledge, Skills & Understanding	 Transactional language. Greetings. Classroom vocabulary. Components of a sentence. Conjugation of avoir and être (I/one focus). Pronouns. Personality and physical self-description vocabulary. Numbers. Adjectives and their use. L/S/R/W practice 	 Transactional language. Family members. Components of a sentence. Pronouns. Conjugation of avoir and être (he/she/they focus). Physical/personality description vocabulary. Possessive adjectives. Adjectives and their use. Components of a sentence. The basic formula for extended sentences. L/S/R/W practice. 	 Transferrable language. Hobbies' vocabulary. Sport vocabulary. Opinions. Pronouns. Components of a sentence. Conjugation of -er verbs (I/one focus) Conjugation of faire (I/one focus). Use of à/de. The formula for extended sentences. L/S/R/W practice. 	 Transferrable language. Celebrity vocabulary. Components of a sentence. Pronouns. Conjugation of avoir and être (he/she/they focus). Physical/personality description vocabulary. Adjectives and their use. Components of a sentence. The basic formula for extended sentences. Extended descriptions. L/S/R/W practice. 	 Transferrable language. House vocabulary. Components of a sentence. Pronouns. Use of il y a, on a, nous avons. Conjugation of -er verbs. Opinions. Adjectives and their use. Negatives. Prepositions. Examples of the conditional/imperfect tense introduced. The formula for extended sentences. L/S/R/W practice. 	 Transactional language. Transferrable language. School vocabulary. Subjects and teacher vocabulary. 12/24hr clock. Components of a sentence. Conjugation of avoir and être. Conjugation of -er verbs. Simple/immediate future tense introduced. Opinions. Adjectives and their use. The formula for extended sentences. L/S/R/W practice.
KS3 National Curriculum Links	 Listen to spoken language to obtain information and respond appropriately. Initiate and develop conversations, speaking coherently and confidently, Read and show comprehension of materials and provide an accurate English translation of short, suitable material. Write prose using an increasingly wide range of grammar and vocabulary and translate short written text accurately into the foreign language. 	 Listen to spoken language to obtain information and respond appropriately. Initiate and develop conversations, speaking coherently and confidently, Read and show comprehension of materials and provide an accurate English translation of short, suitable material. Write prose using an increasingly wide range of grammar and vocabulary and translate short written text accurately into the foreign language. 	 Listen to spoken language to obtain information and respond appropriately. Initiate and develop conversations, speaking coherently and confidently, Read and show comprehension of materials and provide an accurate English translation of short, suitable material. Write prose using an increasingly wide range of grammar and vocabulary and translate short written text accurately into the foreign language. 	 Listen to spoken language to obtain information and respond appropriately. Initiate and develop conversations, speaking coherently and confidently, Read and show comprehension of materials and provide an accurate English translation of short, suitable material. Write prose using an increasingly wide range of grammar and vocabulary and translate short written text accurately into the foreign language. 	 Listen to spoken language to obtain information and respond appropriately. Initiate and develop conversations, speaking coherently and confidently, Read and show comprehension of materials and provide an accurate English translation of short, suitable material. Write prose using an increasingly wide range of grammar and vocabulary and translate short written text accurately into the foreign language. 	 Listen to spoken language to obtain information and respond appropriately. Initiate and develop conversations, speaking coherently and confidently, Read and show comprehension of materials and provide an accurate English translation of short, suitable material. write prose using an increasingly wide range of grammar and vocabulary and translate short written text accurately into the foreign language.
MAPs	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, dictation, speaking etc.) and one extended response.	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, dictation, speaking etc.) and one extended response.	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, dictation, speaking etc.) and one extended response.	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, dictation, speaking etc.) and one extended response.	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, dictation, speaking etc.) and one extended response.	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, dictation, speaking etc.) and one extended response.



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			YEAR 8 CURRICULUM				
	Half Term I	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
Topic	★						
	Ma maison (My house) Togo	La technologie (Technology) Belgium	Ma ville (My town) Haiti	Mes vacances (My holidays) Madagascar	Ma santé (My health) Luxembourg	Le divertissement (Entertainment) Burkina Faso	
Key Knowledge, Skills & Understanding	 Transferrable language. House vocabulary. Components of a sentence. Pronouns. Use of il y a, on a, nous avons. Conjugation of -er verbs. Opinions. Adjectives and their use. Negatives. Prepositions. Examples of the conditional/imperfect tense introduced. The formula for extended sentences. L/S/R/W practice. 	 Transferrable language. Technology vocabulary. Conjugation of -er verbs. Conjugation of the pouvoir verb. Conjugation of verbs in the simple future tense. Negatives. Use of modal verbs (on). Application of 3-time frames. Components of a sentence. The formula for extended sentences. L/S/R/W practice. 	 Transferrable language. Conversational language. Town vocabulary. Conjugation of the pouvoir verb. Opinions. Directions. Prepositions. The imperative. Adjectives and their use. Negatives. The formula for extended sentences. L/S/R/W practice. 	 Conversational language. Transferrable language. Holiday vocabulary. Weather vocabulary. Conjugation of avoir and être. Introduction of the perfect tense. Components of a sentence. The formula for extended sentences. L/S/R/W practice. 	 Conversational language (health). Food and drink vocabulary. Health (exercise etc.) vocabulary. Conjugation of verbs in 3-time frames. Modal verbs. Imperatives. Negatives. Higher level opinions. The formula for extended sentences. L/S/R/W practice. 	 Transferrable language. Conversational language. Entertainment vocabulary (films/music/TV/reality TV). Conjugation of -er verbs. Conjugation of the pouvoir verb. Negatives. Use of modal verbs. Application of verbs 3-time frames. Conditional tense. Components of a sentence. The formula for extended sentences. L/S/R/W practice. 	
KS3 National Curriculum Links	 Listen to spoken language to obtain information and respond appropriately. Initiate and develop conversations, speaking coherently and confidently, Read and show comprehension of materials and provide an accurate English translation of short, suitable material. Write prose using an increasingly wide range of grammar and vocabulary and translate short written text accurately into the foreign language. 	 Listen to spoken language to obtain information and respond appropriately. Initiate and develop conversations, speaking coherently and confidently, Read and show comprehension of materials and provide an accurate English translation of short, suitable material. Write prose using an increasingly wide range of grammar and vocabulary and translate short written text accurately into the foreign language. 	 Listen to spoken language to obtain information and respond appropriately. Initiate and develop conversations, speaking coherently and confidently, Read and show comprehension of materials and provide an accurate English translation of short, suitable material. Write prose using an increasingly wide range of grammar and vocabulary and translate short written text accurately into the foreign language. 	 Listen to spoken language to obtain information and respond appropriately. Initiate and develop conversations, speaking coherently and confidently, Read and show comprehension of materials and provide an accurate English translation of short, suitable material. Write prose using an increasingly wide range of grammar and vocabulary and translate short written text accurately into the foreign language. 	 Listen to spoken language to obtain information and respond appropriately. Initiate and develop conversations, speaking coherently and confidently, Read and show comprehension of materials and provide an accurate English translation of short, suitable material. Write prose using an increasingly wide range of grammar and vocabulary and translate short written text accurately into the foreign language. 	 Listen to spoken language to obtain information and respond appropriately. Initiate and develop conversations, speaking coherently and confidently, Read and show comprehension of materials and provide an accurate English translation of short, suitable material. Write prose using an increasingly wide range of grammar and vocabulary and translate short written text accurately into the foreign language. 	
MAPs	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, dictation, speaking etc.) and one extended response.	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, dictation, speaking etc.) and one extended response.	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, dictation, speaking etc.) and one extended response.	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, dictation, speaking etc.) and one extended response.	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, dictation, speaking etc.) and one extended response.	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, dictation, speaking etc.) and one extended response.	



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YEAR 9 CURRICULUM JOURNEY								
	Half Term I	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6		
Lopic				34				
	Mes rapports familials (Relationships)	Ma Région (My region)	Ma vie au lycée (My life at school)	Mes ambitions (My ambitions)	La culture française (French culture)	Une visite à (A visit to)		
	Central African Republic	Morocco	Senegal	Cote d'Ivoire	France	Seychelles		
	Transactional language.	Transactional language.	Transactional language.	Transferrable language.	Transferrable language	Transferrable language.		
b0	 Transferrable language. Family relationships' vocabulary. Conjugation of avoir and être. 	 Transferrable language. Region vocabulary. Imperfect tense. 	 Transferable language. School life vocabulary (uniform, rules, facilities). 	 Career vocabulary. Conjugation of verbs in 3 tenses (perfect/simple/present). 	 Culture vocabulary (traditions, and culture etc.). Film, TV, Media vocabulary. Conjugation of verbs in 3 tenses 	 Conversational language. Travel vocabulary. Conjugation of the pouvoir v 		
unding	 Conjugation of reflexive verbs (je/on). Adjectives and their use. 	 Conjugation of the pouvoir verb in different tenses. Adjectives and their use. Negatives. 	 Conjugation of verbs in 3 tenses (perfect/simple/present). Higher level opinions. Modal verbs in the present tense. 	 Introduction of irregular verb conjugation in 3 tenses. Modal verbs in 3 tenses. 	(perfect/simple/present).Use of modal verbs in the present	 Negatives. Higher level opinions. Application of verbs in 3-time frames. 		
ersta	Negatives.Idioms using avoir.	Prepositions.Idioms.	Negatives.Imperatives.	Negatives.Higher level vocabulary for the formula.	tense.Negatives.Higher level opinions.	• Introduction to the condition and imperfect tenses.		
Understa	 Higher level opinions. The formula for extended sentences. 	 Higher level opinions. The formula for extended sentences. 	Idioms.Higher level opinions.The formula for extended sentences.	Adjectival agreement review.Higher level opinions.Idioms	Idioms.The formula. L/S/R/W practice and application.	Idioms.Higher level vocabulary for t formula.The formula for extended		
જ	L/S/R/W practice.	L/S/R/W practice.	 L/S/R/W practice. 	 The formula for extended sentences. L/S/R/W practice. 		sentences. • L/S/R/W practice and application of key strategies.		
S	 Listen to spoken language to obtain information and respond appropriately. Initiate and develop 	 Listen to spoken language to obtain information and respond appropriately. Initiate and develop 	 Listen to spoken language to obtain information and respond appropriately. Initiate and develop 	 Listen to spoken language to obtain information and respond appropriately. Initiate and develop 	 Listen to spoken language to obtain information and respond appropriately. Initiate and develop 	 Listen to spoken language to obtain information and responsible appropriately. Initiate and develop 		
Link	 conversations, speaking coherently and confidently, Read and show comprehension of materials and provide an 	conversations, speaking coherently and confidently, Read and show comprehension of materials and provide an	conversations, speaking coherently and confidently, Read and show comprehension of materials and provide an	conversations, speaking coherently and confidently, Read and show comprehension of materials and provide an	conversations, speaking coherently and confidently, Read and show comprehension of materials and provide an	 conversations, speaking coherently and confidently, Read and show comprehens of materials and provide an 		
culum	accurate English translation of short, suitable material.Write prose using an increasingly	accurate English translation of short, suitable material. Write prose using an increasingly	accurate English translation of short, suitable material.Write prose using an increasingly	accurate English translation of short, suitable material.Write prose using an increasingly	accurate English translation of short, suitable material. Write prose using an increasingly	accurate English translation short, suitable material.Write prose using an increas		
Curric	wide range of grammar and vocabulary and translate short written text accurately into the	wide range of grammar and vocabulary and translate short written text accurately into the	wide range of grammar and vocabulary and translate short written text accurately into the	wide range of grammar and vocabulary and translate short written text accurately into the	wide range of grammar and vocabulary and translate short written text accurately into the	wide range of grammar and vocabulary and translate sho written text accurately into t		
	foreign language.	foreign language.	foreign language.	foreign language.	foreign language.	foreign language.		
	2 MAPs per half-term; 1 focused on a targeted skill (translation,	2 MAPs per half-term; 1 focused on a targeted skill (translation,	2 MAPs per half-term; 1 focused on a targeted skill (translation,	2 MAPs per half-term; 1 focused on a targeted skill (translation,	2 MAPs per half-term; 1 focused on a targeted skill (translation,	2 MAPs per half-term; 1 focused targeted skill (translation,		
	grammar, dictation, speaking etc.) and one extended response.	grammar, dictation, speaking etc.) and one extended response.	grammar, dictation, speaking etc.) and one extended response.	grammar, dictation, speaking etc.) and one extended response.	grammar, dictation, speaking etc.) and one extended response.	grammar, dictation, speaking etc and one extended response.		