

# YEAR 7 FRENCH CURRICULUM PROGRESSION OVERVIEW

## Subject Curriculum Intent

Teaching at KS3 will focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core phonics, grammar and vocabulary. It will 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 and will provide suitable preparation for further study.

|                                      | Autumn Term 1   | Autumn Term 2  | Spring Term 1   | Spring Term 2   | Summer Term 1   | Summer Term 2  |
|--------------------------------------|---|--|---|---|---|--|
| Topic                                | Introductions and Family  |  | Free time and technology  |   | School  |  |
| Core Knowledge/<br>Threshold Concept | <ul style="list-style-type: none"> <li>Introducing yourself</li> <li>Phonic sounds in French</li> <li>Saying how old you are and when your birthday is.</li> <li>Talking about your likes and dislikes</li> <li>Describing people character + descriptions</li> <li>Talking about pets</li> </ul>       | <ul style="list-style-type: none"> <li>the French alphabet</li> <li>Sound-spelling links</li> <li>nouns and gender</li> <li>Present tense verbs: avoir, s'appeler, aimer, adorer, détester</li> <li>giving reasons using adjectives.</li> <li>Present tense: être,</li> <li>Using mon/ma/mes</li> <li>Using a range of adjectives + adjectival endings.</li> <li>Negative verb structures</li> </ul> | <ul style="list-style-type: none"> <li>Talking about sport</li> <li>Discussing other leisure activities</li> <li>Sport in French speaking-countries</li> <li>Free-time activities and the weather</li> <li>How you use technology</li> <li>Talking about what activities you will do in the future</li> </ul> | <ul style="list-style-type: none"> <li>Phonics</li> <li>regular -er verbs in present tense.</li> <li>jouer à, faire de</li> <li>aimer/détester + infinitive</li> <li>Giving opinions and reasons.</li> <li>near future tense</li> </ul> | <ul style="list-style-type: none"> <li>School subjects and preferences.</li> <li>School uniform</li> <li>Talking about the school day</li> <li>School in France</li> <li>Food + Drink</li> <li>Favourite teachers</li> <li>Your ideal school</li> </ul>                     | <ul style="list-style-type: none"> <li>Phonics</li> <li>Giving a range of opinions and reasons</li> <li>Days and times</li> <li>Using adjectives after nouns.</li> <li>Agreeing and disagreeing.</li> <li>Using <i>il y a</i></li> <li>Basic conditional phrases to talk about ideal school ie. je voudrais</li> </ul> |
| Why this learning now?               | Pupils are able to introduce and begin talking about themselves almost immediately using language chunks, basic connectives, opinions and present tense with a focus on phonics and developing basic questions and answers. Pupils also learn how to form negative structures ie. <b>je ne suis pas</b> |  | Explores present tense in more detail & introduces irregular verbs ie. faire. Pupils to begin talking about other people as well as themselves. Allows revision of present and develop near future tense.   |   | Developing opinions from Autumn and Spring and giving longer reasons. Recalling days and numbers, developing awareness of adjectival agreements, recall of near future progressing to use of conditional including recall of key infinitives seen throughout course so far. |  |

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| <b>Assessment Opportunities:</b>                              | <ul style="list-style-type: none"> <li>- Recall strategies used in all lessons</li> <li>- Afl &amp; directed questioning</li> <li>- Vocabulary testing and low-stakes assessments</li> <li>- Summative assessments across skills to inform data capture.</li> <li>- Live marking, whole class feedback</li> <li>- WINS assessed pieces of work</li> </ul>   |  |   |
| <b>Learning at Home</b>                                       | <ul style="list-style-type: none"> <li>• Pupils have vocabulary books and knowledge organisers to support learning at home.</li> <li>• Vocabulary learning – once per cycle. Use of Quizlet and core vocabulary knowledge organisers.</li> <li>• Reading comprehension activities.</li> <li>• Spelling Bee vocabulary learning</li> <li>• Use of websites such as Language Gym to practise grammatical structures and vocabulary.</li> <li>• Vocabulary building worksheets to consolidate work done in class.</li> </ul> |  |   |
| <b>Key Vocabulary</b>   | <p style="text-align: center;">High-frequency infinitive verbs:</p> <p>être      détester<br/>avoir      adorer<br/>aimer     habiter</p>   | <p style="text-align: center;">High-frequency infinitive verbs:</p> <p>faire      jouer<br/>aller      regarder<br/>écouter   surfer</p> | <p style="text-align: center;">High-frequency infinitive verbs:</p> <p>lire      porter<br/>manger   préférer<br/>boire     apprendre</p> |
| <b>Spiritual, Moral, Social and Cultural concepts covered</b> | <p>Autumn Term – Festivals and traditions: Christmas in France and Authentic texts –eg. counting rhyme. Y7 Spelling Bee. Talking about how you feel and why. Transition project – different aspects of French-speaking society. Different types of family</p> <p>Spring Term – Customs and festivals - Mardi Gras in French-speaking society.</p> <p>Summer Term – Tour de France, learning how to play traditional French games- Boules.</p> <p>European Day of Languages</p> <p>Y7 Spelling Bee</p>                     |  |   |
| <b>Links to careers and the world of work</b>                 | <p>Y7 Spelling Bee - Link to Higher education and having high aspirations and expectations. Culture: School in France.</p> <p>Why is Language learning important? Covered during Autumn half term and throughout year</p>   |  |   |

# YEAR 8 FRENCH CURRICULUM PROGRESSION OVERVIEW

## Subject Curriculum Intent

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|                                      | Autumn Term  | Spring Term  | Summer Term   |
|--------------------------------------|--|--|---|
| Topic                                | Holidays and Paris   | Home and Region  | Media   |
| Core Knowledge/<br>Threshold Concept | <ul style="list-style-type: none"> <li>Talking about where you usually go on holiday.</li> <li>Talking about what you did in the summer holidays</li> <li>Talking about where you went.</li> <li>Finding out about Paris and what there is to see and do.</li> <li>Talking about a past trip to Paris.</li> <li>Discussing future holiday plans.</li> </ul> <ul style="list-style-type: none"> <li>- Phonics</li> <li>- revision of the present tense.</li> <li>- Using the perfect tense with être and avoir.</li> <li>- The perfect tense of regular and irregular verbs.</li> <li>- The 24 hour clock.</li> <li>- Giving opinions in the perfect tense.</li> <li>- Asking questions in the past tense.</li> <li>- Recalling the near future tense.</li> </ul> | <ul style="list-style-type: none"> <li>New year resolutions</li> <li>Giving opinions and reasons about where you live.</li> <li>Describing your home.</li> <li>Talking about what you do at home and how often.</li> <li>Talking about your dream home.</li> <li>Describing your town and what you can do there.</li> <li>Talking about what you are going to do in town.</li> <li>Describing your region what you have done recently.</li> </ul> <ul style="list-style-type: none"> <li>- Phonics</li> <li>-Using the conditional and near future tenses.</li> <li>- Recall of present tense.</li> <li>- Using prepositions.</li> <li>- Adverbs of frequency.</li> <li>- adjectival agreements.</li> <li>- Comparatives</li> <li>- Using <i>on peut</i> and <i>il y a</i>.</li> <li>- Recalling the perfect tense.</li> </ul> | <ul style="list-style-type: none"> <li>Talking about French music.</li> <li>Discussing electronic devices and social media.</li> <li>Talking about TV and celebrities.</li> <li>Discussing films</li> <li>Film project: Les choristes.</li> </ul> <ul style="list-style-type: none"> <li>- Phonics recall</li> <li>- Present tense: regular verbs (recall)</li> <li>- negatives</li> <li>- être/avoir (recall)</li> <li>- Present tense: irregular verbs (recall)</li> <li>- Using all three tenses.</li> <li>- More on the comparative.</li> </ul> |
| Why this learning now?               | Introduces perfect tense, revisits core verbs. Cultural capital – what to see and do in the capital of France. Developing questioning skills – Perfect tense understanding is extended by looking at how to ask and answer questions in the past.  | Topic allows for the recall of all three tenses and further development in terms of developing positive and negative opinions and reasons in the past, present and future. Adjectival agreements are revisited and extended with introduction of comparatives.   | Revisits free time topic from Y7 – ie. consolidation of aller/faire. All three tenses recalled as well as questions and opinion phrases. Links to French film, TV, social media and internet culture.   |

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| <b>Assessment Opportunities:</b>                              | <ul style="list-style-type: none"> <li>Recall strategies used in all lessons</li> <li>AfL &amp; directed questioning</li> <li>Vocabulary testing and low-stakes assessments</li> </ul> <ul style="list-style-type: none"> <li>- Summative assessments across skills to inform data capture.</li> <li>- Live marking, whole class feedback</li> <li>- WINS assessed pieces of work</li> </ul>  |  |  |
| <b>Learning at Home</b>                                       | <ul style="list-style-type: none"> <li>Pupils have vocabulary books and core vocabulary knowledge organisers to support learning at home.</li> <li>Vocabulary learning – once per cycle. Use of Quizlet and Knowledge organisers.</li> <li>Reading comprehension activities.</li> <li>Use of websites such as Language Gym to practise grammatical structures and vocabulary.</li> <li>Vocabulary building worksheets to consolidate the work done in class.</li> </ul>                                 |  |  |
| <b>Key Vocabulary</b>   | <p>High-frequency adjectives:</p> <p>intéressant      fantastique<br/>génial              beau/belle/beaux/belles<br/>hypercool        vieux/vielle</p>   | <p>High-frequency adjectives:</p> <p>grand(e)(s)      marrant<br/>petit(e)(s)        culturel (le)<br/>casse-pieds      historique</p> | <p>High-frequency adjectives:<br/>content (e)</p> <p>passionnant      barbant(e)<br/>difficile            facile<br/>ennuyeux/ennuyeuse    rigolo/rigolote</p> |
| <b>Spiritual, Moral, Social and Cultural concepts covered</b> | <p>Autumn Term – Paris project competition, Authentic text: Dans Paris<br/>Spring Term – Differences between French and UK towns, wider awareness of places in France and francophone countries.<br/>Summer Term – Discussing French film, music and TV culture, Internet usage. Authentic text – Lydia, Les choristes film project at end of the year.<br/>European Day of Languages<br/>Y8 Translation Bee, Anthea Bell Translation competition.<br/>Opportunity to become a Language Ambassador.</p> |  |  |
| <b>Links to careers and the world of work</b>                 | <p>Y8 Translation Bee and European Day of Languages. Link to Higher education and having high aspirations and expectations.<br/>Languages and careers – Festival of Languages Event – March, Summer term – How speaking a language can be helpful in the workplace.</p>   |  |  |

# YEAR 9 FRENCH CURRICULUM PROGRESSION OVERVIEW

## Subject Curriculum Intent

Teaching at KS3 will focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core phonics, grammar and vocabulary. It will 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 and will provide suitable preparation for further study.

|  | Autumn Term   |  | Spring Term  |  | Summer Term  |  |
|--|---|--|--|--|--|--|
| Topic                                    | Healthy Living  |  | My Ambitions   |  | Ideal world  |  |
| <b>Core Knowledge/ Threshold Concept</b> | <ul style="list-style-type: none"> <li>Food and drink</li> <li>Parts of the body</li> <li>Sport and fitness</li> <li>Healthy eating</li> <li>Making plans to get fit</li> </ul>   | <ul style="list-style-type: none"> <li>- Phonics recall</li> <li>- à + definite article</li> <li>- Using depuis + il faut</li> <li>- the future tense</li> <li>- Imperfect tense to say what things used to be like/.</li> </ul> | <ul style="list-style-type: none"> <li>Describing different jobs</li> <li>Importance of Language learning for careers.</li> <li>Talking about your past and future.</li> <li>Discussing future ambitions.</li> </ul>   | <ul style="list-style-type: none"> <li>- Phonics recall</li> <li>- Near future</li> <li>- Using modal verbs</li> <li>- The imperfect tense</li> <li>- The future tense</li> <li>-Using questions across tenses</li> <li>- masculine and feminine nouns.</li> </ul> | <ul style="list-style-type: none"> <li>Talking about being vegetarian.</li> <li>Talking about helping endangered animals.</li> <li>Discussing plastic and the environment.</li> <li>Talking about how you would like to change the world.</li> <li>Bastille Day project</li> </ul> | <ul style="list-style-type: none"> <li>- Phonics recall</li> <li>- Present tense 3<sup>rd</sup> person pl. recall.</li> <li>- Using a range of negative structures.</li> <li>- Using the superlative</li> <li>- Using all three tenses and the conditional.</li> </ul> |
| <b>Why this learning now?</b>            | Introduces future simple and revisits near future, Real life speaking scenarios – at the doctors. Imperfect versus perfect tense. Recall high frequency vocabulary met in Y7/8 ie. freetime in Y7. Use of more complex structures ie. il faut   |  | Module taught just before pupils make their GCSE options. Highlight importance of languages for future careers and possibilities which exist to work in other countries. CIAG – link to careers and languages. Also recaps all main tense structures covered so far. |  | Recall module which covers most of the grammar in KS3, as well as key phonics, HF vocab and authentic texts. Topic covers real-life issues that are important to young people. Bastille Day project – develop understanding of the significance of this in French history.         |  |
| <b>Assessment Opportunities:</b>         | <ul style="list-style-type: none"> <li>Recall strategies used in all lessons</li> <li>AfL &amp; directed questioning</li> <li>Vocabulary testing and low-stakes assessments</li> </ul>  |  | <ul style="list-style-type: none"> <li>- Summative assessments across skills to inform data capture.</li> <li>- Live marking, whole class feedback</li> <li>- WINS assessed pieces of work</li> </ul>  |  |  |  |
| <b>Learning at Home</b>                  | <ul style="list-style-type: none"> <li>Pupils have vocabulary books and core vocabulary knowledge organisers to support learning at home.</li> <li>Vocabulary learning – once per cycle. Use of Quizlet and Knowledge organisers.</li> <li>Reading comprehension activities.</li> <li>Use of websites such as Language Gym to practise grammatical structures and vocabulary.</li> <li>Vocabulary building worksheets to consolidate the work done in class.</li> </ul> |  |  |  |  |  |

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|---|---|--|---|
| <b>Key Vocabulary</b>   | High-frequency adverbs:<br>régulièrement    habituellement<br>rapidement      absolument<br>souvent            totalement   | High-frequency adverbs:<br>possiblement    ne...jamais<br>actuellement    ne...que<br>évidemment    heureusement | High-frequency adverbs:<br>tout a fait      soudainement    ni...ni...<br>tranquillement    facilement<br>fortement        non plus |
| <b>Spiritual, Moral, Social and Cultural concepts covered</b> | Autumn Term – International food festival in Dijon, Authentic text – Poème à mon frère blanc + Jacques Prévert – Déjeuner du matin<br>Spring Term – Customs and Festivals – New Year.<br>Summer Term – Discussing environment and social issues and what we can all do to help, Bastille project – significance of 14 <sup>th</sup> July in French history.<br>Anthea Bell Translation competition.<br>Opportunity to become a Language Ambassador and participation in European Day of Languages activities. |  |   |
| <b>Links to careers and the world of work</b>                 | Y9 MFL and the Workplace event – Live speakers from local industry in school - discuss how important languages are for future study and careers. Links to Gatsby and CIEG. Ambitions topic in Spring heavily focussed on jobs and career choices and the importance of Languages in advance of GCSE options.<br>GCHQ events – transferable skills used in Language learning and putting language learning into real-life work-based practice.   |  |   |