

French	Building Communication and Grammar Skills			'Core' knowledge	'Hinterland' knowledge
	What new knowledge do we introduce?			Topic-specific vocabulary Verbs Tenses Time frames Time phrases Key nouns Gender Key adjectives Adjectival agreement ACTIONS OJOOJ (Year 7 cycle 2) 4Js (Year 9)	Word families Origins of words Understanding French grammar – nouns, verbs, adjectives, adverbs, pronouns Understanding how the French language is evolving e.g. with gender neutral adjectives French poetry, song, story and rhymes that 'frame the language we teach'
	Year 7	Year 8	Year 9		
Autumn 1 <i>September - October</i>	Phonics Securing the basics; fundamental language European Day of Languages Celebrations Understanding and using key classroom language Using « avoir » in a range of situations Colours and shapes – describing flags of the francophone world	Talk about countries and where we like to go on holiday using a range of 'in' words Talk about holiday accommodation Discuss means of transport Discuss holiday activities	Review core knowledge (vocab, grammar, skills) from Years 7-8 Talk about my family and friends – their personal details, looks and character Describe my relationship with my family and friends Use adjectives and adjectival agreement Use possessive adjectives	Our language curriculum is founded on the three pillars of: vocabulary, grammar and phonics. The depth of coverage of vocabulary and grammar increases as the KS progresses. Students' understanding of phonics underpins the above. Within our curriculum we: Identify and use tenses and other structures which convey the past, present and future time frames.	The topic-specific content of the French KS3 curriculum sits within the framework of students understanding basic French grammar and syntax. Word roots and origins are discussed as we teach new vocabulary and students are made aware of how the language is evolving and differs from one

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				Use key mnemonics which promote a wide range of ways to express yourself in the language, namely ACTIONS and 4Js. Use three time frames from Year 7 in the “Je”, “Tu” and ‘Il’ forms, with other pronouns being introduced as appropriate. Develop student confidence in conjugating verbs will improve over the key stage. Introduce adverbs of frequency from Year 7 to add detail to student work. Embed opinions and justifications, the detail in which will develop as students move through the Key Stage. Students will appreciate gender and word order through the study of key grammatical points such as adjectival agreement, including developing an awareness of gender-neutral language.	francophone country to another. Focusing on translation skills allows students to make parallels between English and the French language. French songs, poems, short literary extracts and films all provide a valuable cultural framework on which to build our knowledge of the language and wider culture. Celebrating French customs, festivals and events allows students to not only see the language being used in real contexts but also helps foster an acceptance of difference and a sense of cultural sensitivity.
Autumn 2 <i>November - December</i>	Talking about my family and pets « Mon animal préféré » Describing what you like and reasons why Describing yourself and others - hair, eyes and character Culture: Understanding Christmas in France	Ask others questions about their holidays Talk about our activities with others using the ‘we’ pronouns Describe our holidays using all three time frames Use the conditional tense to say what you would do on an ideal holiday (Je/Tu/Il/On) Use the past tense to say where I went last summer and what the holidays were like Say what I put in my suitcase when I go on holiday- Use song ‘Ma valise’ Culture: learn about French food and landmarks	Describe what makes a good friend Compare my routine during the week and at the weekend Talk about my musical tastes Research a French-speaking musician Compare across three time frames Use reflexive verbs in two time frames Discuss Christmas and New Year Celebrations in France compared to another French-speaking country		
Spring 1 <i>January - February</i>	Using the verb ‘je voudrais’ to discuss New Years’ Resolutions	Talk about clothing – garments, colours, opinions	Discuss our food habits – what we consume, why, how often	The study of French proverbs, idioms and expressions will be	

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	<p>World Book Day Celebrations</p> <p>School life and studying- school subjects and opinions</p>	<p>Describe what I wear at the weekend and compare this to other times e.g. last weekend</p> <p>Talk about where I can buy things , shops</p> <p>Describe my plans for next weekend using the immediate future tense</p> <p>Talk about my recent birthday – presents, celebrations, opinions</p> <p>Discuss my music preferences and give opinions on selected francophone singers</p>	<p>Understand the partitive article</p> <p>Describe mealtimes and foods that we consume</p> <p>Describe what is healthy and unhealthy</p> <p>Compare eating habits now to the past and the future</p> <p>Use a range of question words</p> <p>Use a wider range of negatives</p>	<p>intertwined throughout the three years.</p> <p>A key focus is placed on students ‘recycling’ known language and ‘layering’ this with new language. The importance of regular revision of vocabulary and grammar is emphasised with weekly vocabulary tests, lesson Do Now retrieval questions, fortnightly cyclical quizzes and half-termly vocabulary and grammar mastery assessments.</p> <p>Students will understand and use vocabulary which allows them to give and justify opinions and take part in discussion about wider issues, not just in the UK or France, but in the wider world where French is spoken.</p>	
<p>Spring 2 <i>March - April</i></p>	<p>School life and studying – the school day, uniform, daily routine</p> <p>Group Talk – asking and answering basic questions with some spontaneity</p> <p>Food and drink – what do you typically eat and drink at school and why? People’s character</p>	<p>Discuss the role of technology in my life</p> <p>Discuss my TV and cinema habits and preferences</p> <p>Compare reading habits in the UK and France</p> <p>Cultural Focus: Understand the importance of ‘les bandes</p>	<p>Talk about what sports you do and why</p> <p>Discuss global sporting events</p> <p>Describe a healthy lifestyle</p> <p>Give advice on a healthy lifestyle</p> <p>Express future plans for healthy living</p>		

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		<p>dessinées' in French culture</p> <p>Learn about the French Cannes film festival</p>			
<p>Summer 1 <i>April - May</i></p>	<p>Sports , frequency words, understanding the use of 'jouer' and 'faire' with sports. Answer questions about my favourite sports or what I like to do and when</p> <p>Musical instruments and the verb 'jouer'</p> <p>Culture: learn about French sport celebrities</p>	<p>Talk about where I live and describe my local area</p> <p>Discuss what I would change about my local area</p> <p>Discuss my house and say what I like and dislike about it</p> <p>Describe furniture and where they are (using prepositions)</p>	<p>Discuss your rights and responsibilities in society using key modal verbs</p> <p>Discuss the pressures in life</p> <p>Talk about what is important in life</p> <p>Use a range of 'avoir' phrases</p> <p>Explain what you do to help the environment</p>		
<p>Summer 2 <i>June - July</i></p>	<p>Hobbies, frequency words, understanding the use of a variety of verbs with hobbies Answer questions about my hobbies or what I like to do during my spare time and when</p>	<p>Talk about an imaginary trip I have done Paris and what I thought about it</p> <p>Write in the perfect tense with regular and irregular verbs, using different subject pronouns</p> <p>Reinforce the use of the negative</p>	<p>Describe what you do to earn pocket money</p> <p>Talk about your future job plans</p> <p>Give your opinion on different jobs</p> <p>Understand and use different 'si' clauses</p>		

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	<p>Understanding the past tense to say what I did yesterday or last weekend</p> <p>What I do according to the weather and introduction of 'si' clause</p> <p>Write a paragraph using OJOJ writing frame</p>	<p>Learn landmarks / famous buildings in Paris</p> <p>Culture: Study song 'Aux Champs Elysées'</p>	<p>Basic transactional language with a focus on:</p> <ul style="list-style-type: none"> - <i>buying tickets (train/cinema/concert)</i> - <i>ordering food</i> - <i>finding the way</i> - <i>booking accommodation (hotels, gîtes)</i> - <i>buying souvenirs on holiday</i> - <i>buying food at the market</i> 		
<p><i>How are students assessed in French?</i></p> <p>Progress is assessed through on-going tracking of vocabulary acquisition and use in the classroom as well as more formal assessments at the end of each half-term.</p> <p>The vocabulary and grammar taught is seen as 'cyclical' in that it is regularly revisited and recycled, with new elements constantly added.</p> <p>All four skills (listening, speaking, reading and writing) are developed across the key stage, with lessons regularly featuring a number of skills.</p> <p><i>What workplace skills do we teach in French?</i></p> <p>Learning French develops your adaptability, communication, critical thinking, cultural sensitivity, listening, confidence and resourcefulness.</p>			<p><i>Opportunities</i></p> <p><i>Trips and visits</i></p> <p><i>Enrichment</i></p> <p>French culture is celebrated on European Day of Languages, French Language Day and World Book Day</p> <p>Students across KS3 are invited to participate in our Language Leader programme</p> <p>Year 7 students experience a day trip to Boulogne-sur-mer, France</p> <p>All students correspond with a French penpal in our partner school, Collège Simone Veil in Mandres-les-roses</p>	<p><i>Resources</i></p> <p>Students are taught engaging and interactive lessons through the use of lesson Powerpoints, Knowledge Organisers, authentic materials (texts, songs, videos).</p>	

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