

## FRENCH KEY STAGE 3 CURRICULUM OVERVIEW

By the end of Key Stage 3, students should:

<b>Know</b>	<i>Students are expected to gain an increasingly broad vocabulary and understanding of sentence structure and grammatical concepts, including three tenses, which allows them to communicate coherently about a range of personal and wider world topics. Students will develop the skills to enable them to ask and respond to simple questions based on their personal experiences in the present day, the past and the future. They will secure an increasingly accurate level of pronunciation and comprehension of commonly used sound-symbol correspondences.</i>
<b>Do</b>	<i>Students will be able to use a variety of high-frequency verbs in three tenses to discuss a range of topics as well as expressing and justifying opinions using a range of positive and negative adjectives. Students will be able to apply their knowledge of different sound-symbol correspondences to unknown vocabulary to ensure accurate pronunciation. Students will be able to give brief written and verbal responses in the target language and will develop their listening and reading comprehension skills. Students will be able to use their existing knowledge of English and target language vocabulary to decode unfamiliar words in new contexts to aid comprehension.</i>
<b>Appreciate</b>	<i>Students will broaden their knowledge and understanding of the world around them including different Francophone cultures, promoting a culture of tolerance and understanding. They will appreciate the cultural norms of Francophone countries including polite forms of address. Pupils will access a curriculum that is diverse, representative and inclusive.</i>

### Curriculum coverage

	Topic	Sub topics	Coverage	
Year 7	<b>Me and my family</b>	<i>Giving personal information</i>	<i>Giving and asking for personal information such as name, age and birthday</i>	
		<i>Talking about family</i>	<i>Talking about who is in your family and your pets</i>	
		<i>Physical descriptions</i>	<i>Describing yourself and family members physically including hair colour, eye colour and height</i>	
	<b>My hobbies and passions</b>	<i>Opinions of nouns (TV + film)</i>	<i>Expressing a range of opinions about nouns including TV shows and films</i>	
		<i>Opinions of verbs (technology)</i>	<i>Expressing a range of opinions of verbs including things you do with technology</i>	
		<i>Sports and hobbies</i>	<i>Talking about sports and activities you do and don't do</i>	
	<b>My home and town</b>	<i>Where you live</i>	<i>Describing your town and local area. Saying what there is in your town and describing the weather</i>	
		<i>Plans for the weekend</i>	<i>Using the near future tense to talk about where you will go next weekend in your town</i>	
		<i>Activities in town – present and future</i>	<i>Using a range of verbs to say which activities you can and cannot do in your town. Using the near future tense to talk about future plans in your town</i>	
Year 8	<b>My school life</b>	<i>Talking about your school</i>	<i>Describing items in the classroom. Giving opinions of school subjects. Describing school uniform</i>	
		<i>School routine</i>	<i>Using the present tense to say what you do at school. Using reflexive verbs to talk about your morning routine before school</i>	
		<i>French vs. English schools</i>	<i>Comparing and contrasting the school systems in both countries</i>	
	<b>Holidays and festivals</b>	<i>Holidays in the past – regular verbs</i>	<i>Saying where you visited and what you did on holiday – regular –er verbs</i>	
		<i>Holidays in the past – irregular verbs</i>	<i>Saying what you did on holiday in the past – irregular verbs</i>	
		<i>Holidays in the past</i>	<i>Using all forms of the past tense to talk holistically about a past holiday – where you went, who with, what you did, what you thought of it</i>	
	<b>Gastronomy and food</b>	<i>Les vacances du petit Nicholas</i>	<i>Studying a French film and writing a postcard in the past tense</i>	
		<i>Breakfast foods</i>	<i>Saying what you eat for breakfast. Comparison of typical English and French breakfasts</i>	
		<i>Ordering food</i>	<i>Ordering different quantities of food at a market. Ordering food and drink in a café</i>	
Year 9	<b>Work and future plans</b>	<i>Eating habits</i>	<i>Discussing vegetarianism and describing eating habits – saying what you eat and don't eat</i>	
		<i>Chores and housework</i>	<i>Saying what you have to do to help around the house</i>	
		<i>Part time jobs</i>	<i>Discussing part time jobs and earning money</i>	
	<b>Music</b>	<i>Future career plans</i>	<i>Discussing which job you would like to do in the future using the near future tense</i>	
		<i>Songs and instruments</i>	<i>Discussing what instruments you play and describing different songs/artists</i>	
		<i>Types of music</i>	<i>Describing and comparing different genres of music</i>	
	<b>The world around us</b>	<i>A past visit to a concert</i>	<i>Describing a past visit to a concert, what you did and what it was like</i>	
		<i>Environmental problems</i>	<i>Discussing a range of environmental problems to say which is the biggest problem</i>	
		<i>Animal protection</i>	<i>Discussing what we must do to protect nature and animals</i>	
<i>Personal engagement</i>				<i>Saying what you have done to help the environment and what you would like to do in the future</i>

### Wider Key Stage 3 Curriculum

Homework expectations: Weekly SatchelOne quiz

Authentic resources: Monsieur Madame books (Y7), Les vacances du Petit Nicholas film (Y8)

Trips: Normandy coast French trip (Year 8)

House Competitions: European Day of Languages (26<sup>th</sup> September)

## FRENCH KEY STAGE 4 CURRICULUM OVERVIEW

By the end of Key Stage 4, students should:

<b>Know</b>	<i>Students are expected to build on their existing vocabulary and understanding of sentence structure and grammatical concepts from KS3. Students will be exposed to an increasingly sophisticated repertoire of tenses, structures and vocabulary. KS4 students will continue to perfect accurate pronunciation through the identification of different sound-symbol correspondences.</i>
<b>Do</b>	<i>Students will understand and respond to spoken and written language in a range of different ways e.g. transactional role plays, describing photos, dictation and extended written responses. Students will be able to express opinions with increasing fluency and complexity including comparatives and superlatives. Students will continue to use their knowledge of vocabulary and sound-symbol correspondences to decode, understand and pronounce unfamiliar vocabulary.</i>
<b>Appreciate</b>	<i>Students will continue to broaden their understanding of the world around them including different Francophone cultures including festivals and celebrations in French overseas territories. Students will explore how and why languages are useful for future life and careers. They will appreciate the cultural norms of Francophone countries including polite forms of address. Pupils will access a curriculum that is diverse, representative and inclusive.</i>

### Curriculum coverage

	Topic	Sub topics	Coverage
Year 10	Free time	<i>Life online</i>	<i>Present tense – regular verbs. Activities online.</i>
		<i>Active lifestyle</i>	<i>Present tense – irregular verbs. Sports and hobbies.</i>
		<i>TV and film</i>	<i>Asking questions. TV shows and films.</i>
		<i>Future plans</i>	<i>Near future tense. Making plans for next weekend.</i>
		<i>Past plans</i>	<i>Perfect tense. Discussing activities last weekend.</i>
	Family and friends	<i>Weekend routine with family</i>	<i>Reflexive verbs in present tense. Weekend routine.</i>
		<i>Friends and friendship</i>	<i>Adjective agreement. Discussing friendships and relationships.</i>
		<i>Describing people</i>	<i>Position of adjectives. Describing people physically. Describing photos.</i>
		<i>Role models</i>	<i>Present and perfect tense. Direct object pronouns. Discussing positive role models.</i>
		<i>Celebrations</i>	<i>Using three tenses. Discussing family celebrations such as birthdays and weddings.</i>
	School life	<i>School subjects</i>	<i>Comparative adjectives. Opinions on school subjects.</i>
		<i>School rules</i>	<i>Il faut. Discussing rules. Agreeing and disagreeing.</i>
		<i>What you did at school</i>	<i>Perfect tense – irregular verbs. Events in the past at school.</i>
		<i>Primary school</i>	<i>Imperfect tense. Discussing primary school events.</i>
		<i>Languages and the future</i>	<i>Negatives in three tenses. Learning languages and using them in the future.</i>
	Lifestyle and wellbeing	<i>Healthy eating</i>	<i>Partitive article. Meals and mealtimes. Healthy and unhealthy foods.</i>
<i>Mental health</i>		<i>Modal verbs. Giving advice. Emotions and feelings.</i>	
<i>Illnesses and accidents</i>		<i>Perfect tense. Body parts. Illnesses. Booking a doctor's appointment.</i>	
<i>Healthy lifestyles</i>		<i>Simple future tense. Lifestyle changes. How to improve wellbeing.</i>	

**Curriculum Coverage continued:**

	<i>Topic</i>	<i>Sub Topic</i>	<i>Coverage</i>
<b>Year 11</b>	<b>Holidays</b>	<i>Dream holidays</i>	<i>Conditional tense. Ideal holiday destination, accommodation, transport.</i>
		<i>Activities on holiday</i>	<i>Different types of questions. What you can see and do on holiday.</i>
		<i>Festivals and celebrations</i>	<i>Relative pronouns. Festivals in the French-speaking world.</i>
		<i>Holiday accommodation</i>	<i>Modal verbs in perfect tense. Booking accommodation.</i>
		<i>Staycations</i>	<i>Si clauses. Activities on a staycation.</i>
	<b>Our planet</b>	<i>Climate</i>	<i>Comparatives and superlatives. Geography and the climate.</i>
		<i>Environmental problems</i>	<i>Passive voice. Different environmental problems.</i>
		<i>Protecting the environment</i>	<i>Imperatives. How we can work together to protect the environment.</i>
		<i>School environmental problems</i>	<i>En + present participle. Day-to-day actions to protect environment.</i>
	<b>Town and neighbourhood</b>	<i>Describing your town</i>	<i>Depuis. Pronoun y. Describing town and village.</i>
		<i>Directions</i>	<i>Asking and giving directions in town.</i>
		<i>Shopping for clothes</i>	<i>Using 'de' for possession. Role plays in clothes shop.</i>
		<i>Dream homes</i>	<i>Si clauses. Ideal home.</i>
		<i>Visting other cities</i>	<i>Questions in different tenses. Visiting another town or city.</i>
<b>Future plans</b>	<i>Future plans and hopes</i>	<i>Après avoir + past participle. Expressing future plans.</i>	
	<i>Travelling and earning money</i>	<i>Perfect tense with être. Buying tickets.</i>	
	<i>Future career paths</i>	<i>Infinitives as nouns. Different jobs and future paths.</i>	

**Wider Key Stage 4 Curriculum**

*Homework expectations: Weekly consolidation homework tasks*

*House Competitions: European Day of Languages (26<sup>th</sup> September)*