|  |  |  |  |
| --- | --- | --- | --- |
| **KEYSTAGE3 FRENCH** | **INTENT** | **IMPLEMENTATION** | **IMPACT** |
| AIM OF KS3 CURRICULUMYEAR7 | The aim of the KS3 curriculum is for students to master the key skills and apply their knowledge to challenging and unfamiliar contexts. The curriculum has been designed to increase student’s resilience and develop their linguistic skills. Lessons are designed to support *all* learners. The structure of each lesson allows students to complete the basic skill practice as well as support and challenge.Low threshold high ceiling tasks are embedded into the scheme of learning to allow all students to develop deep understanding of grammatical terms.Cultural awareness links are embedded into the curriculum to enable students to see how customs and festival in France. The **year 7** curriculum is designed to review and extend on students’ knowledge from primary school. There is a heavy emphasis on basic introductory topics and developing conceptual understanding. This year lays the foundation for the remaining year of KS3.  The **year 8** curriculum builds on the knowledge and skill gained in year 7. There is a focus on grammatical understanding and the curriculum allows students to develop their understanding through developing all 4 skills (listening, reading, speaking and writing). | Typical curriculum allocation: 2 hours per week. Through coverage of lexical areas familiar to eleven-year-olds. An introduction is provided to the fundamentals of phonology, orthography, grammar and syntax. Year 7 pupils learn the parts of regular and irregular verbs, the definite and indefinite article, word order in main and subordinate clauses, and cardinal and ordinal numbers. The four language skills (Listening, Speaking, Reading and Writing) are practised and tested singly or in combination **Term 1** -On y va: facts about France-Bonjour : Meeting and greeting people / to say how you feel/ spelling in French-Quel âge as-tu? Counting from 0 – 21/ Saying how old you are-European Day of languages competition-Joyeux anniversaire : Days of the week/ Months of the year/ Say when your birthday is-Dans mon sac: Say what there is in your school bag-Ma salle de classe: Describe your classroom-Les gouts et les couleurs: Practise saying what colour things are-Comment je me vois-Decribing yourself ( studio1 unit3)-Et les autres ( studio1 unit4) talking about other people-Ma grandmère est une hippie! To talk about family ( access unit9)-Tu as un animal? talking about pets ( acess unit8)-J’habite dans un château: Say where you live (type of house and area)-Mon pays: Talk about nationalities and countries-Noel en France**Term 2** - Mes matières: Name the school subjects/Give your opinions about your subjects/ Understand how questions work-C’est genial: Opinions and reasons-J’ai cours: Describe your timetable/ Tell the time using the 24hr clock Timetable -Au college en France: Describing school day-Miam-miam : Talking about food-Studio1: tu es sportif/ve? To talk about which sport you play using jouer à -Qu’est-ce que tu fais? to talk about which activities you do using faire de- J’aime faire ça: Say what you like doing-ils sont actifs: describe what other people do**Term 3**- là où j’habite : Talking about town-perdu dans le parc d’attractions: giving directions- le weekend: talking about where you go-coucou : asking someone to go somewhere-qu’est-ce qu’on peut faire? what you can do in town -Les vacances. Mode d’emploi: talking about holidays -je me prepare: talking about getting ready to go out - Au café de la plage: buying drinks and snacks-je vais aller ee colo: talking about holiday plans-mes réves: saying what you’d like to do | Students use exercise books to record their classwork. Home learning tasks are set regularly and students receive detailed individualised feedback from teachers. Teachers regularly share resources to ensure students have a similar, positive experience of French. Lessons are delivered such that intervention can take place every lesson ensuring no student is left behind. Students complete assessments each half term and assess their progress post assessment. Students’ knowledge gaps are identified and relevant intervention is put in place. |
| Year8 | Students in Year 8 extend and explore more deeply aspects of the subject matter already familiar to them. The texts they learn from in their second year are longer and more complex and their use of the language becomes correspondingly more sophisticated. They learn to express their opinions and to give reasons for them, to set out a balanced argument and to negotiate with others. Our grammar work concentrates on reinforcement of the complex sentence and coverage of new tenses. **Term 1**  -la télé: Talking about television programme- j’ai une passion pour le cinema: Talking about films- La lecture: talking about reading- Que fais-tu quand tu es connectée: talking about the internet- Quand il fait beau, on va au parc: talking about what you do in different weather- Paris touristique: saying what you can do in Paris-Les jeunes parisiens: saying what you like doing - ça c’est la question: asking for tourist information - Le 14 juillet: saying what you visited and what it was like- Paris, ville magnifique: saying what you did**Term 2** -Mon caractère: talking about personality-Ma bande de copain: talking about relationships-Quelle musique écoutes-tu? talking about music-Mon style: talking about clothes-Le week-end dernier: talking about last weekend-Là où j’habite : saying where would like to live-Dans mon appart: describing your home-A table tout le monde: talking about meals -C’est la chandeleur: discussing what food to buy-Je vais aller au carnaval: talking about a forthcoming event**Term 3**-La France a du talent: talent and ambition- Je dois gagner: what you must and can do - Ne fais pas ça: telling someone what to do-les juges sont comment: describing people’s personalities-Et le gagnant: showing how much you can do with the French languageRevision/ Assessment/Project ( studio2)- T’es branché- Paris Je t’adore- Non identité-chez moi chez toi-Quel talent! |
| **KEYSTAGE4 FRENCH** | **INTENT** | **IMPLEMENTATION** | **IMPACT** |
| Aim of KS4 curriculumYear9  | The aim of KS4 is to build up upon and refine the skills that were developed in KS3. The aim of GCSE study in year 9 is to begin to build upon the key constructs of the year 7/8 mastery curriculum. The curriculum is designed to allow students to follow a curriculum that underpins both foundation and higher content. Each topic is taught so that the key skills are mastered. Students then develop fluency through reasoning the opinions.A greater focus is put upon exam technique and cross topic fluency in years 10 and 11. Time is allowed for students to develop as independent learners and refine and improve their own linguistic ability.Year11 has been designed to allow the students to have sufficient time to revise. Teachers use this time to personalise lessons ensuring students have mastered all skills required for the GCSE examinations | Typical curriculum allocation: 3 hours per week. In the first year of the GCSE course, the proportion of grammar work is increased with the aim of improving pupils' accuracy in productive language. The topics explored are of a more mature characters. Pupils begin to read more widely and independently so as to widen their vocabulary and are gradually introduced to the kinds of exercise they will face in the eventual examinations. **Term 1** Key content: module1 ma vie sociale d’ado ( studio3)**GCSE theme: identity and Culture**Introducing oneselfUnit1 Planète Facebook: Say what you do on Facebook/twitterUnit2 Comment trouves? Personal descriptions – physical and character/ Give and extend opinions and justifications on activitiesUnit3 Tu viens aussi? Arranging to meet/ Arranging meeting time and place / Decline invitations and give excusesUnit4 ça c’est bien passé. Describe an event in the pastUnit5 Fou de musique: Explain their tastes in musicKey content: module2 Bien dans sa peau ( studio3)**GCSE theme:** **Local, national, international & global areas of interest:**Unit1 Touché: Parts of the body, aches and pains/Illnesses and remediesUnit2 les sports et le fitness: Sport and fitnessUnit3 Mes resolutions pour manger sain: Healthy eating/ Healthy and unhealthy lifestylesUnit4 je serai en forme: Getting fit/ En plus: Past, present and future lifestylesHealth of young people**Term 2** Key content: Module3 A l’horizon (studio3)**GCSE Theme: Current and future study and employment:**Unit1 es-tu fait pour ce metier? Jobs vocabulary/Job choices and reasonsUnit2 Le monde est un village: Importance of languages in jobsUnit3 Quand jétais plus jeune: Compare past personality traits with presentUnit4 Ta vie sera comment? Future job ambitionsUnit5 Mon boulot: Understand job descriptionsKey content: Module4 Spécial vacances (studio3)GCSE Theme: Local, national, international & global areas of interest:Unit1 Question de vacances: Past and present holidays/Extend opinions with justifications/Make suggestionsUnit2 J’adore les sensations fortes! Adventure holidays/React to plans and ideasUnit3 C’est indispensable: Packing for a holidayUnit4 Mes video de vacance: Activities unit5 A la base de loisirs: on holiday – past and presentTourist attractions**Term 3**Key content: Module5 Moi dans le monde (studio3)**GCSE Theme: Local, national, international & global areas of interest:**Unit1 Mes droits: Your rights as a teenager/ What you are allowed and not allowed to do/React to other’s opinionsUnit2 Mes priorité: What’s important to you/Worries of a teenagerUnit3 Tu vas l’acheter? Making and justifying purchasesUnit4 Le bonheure, c’est…Explaining what makes you happyKey Content: Studio 3 vert or rouge**REVISION of all topics*** Speaking exam preparation
* LISTENING, READING, WRITING PAPERS
* End of year9 assessment; listening speaking, reading and writing
 | Lessons are designed so that they address the objectives as outlined by the AQA specification. However, real world contexts and enrichment activities are completed to allow for the enjoyment of the subject.Students are prepared for formal GCSE assessments. Regular mini assessments are also completed to encourage students to frequently review the content taught.Students are prepared for the GCSE exams and assessments are board exam specific questions. Progress is celebrated therefore personalised interventions are organised to ensure all students have made progress. Our aim for students to move positively through the 3 year course building upon their successes.At the end of each year students will sit a full GCSE paper ( listening, reading, speaking and writing)In year11 will sit full GCSE examinations to build exam stamina and support teachers with tracking progress. |
| Year10 | The second year of the GCSE course consolidates and extends the students’ grammatical knowledge within the context of familiar lexical areas. Students apply their knowledge to the comprehension of unfamiliar language and texts, both spoken and written, which begin to approach examination standard. They gain experience in delivering prepared speeches and partaking in spontaneous conversations. Free composition is developed further. **Term 1** Key Content: Module1 Studio4 AQA GCSE vert or rouge **Qui suis-je?****GCSE theme: identity and Culture**Point de part1- Revision of family members and describing othersUnit 1 Comme amitiéٞ: describing what makes a good friendUnit 2 C’est de famille: talking about family relationshipsUnit 3 On va voir un spectacle: making arrangements to go outUnit 4 Une sortie: Describing a day out/Using the perfect tense.Unit 5 La personne que j’admire : Discussing role models/ Using the present and perfect tenses together**Term 2** Key Content: Module2 Studio4 AQA GCSE vert or rouge Le temps des loisirsGCSE theme: identity and CultureUnit 1 Tu es plutôt foot, tennis ou basket? Talking about sports + using depuis and the present tenseUnit 2 Ma ville d’internaut: Using technology + using irregular verbs in the present tense Unit 3 Lecture at musique: Discussing reading habits and music + using negativesUnit 4 Mes émission préférées: Talking about television programmes + using the comparativeUnit 5 une soirée entre amis: Talking about a night out with friends + expanding on the perfect tense expending on perfect tense.Key Content: Module3 Studio4 AQA GCSE vert or rouge **jours ordinaires, jours de fête****GCSE theme: identity and Culture**Point de depart1: Talking about food and mealsUnit 1 C’est bientôt dimanche: Describing daily life + using devoir and pouvoirUnit 3 C’est la fête: Describing festivals and traditions + asking questions using est-ce que…? And qu’est-ce que…?Unit 4 Qu’est-ce qu’on va manger: shopping for a special mealUnit 5 Fécilitation: describing your celebrations**Term 3**Key Content: module4 Studio4 AQA GCSE vert or rouge**de la ville à la campagne****GCSE theme: local, national, international and global areas of Interest**Unit 1 ma region est trop: Describing a religion + using the superlativeUnit 2 c’est pour un renseignement: Finding out tourist information + Asking questionsUnit 3 s’il fait beau: Discussing plans and the weather + using *si* clauses Unit 4 ville de rêve ou ville de cauchemar? Talking about your town, village or neighbourhood + using negatives.Key Content**:** module5Studio4 AQA GCSE vert or rouge**Le grand large****Local, national, international & global areas of interest:**Unit 1 Les hotels , mode d’emploi: Dealing with a hotel stay + using the nouns form of the verbUnit 2 En route: Talking about travelling + more practice of the comparativeUnit 3 Mes vacances: Saying what you do and did on holiday Unit 4 Bon appétit: Ordering in a restaurant + using expressions with *avoir*Unit 5 c’était catasrophique: Talking about holiday disaster’s + using three time frames |
| Year11 | In the final year of the GCSE course,the student’s skills are developed in the understanding of and response to written and spoken language. The student’s ability in the following areas is developed: to communicate in the spoken language and in writing; to engage in sustained conversation; to give a presentation prior to discussion on a chosen topic; and to produce extended pieces of writing on a range of subjects common to the experience of a sixteen-year-old. **Term 1** Key Content: module6 Au collège Studio AQA GCSE vert or rouge **Current and future study and employment:**Unit 1 Au Bahut : talking about your schoolUnit 2 L’ecole chez nous, l’ecole chez vous : Comparing school in the UK and French speaking countriesUnit 3 Libertie, egalite, fraterite? Talking rules and regulationsUnit 4 En pleine forme: Discussing healthy and unhealthy living Unit 5 la vie extra-scolarie- talking about school activitiesUnit 6 Je suis fier/fiere de moi!- talking about success at schoolKey Content: module7 Bon travail Studio AQA GCSE vert or rouge **Current and future study and employment:****Jobs, career choices and ambitions**Unit1 Qu’est-ce que tu voudrais faire? Career choicesUnit2 Mon avenir: Talking about plans, hopes and wishes ( post-16)Unit3 Mon petite boulot: talking about how you earn moneyUnit4 c’était une experience: talking about work experience **Term 2** Key Content: Module8 un oeil sur le monde Studio AQA GCSE vert or rouge**Local, national, international & global areas of interest:****Social and global issues**Unit1 Notre planète: Talking about problems facing the wordUnit2 Protéger planète: Protecting the environmentUnit4 D’où vient to tee-shirt? Ethical shoppingUnit5 Je suis solidaire: talking about volunteeringUnitr6 Les grands evenements: Talking about big eventsKey Content: Module8 un oeil sur le monde Studio AQA GCSE vert or rouge**Local, national, international & global areas of interest:****Social and global issues**Unit1 Notre planète: Talking about problems facing the wordUnit2 Protéger planète: Protecting the environmentUnit4 D’où vient to tee-shirt? Ethical shoppingUnit5 Je suis solidaire: talking about volunteeringUnitr6 Les grands evenements: Talking about big events **Term 3****Key Content: Studio AQA GCSE vert or rouge****REVISION of all topics****Speaking exam preparation****PAST LISTENING,READING , WRITING PAPERS****End of year3 year11 assessment; listening speaking, reading and writing** |