\Curriculum Map Subject: French - KS3 Year 7

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	Autumn 1 - La rentrée	Autumn 2 – En classe	Spring 1 – Mon temps libre	Spring 2 Ma vie de famille	Summer 1- En Ville	Summer 2–Vive les vacances
Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?	In this unit pupils will be able to introduce and talk about themselves. They will also be introduced to key French sounds which are revisited 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 school subjects and what they think about them. They will also be able to talk about their uniform and what they normally wear. They will learn about schools in France as well as in some Francophone countries.	To continue to develop what pupils can say about themselves and their use of verbs and adjectives. To allow pupils to express more opinions. More key French sounds are introduced. Pupils also have the opportunity to learn about the weather and sports in Francophone countries	Pupils will continue to develop what they can say about themselves, family, pets and their use of verbs and how to conjugate them in the present tense. They will have the opportunity to express and justify their opinions using a range of opinion	Pupils will be given the opportunity to learn transactional language (in a café) and introduce the verb aller ahead of teaching the near future tense. Pupils learn about popular French snacks and drinks, 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 2 different tenses together (future & perfect tenses) They will also learn and talk about countries they visited, means of transport, activities and opinions the past.
Skills- 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 powerful knowledge will be gained? What areas/themes/concepts will be explored?	Question around the theme of identity and culture: Tell me about yourself – in full detail? Using range of connectives.	Question around the theme of school and future aspirations: Tell me about your school subjects? – include likes/dislikes/ why? School uniform?	Question around the theme of identity and culture: What do you do in your free time? Who with?	Question around the theme of identity and culture: Tell me more about your family and friends and pets?	Question around the theme of identity and culture: Describe your town/ village? What there is to do in your town/ village? Using 2 tenses: present and future	Question around the theme of local area and holiday: Where did you go on holiday last summer? Who with? How? What did you do? What did you think about it? Why?
SEND- 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
Assessment- What? Why?	End of Unit informal assessment: Reading, Writing & grammar The purpose of this assessment is to ensure students understand the	End of Term Formal assessment (Listening, Reading & Writing) This is a formal end of Term assessing the knowledge and skills taught in both half	End of Unit informal assessment: Listening, Reading & Writing This is an informal End of Unit assessment with some	End of Term formal assessment: Listening, Reading & Writing) This is a formal end of Term assessing the knowledge and skills taught in both half	End of Unit informal assessment: Listening, Speaking, Reading 7 Writing This is an informal End of Unit assessment with some	End of Term Formal assessment (Listening, Reading & Writing) This is a formal end of Term assessing the knowledge and skills taught in both half

	taught topics and that they	terms, so that we can report	elements from last term's	terms, so that we can report	elements from last term's	terms, so that we can report
	can write with reasonable	to parents about progress	content.	to parent about progress	content.	to parents about progress
	accuracy.	made so far.		made so far.		made so far.
What memory for learning skills will be	Each lesson starts with	Each lesson starts with	Each lesson starts with	Each lesson starts with	Each lesson starts with	Each lesson starts with
required- modelling? Concrete answers?	retrieval quiz/ tasks.	retrieval quiz/ tasks.	retrieval quiz/ tasks.	retrieval quiz/ tasks.	retrieval quiz/ tasks.	retrieval quiz/ tasks.
Retrieval?	Revisiting units/ topics	Revisiting units/ topics	Revisiting units/ topics	Revisiting units/ topics	Revisiting units/ topics	Revisiting units/ topics
	causing misconception	causing misconception	causing misconception	causing misconception	causing misconception	causing misconception
	Homework quizzes to	Homework quizzes to	Homework quizzes to	Homework quizzes to	Homework quizzes to	Homework quizzes to
	reinforce items learnt in the	reinforce items learnt in the	reinforce items learnt in the	reinforce items learnt in the	reinforce items learnt in the	reinforce items learnt in the
	sessions	sessions	sessions	sessions	sessions	sessions
	In class-modelling is used regularly to support and	In class-modelling is used regularly to support and	In class-modelling is used	In class-modelling is used regularly to support and	In class-modelling is used	In class-modelling is used
	enhance students' learning	enhance students' learning	regularly to support and	enhance students' learning	regularly to support and enhance students' learning	regularly to support and
	and confidence.	and confidence.	enhance students' learning	and confidence.	and confidence.	enhance students' learning
			and confidence.			and confidence.
Literacy- reading, extended accurate	Extended writing: Tout sur	Extended writing: Mon	Extended writing: Mon	Extended writing: Mon	Extended writing: Au	Extended writing: Les
writing and oracy opportunities	moi = All about me	collège	temps libre	sport préféré	restaurant	vacances
	Students write a reasonable	Students to write about	Students to write about their	Students to write about	Students to write about food	Students to write about a
	text about themselves	school covering subjects,	what they do in their free	their favourite sport using	they like/ don't like and say	past holiday (60 words)
	covering personal details, family members, pets etc	teachers with extended	time using range of	likes/ dislikes and reasons (up to 60 words	why (up to 60 words)	
	Extract from: Le petit prince	opinions and reasons (60 words)	connectives and opinions.	Reading:		
	Extract from: Le petit prince	words)		Extract from: & Le petit		
				Nicola		
Numeracy/computing skills	Numbers in French	ICT: Research about the	ICT: Research the different	ICT: Reviewing the unit in	ICT: Reviewing the unit in	ICT: Research of holiday
, and a second second	Telling the time in French	differences between British	sport in French-speaking	Active learn online	Active learn online	destinations in French-
	ICT: Active learn	and French schools/ subjects	countries - PPT	Active learn	Active learn	speaking countries
	Memerise =- language gym	. ,		Memerise =- language gym	Memerise =- language gym	speaking countries
	Quizlet			Quizlet	Quizlet	
Character development	Students work in pairs or	Students will be asked to	Forming and asking	Using polite language	Tolerance & respect:	Students work in pairs/
	groups to ask and answer	talk about their timetable,	questions using question	through the use of Tu &	Talking about family life/	groups to discuss where they
	questions related to topics	lessons and teachers –They	words. Students also learn	Vous when taking to people	marriage/ equal	went on holiday, who with,
	within this unit. They get to	talk about lessons they like/	how to formally or	of different ages.	opportunities and gender	how they went there and
	know each other while	dislike and explain why,	informally ask questions		issues	what they did. They will be
	practising the language.	using the appropriate	using the correct language			taught to effectively listen to
		opinions and reasons	register.			each other's ideas whilst
Farrality /Discounting and a set of this -	Have appearance in Franch	Hadayata adigeb Fara di	Learning shout his sussetive	Learning shout his sussetive	Dunile will leave also set	practising the language
Equality /Diversity opportunities	How some sounds in French	Understanding why French	Learning about big sporting	Learning about big sporting	Pupils will learn about	Learning about many
	are pronounced differently in	pupils don't wear uniform	events in the world:	events in the world:	typical French menus and	French-speaking countries
	the French-speaking world	and why they don't learn	Tv celebrities	Le Tour de France	learn about traditional foods	holiday destinations and
	(Accents & dialects)	about RE in schools	La fêtes de la musiques	Les jeux Olympique	of French-speaking countries	places of interest.
			Sport role models	Sport role models		
Homework/Independent learning	Homework tasks via Satchel	Homework tasks via Satchel	Homework tasks via Satchel	Homework tasks via Satchel	Homework tasks via Satchel	Homework tasks via Satchel
nomeworky independent learning	One will show accumulation	One will show accumulation	One will show accumulation	One will show accumulation	One will show accumulation	One will show accumulation
	of vocabulary and	of vocabulary and	of vocabulary and	of vocabulary and	of vocabulary and	of vocabulary and
	independence over time	independence over time	independence over time	independence over time	independence over time	independence over time
	such as:	such as:	such as:	such as:	such as:	such as:
	Spelling Tests & low stakes	Spelling Tests & low stakes	Spelling Tests & low stakes	Spelling Tests & low stakes	Spelling Tests & low stakes	Spelling Tests & low stakes
	quizzes set weekly	quizzes set weekly	quizzes set weekly	quizzes set weekly	quizzes set weekly	quizzes set weekly

CIAG coverage	e/links	Careers: revisit the	Careers spotlight: Media &	Careers spotlight: working in			
		usefulness of studying a	Journalism - teachers -	Journalism - teachers -	Journalism – manager in	Journalism – manager in	the tourism & hospitality
		language for both careers	education	education	sport - education	sport - education	industry - booking a holiday
		and overall study skills in first					activity/working on
		lessons Careers spotlight:					reception in a hotel etc.
		Law.					1 2 2 4 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2