

## NATIONAL CURRICULUM | KS3

***“Modern foreign language Teaching may be of any modern foreign language and should build on the foundations of language learning laid at key stage 2, whether pupils continue with the same language or take up a new one. Teaching should 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 should 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 should provide suitable preparation for further study.”***

Pupils should be taught to:

### Grammar and vocabulary

- identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
- develop 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
- use accurate grammar, spelling and punctuation.

### Linguistic competence

- 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
- initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
- express and develop ideas clearly and with increasing accuracy, both orally and in writing
- speak coherently and confidently, with increasingly accurate pronunciation and intonation
- read 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
- 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
- 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.

## SUBJECT OVERVIEW | YEAR 7

|                                           | TOPICS COVERED                                                                                                                                                                                           | GRAMMAR                                                                                                                                                                                          | CULTURE                                                                    | ASSESSMENT                                                                                                                                                |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit 1:<br/>Bonjour</b>                | Greetings and introductions<br>Alphabet<br>Numbers 1-31<br>Months of the year and days of the week<br>School bag items<br>Classroom items                                                                | Avoir in the present tense<br>Gender of nouns<br>Indefinite articles<br>Definite articles<br>Negative structures                                                                                 | French speaking countries research project<br>(in class/HW)                | Vocab tests<br>Memory recall starters<br>Mid-unit standardised writing - 40 words<br>End of unit assessment - speaking and writing<br>+ cultural question |
| <b>Unit 2:<br/>Ma Famille</b>             | Family members<br>Pets<br>Descriptions of hair and eyes<br>Descriptions of personality                                                                                                                   | Possessive pronouns<br>Recap of indefinite article<br>Etre and avoir in first, second and third person –<br>concept of conjugation<br>Recap of definite article<br>Adjectival agreement – m/f/pl | Christmas in France                                                        | Vocab tests<br>Memory recall starters<br>Mid-unit standardised writing – 40-90 words<br>KAST 1                                                            |
| <b>Unit 3:<br/>Mon Collège</b>            | School subjects<br>Opinion phrases + justifications<br>Describing the school timetable<br>In the school canteen                                                                                          | Recap of gender<br>Recap of adjectival agreement<br>Conjugating -er and -re verbs (e.g. etudier,<br>manger, lire, écrire)<br>Partitive article                                                   | Throughout unit – making comparisons<br>between French and English Schools | Vocab tests<br>Memory recall starters<br>Mid-unit standardised writing – 40-90 words<br>End of unit assessment – reading and listening                    |
| <b>Unit 4:<br/>La Nourriture</b>          | Breakfast lunch and tea items<br>Ordering food in a café or snack bar<br>Recap of higher numbers<br>Understanding a menu                                                                                 | Recap of indefinite and partitive articles<br>Questioning words<br>Introduction of conditional using je<br>voudrais/j'aimerais                                                                   | French food from around the world                                          | Vocab tests<br>Memory recall starters<br>Mid unit standardised writing – 90-150 words<br>End of unit assessment – speaking and writing                    |
| <b>Unit 5:<br/>Temps Libre</b>            | What I do on my phone/computer<br>Free time activities<br>Sports<br>Recap of positive and negative opinion phrases<br>+ justifications<br>Frequency phrases and time markers<br>Types of weather/seasons | Conjugating regular verbs into the present tense.<br>Using jouer + à<br>Using faire + de<br>Constructing more detailed sentences.                                                                | French music genres                                                        | Vocab tests<br>Memory recall starters<br>Mid-unit standardised writing – 90-150 words,<br>open book<br>End of year KAST                                   |
| End of year culture point - Petit Nicolas |                                                                                                                                                                                                          |                                                                                                                                                                                                  |                                                                            |                                                                                                                                                           |

### LOW RISK ASSESSMENT

#### RAP PIECES

#### REVISITING TOPIC/GRAMMAR POINT

## SUBJECT OVERVIEW | YEAR 8

|                                                           | TOPICS COVERED                                                                                                                                                                                                               | GRAMMAR                                                                                                                                                                                                      | CULTURE                                                     | ASSESSMENT                                                                                                                                                                       |
|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit 1:<br/>Chez Moi</b>                               | Describing where you live<br>Comparing two different houses<br>Saying what's in your home (rooms and items of furniture)<br>Describing your ideal house<br>Describing a trip to the Nice carnival                            | <b>Recap of adjectival agreement</b><br>Looking at adjectives that go in front of the noun<br>Comparative structures<br>Using prepositions to say where things are.<br><b>Recap of je voudrais</b>           | Réunion and Martinique (ideal homes)                        | <b>Vocab tests</b><br><b>Memory recall starters</b><br><b>Mid-unit standardised writing – 90-150 words</b><br>End of unit reading and listening assessment<br>+culture questions |
| <b>Unit 2:<br/>T'es Branché?</b>                          | TV programmes<br><b>Recap of opinion phrases with justifications</b><br>Types of films<br>Books<br>Internet activities<br><b>Recap of frequency phrases</b><br>Describing what you did yesterday                             | <b>Recap on conjugating -er, -ir and -re verbs</b><br><b>Recap of adjectival agreement – sing/pl</b><br><b>Negative structures</b><br>Conjugating aller and faire<br>Brief intro to perfect tense with avoir | Christmas in France                                         | <b>Vocab tests</b><br><b>Memory recall starters</b><br><b>Mid-unit standardised writing – 90-150 words</b><br>KAST 1                                                             |
| <b>Unit 3:<br/>Paris</b>                                  | Paris tourist attractions<br>Describing what you visited, saw and ate.<br>Giving opinions in the past tense<br>Describing how you travelled and how long you stayed.<br>Understanding tourist information e.g. opening times | Introducing perfect tense with avoir<br>Perfect tense with irregular verbs<br>Perfect tense with être.<br>Forming questions                                                                                  | Paris Metropolis documentary and worksheet<br>Paris Surfari | <b>Vocab tests</b><br><b>Memory recall starters</b><br><b>Mid-unit standardised writing – 90-150 words</b><br>End of unit assessment – reading and listening                     |
| <b>Unit 4:<br/>Le Monde Franco-<br/>phone</b>             | Morocco and Guadeloupe<br>Describing a past visit<br>Daily routine<br><b>Recap on food and drink</b>                                                                                                                         | Consolidating use of the perfect tense with avoir and être – Mrs Van Der Tramp<br>Reflexive verbs in the present tense<br><b>Recap partitive article</b>                                                     | Throughout – francophone world                              | <b>Vocab tests</b><br><b>Recall starters</b><br><b>Mid-unit standardised writing – 90-150 words</b><br>End of unit assessment – speaking and writing                             |
| <b>Unit 5:<br/>La Mode</b>                                | Items of clothing<br><b>Colours</b><br>Adjectives e.g. baggy, tight etc<br>School uniform and rules<br>Shopping in Paris                                                                                                     | <b>Recap of adjectival agreement</b><br><b>Recap of perfect tense</b><br>Intro to the near future tense                                                                                                      | French fashion houses                                       | <b>Vocab tests</b><br><b>Recall starters</b><br><b>Mid-unit standardised writing – 90-150 words</b><br>End of year KAST                                                          |
| End of year culture point - Les Vacances du Petit Nicolas |                                                                                                                                                                                                                              |                                                                                                                                                                                                              |                                                             |                                                                                                                                                                                  |

### LOW RISK ASSESSMENT

### RAP PIECES

### REVISITING TOPIC/GRAMMAR POINT

## SUBJECT OVERVIEW | YEAR 9

|                                           | TOPICS COVERED                                                                                                                                                                              | GRAMMAR                                                                                                                                                                                                                      | CULTURE                                      | ASSESSMENT                                                                                                                                                       |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit 1:<br/>Ma Vie Sociale</b>         | Describing what you do on social media<br>Giving your opinion of someone<br>Arranging to go out<br>Describing a date/day out<br>Describing a music event                                    | Recap of present tense verbs<br>Using direct object pronouns<br>Recap of adjectival agreement<br>Recapping the near future tense<br>Recapping the perfect tense                                                              | Music festivals in the French speaking world | Vocab tests<br>Memory recall starters<br>Mid-unit standardised writing – 90-150 words<br>End of unit assessment – reading and listening                          |
| <b>Unit 2:<br/>Bien Dans Sa Peau</b>      | Parts of the body<br>Benefits of sport and fitness<br>Making healthy eating resolutions and plans to get fit<br>Describing levels of fitness                                                | Using à + definite article<br>Using il faut + infinitive<br>Using the near future tense<br>Using three tenses together                                                                                                       | History of Bastille Day                      | Vocab tests<br>Memory recall starters<br>Mid-unit standardised writing – 90-150 words<br>KAST 1                                                                  |
| <b>Unit 3:<br/>À l'Horizon</b>            | Jobs – what would you like to do and why?<br>Importance of languages in the world of work<br>Describing your duties at work<br>Future ambitions                                             | Recap of masculine and feminine nouns<br>Two verb structures – modal verbs vouloir, pouvoir, devoir<br>Recap of the present tense with common irregular verbs<br>Recap of the near future tense and je voudrais + infinitive | Language based career options                | Vocab tests<br>Memory recall starters<br>Mid-unit standardised writing – 90-150 words<br>End of unit assessment – reading and listening                          |
| <b>Unit 4:<br/>Le Monde en Danger</b>     | Local environmental problems and solutions<br>Weather<br>Recap on places in town<br>Global environmental issues                                                                             | Two verb structures – il faut/on peut + infinitive<br>Range of negative structures<br>Recap of perfect and near future tenses – using three tenses together                                                                  |                                              | Vocab tests<br>Recall starters<br>Mid-unit standardised writing – 90-150 words<br>End of unit assessment – speaking and writing                                  |
| <b>Unit 5:<br/>Les Vacances</b>           | Discussing holidays<br>Planning an ideal/adventurous holiday<br>What to pack in your suitcase<br>Describing what happened on holiday including holiday disasters<br>Visiting a holiday camp | Asking questions using inversion<br>Using je voudrais and j'aimerais<br>Using reflexive verbs                                                                                                                                | Towns and regions in France                  | Vocab tests<br>Memory recall starters<br>Mid-unit standardised writing – 90-150 words<br>End of year exam – reading and listening with grammar/culture questions |
| End of year culture point - Les Choristes |                                                                                                                                                                                             |                                                                                                                                                                                                                              |                                              |                                                                                                                                                                  |

LOW RISK ASSESSMENT

RAP PIECES

REVISITING TOPIC/GRAMMAR POINT