

\Curriculum Map

Subject:

French - KS3

Year 7

Year Group:

	Autumn 1 - <b>La rentrée</b>	Autumn 2 – <b>En classe</b>	Spring 1 – <b>Mon temps libre</b>	Spring 2 <b>Ma vie de famille</b>	Summer 1- <b>En Ville</b>	Summer 2– <b>Vive les vacances</b>
<b>Content-</b> WHAT will be learned? What previous learning can be linked? Why this order/ <b>sequence</b> ?	In this unit pupils will be able to <b>introduce</b> and <b>talk</b> about <b>themselves</b> . They will also be introduced to key French sounds which are <b>revisited</b> throughout the year in Pronunciation features. This unit will also cover any content that pupils might have done in KS2 (numbers, days and months, alphabet, family, likes/dislikes etc.)	Pupils will have the opportunity to learn about <b>school subjects</b> and what they <b>think</b> about them. They will also be able to talk about their <b>uniform</b> and what they normally <b>wear</b> . They will learn about <b>schools in France</b> as well as in some Francophone countries.	To continue <b>to develop</b> what pupils can say about <b>themselves</b> and their use of <b>verbs</b> and <b>adjectives</b> . To allow pupils to express <b>more opinions</b> . More <b>key French sounds</b> are introduced. Pupils also have the opportunity to learn about the <b>weather</b> and <b>sports</b> in Francophone countries	Pupils will <b>continue to develop</b> what they can say about <b>themselves, family, pets</b> and their use of verbs and how to <b>conjugate</b> them in the <b>present tense</b> . They will have the opportunity to express and justify their opinions using a <b>range of opinion</b>	Pupils will be given the opportunity to learn transactional language (in a <b>café</b> ) and introduce the verb <b>aller</b> ahead of teaching the <b>near future tense</b> . Pupils learn about popular French <b>snacks</b> and <b>drinks</b> , and they also can explore Paris.	This unit will allow pupils to talk about the summer and to introduce them to the perfect tense, so that they can use <b>2 different tenses</b> together (future & perfect tenses) They will also learn and talk about <b>countries</b> they visited, <b>means of transport, activities</b> and opinions the past.
<b>Skills-</b> What will be developed?	Pupils will be introduced to Key French sounds and the present tense of ER verbs in French Writing skills (Extended sentences & Short paragraphs)	More Key French sounds will be developed Writing skills: Using more connectives, opinions and reasons) Telling the time in French	Key phrases to express likes/dislikes More complex structure using If/When (Si, Quand) with the weather expressions Continue to develop listening, reading and writing) skills	Pupils will continue to develop listening skills with more complex French sounds Using more complex possessive adjectives	Students will be introduced to the Near Future Tenses ahead of learning about the past tense next half term Continue to develop using 2 different time frames in their writing.	Pupils will develop communication skills in listening, speaking, reading and writing skills when talking about holidays. They will be introduced to the perfect tense of ER verbs in French.
Key 'How'/'Why' Questions- What <b>powerful knowledge</b> will be gained? What areas/themes/concepts will be explored?	<b>Question around the theme of identity and culture:</b> Tell me about yourself – in full detail? Using range of connectives.	<b>Question around the theme of school and future aspirations:</b> Tell me about your school subjects? – include likes/dislikes/ why? School uniform?	<b>Question around the theme of identity and culture:</b> What do you do in your free time? Who with?	<b>Question around the theme of identity and culture:</b> Tell me more about your family and friends and pets?	<b>Question around the theme of identity and culture:</b> Describe your town/ village? What there is to do in your town/ village? Using 2 tenses: present and future	<b>Question around the theme of local area and holiday:</b> Where did you go on holiday last summer? Who with? How? What did you do? What did you think about it? Why?
<b>SEND-</b> how will support be seen? Seating plans? Simplified questions?	Using live marking Mini whiteboards Scaffolded sentence starters provided at all opportunities for independent writing. Modelled responses provided at the beginning/end of a piece of writing Seating plan – usually at the front	Seating plan – usually at the front – Mini whiteboards Scaffolded sentence starters provided at all opportunities for independent writing. Modelled responses provided at the beginning/end of a piece of writing Using live marking	Mini whiteboards Seating plan – usually at the front – Using live marking Scaffolded sentence starters provided at all opportunities for independent writing. Modelled responses provided at the beginning/end of a piece of writing	Scaffolded sentence starters provided at all opportunities for independent writing. Modelled responses provided at the beginning/end of a piece of writing Seating plan – usually at the front – Using live marking Mini whiteboards	Seating plan – usually at the front – Mini whiteboards Scaffolded sentence starters provided at all opportunities for independent writing. Modelled responses provided at the beginning/end of a piece of writing Using live marking	Mini whiteboards Seating plan – usually at the front – Using live marking Scaffolded sentence starters provided at all opportunities for independent writing. Modelled responses provided at the beginning/end of a piece of writing
<b>Assessment-</b> What?  Why?	<b>End of Unit informal assessment: Reading, Writing &amp; grammar</b> The purpose of this assessment is to ensure students understand the	<b>End of Term Formal assessment (Listening, Reading &amp; Writing)</b> This is a formal end of Term assessing the knowledge and skills taught in both half	<b>End of Unit informal assessment: Listening, Reading &amp; Writing</b> This is an informal End of Unit assessment with some	<b>End of Term formal assessment: Listening, Reading &amp; Writing)</b> This is a formal end of Term assessing the knowledge and skills taught in both half	<b>End of Unit informal assessment: Listening, Speaking, Reading 7 Writing</b> This is an informal End of Unit assessment with some	<b>End of Term Formal assessment (Listening, Reading &amp; Writing)</b> This is a formal end of Term assessing the knowledge and skills taught in both half



<b>CIAG coverage/links</b>	Careers: revisit the usefulness of studying a language for both careers and overall study skills in first lessons Careers spotlight: Law.	Careers spotlight: Media & Journalism - teachers - education	Careers spotlight: Media & Journalism - teachers - education	Careers spotlight: Media & Journalism – manager in sport - education	Careers spotlight: Media & Journalism – manager in sport - education	Careers spotlight: working in the tourism & hospitality industry - booking a holiday activity/working on reception in a hotel etc.
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