

KS3 French

Curriculum Intent 2021-2022

Languages are an integral part of the curriculum. Learning a language is 'a liberation from insularity and provides an opening to other cultures'. It helps to equip pupils with the knowledge and cultural capital they need to succeed in life. It encourages pupils to appreciate and celebrate difference. The languages curriculum should also provide the foundation for learning further languages. It should enable pupils to study and work in other countries. In doing this, the languages curriculum has a potential positive impact on business and the economy. OFSTED Curriculum review, June 2021.

Firstly, learning French is the pleasure of learning a beautiful, rich, melodious language. French is also an analytical language that structures thought and develops critical thinking, which is a valuable skill for discussions and negotiations. France is the world's top tourist destination and attracts more than 87 million visitors a year. The ability to speak even a little French makes it so much more enjoyable to visit Paris and all the regions of France, and offers insights into France's culture and way of life. French also comes in handy when travelling to French-speaking parts of the world.

Another reason to learn French is that France operates the biggest international network of cultural institutes, which run French-language courses for close on a million learners. It offers challenging opportunities and personal development. The ability to speak French and English is an advantage on the international job market. Inspirational and motivational aspects of acquiring a knowledge of French are that it opens the doors of French companies in France but also in England, for example Airbus in Chester or Michelin tyres in Stoke-on-Trent. French is both a working language and an official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts. French is the language of the three cities where the EU institutions are headquartered: Strasbourg, Brussels and Luxembourg. This shows how important it is to be able to speak this language. It really does prepare you for the future!

Furthermore, French is the international language of cooking, fashion, theatre, the visual arts, dance and architecture. A knowledge of French offers access to great works of literature in the original French, as well as films and songs. French is the language of Victor Hugo, Molière, Edith Piaf and Zinedine Zidane or Thierry Henry! At school, you will be able to apply your speaking skill by taking part in the Inter House Languages competition where you will be involved with the local primary school and whole community as pupils watch your plays. If you can speak another language other than English, you will have the opportunity to become a Language Ambassador and work on specific language related tasks. Furthermore, in Years 8 and 9, you will be able to go on a French trip to the north of France in the Château du Broutel, where you will be able to apply some of the vocabulary you have learnt in the local market and much more. This will allow you to get involved in a different community but also make you realise the lifelong effect of learning French when you will be able to go on the exchange during Year 10. You will also study a couple of French films which will demonstrate some strong cultural differences within France.

Speaking French opens up opportunities to study at renowned French universities and business schools, ranked among the top higher education institutions in Europe and the world. We have had students who have studied French at GCSE then A level leading to studying in Paris for their degree.

For all these reasons, we feel that through your French journey you will be prepared to access a much broader world. The curriculum provides breadth and depth and you will be able to study topics such as holidays, local environment or new technology. As the course goes on, you will develop a greater understanding of the French language as well as different aspects of French culture. You will develop a knowledge and achieve something which will make you different from other pupils. The topics have been chosen based on the appropriate specification and we have strategically planned out when to teach them and how long to dedicate to each of them, allowing plenty of time for revision and future preparation for the exams.

It would not be fair or true to say that learning French is easy; language learning takes time, effort and dedication. The acquisition of vocabulary and grammar knowledge is relentless, but we make no apology for this! The rewards for perseverance are enormous; you never know which doors might just open for you because of your language skills. Employers and universities recognise that learning a language shows resilience and tenacity and will respect and value you for this. Your teachers will guide you safely through the course, preparing you for the exams and beyond, but this is your grade for a reason. Spending just five minutes a day reading through your class notes, revisiting grammar points or learning vocabulary is worth more than half an hour once a week. The dividend for trawling meticulously through your written pieces, to correct and improve them will come when you sit your writing exam and can tackle any essay question with ease and confidence. You will be able to develop resilience that will help you in the future. Making links to a whole host of related words from one word you've just discovered, will train your brain to find connections and break down words more easily, keeping your brain firing on all cylinders (you're welcome).

Assessment

All year groups undertake fortnightly knowledge organiser quizzes to develop core vocabulary and verbs.
All groups also undertake a formalised listening, reading and writing assessment following the study of each unit.
Please see website for the formal assessment record.

Homework

Homework is set weekly and comprises one learning homework for fortnightly knowledge organiser quizzes, and one set of small listening/reading/translation tasks set via ActiveLearn.

Clubs and/or intervention

Parental/Carer support

Helpful sources of information

Knowledge organisers will contain crucial vocabulary for each module; ActiveLearn suite for homeworks and additional support; Seneca can offer additional support and guidance.

Connections to future pathways

Any career is enhanced through speaking a foreign language. Careers directly related to languages include: [Interpreter](#), Secondary school teacher, and Translator. Careers where a language degree would be useful include: [Broadcast journalist](#), [Detective](#), [Diplomatic service officer](#), [Education consultant](#), [English as a foreign language teacher](#), [International aid/development worker](#), [Logistics and distribution manager](#), [Marketing executive](#), [Patent examiner](#), [Private tutor](#), [Sales executive](#), [Tour manager](#), Import / export manager.

Significant local employers include: [Bet 365](#), [Muller yoghurt](#), [Bentley Motors](#), [Networld Sports](#), [Airbus Broughton \(Chester\)](#), [Michelin \(Stoke on Trent\)](#).

Degree courses where languages are required/useful to gain entry include: Classical Studies – useful, Economics or Business related degrees – useful, English - sometimes essential, always useful, European Studies - essential, 2 languages even more useful, Film Studies – useful, French - essential, 2 languages even more useful, German - essential, 2 languages even more useful, History – useful, History of Art – useful, Italian - essential, 2 languages even more useful, Law – useful, Leisure and Tourism – very useful.

Transferable skills: communication skills, adaptability/resilience /resourcefulness, independent learner, cultural development and global awareness.

Future learning:

Preparing students for compulsory MFL at KS4.

Year 7 Overview

Term	Knowledge	Assessment	Connections to learning
Autumn	Me, my school and my world To quickly prepare the pupils to handle irregular common verbs, to train study habit of memorising, to allow the pupils to express themselves and to plug gaps from prior learning		
	<ul style="list-style-type: none"> ➤ Learning to pronounce key French sounds ➤ Saying your name and learning numbers ➤ Talking about brothers, sisters and age ➤ Using the verb avoir ➤ Describing a classroom ➤ Using the indefinite and definite articles ➤ Talking about likes and dislikes ➤ Using the verb aimer + the definite article ➤ Describing yourself and others ➤ Using adjective agreement ➤ Saying what you do ➤ Understanding infinitives and regular –er verbs ➤ Creating a video interview about yourself ➤ Giving dates in French ➤ Talking about colours ➤ Telling the time ➤ Saying what you think of your school subjects and why ➤ Talking about likes and dislikes using –er verbs ➤ Talking about what you wear to school 	<ul style="list-style-type: none"> ➤ Fortnightly knowledge organiser quizzes ➤ Formal assessment at the end of each unit 	<ul style="list-style-type: none"> ➤ All key stages and all lessons need this knowledge. ➤ Avoir and etre drilled as needed for all compound tenses. ➤ These verbs are core knowledge and used in every lesson.

	<ul style="list-style-type: none"> ➤ Using adjectives after nouns ➤ Talking about your school day ➤ Using new –er verbs ➤ Learning about a typical French school ➤ Reading and listening for gist ➤ Saying what there is / isn't, using il y a ... and il n'y a pas de ... ➤ Agreeing and disagreeing 		
Spring	<p>Free time and family life</p> <p>To develop use of other common irregular verbs, to develop knowledge of near future tense and to train pupils to provide opinions and justify them</p>		
	<ul style="list-style-type: none"> ➤ Talking about weather and seasons ➤ Learning more key French sounds ➤ Talking about which sports you play ➤ Using jouer à ➤ Talking about activities you do ➤ Using the verb faire ➤ Discovering sport in French-speaking countries ➤ Using cognates and context ➤ Talking about what you like doing ➤ Using aimer + the infinitive ➤ Creating an interview with a celebrity ➤ Forming and answering questions ➤ Talking about animals ➤ Using higher numbers ➤ Describing your family ➤ Using the possessive adjectives 'my' and 'your' ➤ Describing where you live ➤ Using the nous form of –er verbs ➤ Talking about breakfast 	<ul style="list-style-type: none"> ➤ Fortnightly knowledge organiser quizzes ➤ Formal assessment at the end of each unit 	<ul style="list-style-type: none"> ➤ All Key stages and all lessons need this knowledge. Aller needed for future tense. ➤ Use of irregular verb tables and as such fostering independence.

	<ul style="list-style-type: none"> ➤ Using the partitive article (du / de la / de l' / des) ➤ Learning about Bastille Day ➤ Using the glossary ➤ Creating a cartoon family ➤ Substituting words to make texts your own 		
Summer	<p>Life in town</p> <p>To develop use of other common irregular verbs, to develop knowledge of perfect tense and to develop complexity in writing.</p>		
	<ul style="list-style-type: none"> ➤ Talking about places in a town or village ➤ Understanding prices in French ➤ Saying where you go at the weekend ➤ Using the verb aller (to go) ➤ Inviting someone out ➤ Using the verb vouloir (to want) ➤ Ordering drinks and snacks in a café ➤ Using the tu and vous forms of the verb ➤ Saying what you are going to do ➤ Using the near future tense (aller + infinitive) ➤ Talking about plans for a special weekend ➤ Using two tenses together 	<ul style="list-style-type: none"> ➤ Fortnightly knowledge organiser quizzes ➤ Formal assessment at the end of each unit 	<ul style="list-style-type: none"> ➤ All Key stages and all lessons need this knowledge. Perfect tense reinforces avoir and etre; provides foundation for all other compound tenses.

Year 8 Overview

Term	Knowledge	Assessment	Connections to learning
Autumn	Travel & Tourism To plant the seed for recruitment on to school visits to France (PicardieY8&9 and Exchange in Y10), to broaden students' view away from their home environment and to be able to describe holidays in different tenses		
	<ul style="list-style-type: none"> ➤ Talking about school holidays ➤ Revising the verbs avoir and être ➤ Saying what you did during the holidays ➤ Using the perfect tense of regular –er verbs ➤ Describing a visit to a theme park ➤ Using the perfect tense of irregular verbs ➤ Saying where you went and how ➤ Using the perfect tense of verbs that take être ➤ Listening for negatives in the perfect tense ➤ Reading to spot the perfect tense in a text ➤ Asking and answering questions ➤ Using the present and perfect tenses together 	<ul style="list-style-type: none"> ➤ Fortnightly knowledge organiser quizzes ➤ Formal assessment at the end of each unit 	<ul style="list-style-type: none"> ➤ All Key stages and all lessons need this knowledge. Aller needed for future tense. ➤ Use of irregular verb tables and as such fostering independence.
Autumn	Festivals & Celebrations Students will learn about Francophone festivals around the world and be able to describe important celebrations in their own life; Broadening students' awareness of cultural differences and similarities & to plant the seed for recruitment on to school visits to France		
	<ul style="list-style-type: none"> ➤ Talking about festivals and celebrations ➤ Saying what you like and dislike ➤ Describing festivals and special days 	<ul style="list-style-type: none"> ➤ Fortnightly knowledge organiser quizzes ➤ Formal assessment at the end of each unit 	<ul style="list-style-type: none"> ➤ Secure foundation to revisit this topic at KS4 & 5 ➤ Build on knowledge of key verbs in present, future and perfect from Y7 & Y8

	<ul style="list-style-type: none"> ➤ Using the present tense of regular –ir and –re verbs ➤ Buying food at a market ➤ Using transactional language ➤ Using prediction to help with challenging listening passages ➤ Giving answers in French for a reading task ➤ Talking about a future trip ➤ Using the near future tense (with questions) ➤ Writing about New Year ➤ Combining the present and near future tenses 		
Spring / Summer	<p>Travel & Tourism</p> <p>To plant the seed for recruitment on to school visits to France (Picardie Y8&9 and Exchange in Y10), to broaden students' view away from their home environment and to be able to describe holidays in different tenses</p>		
	<ul style="list-style-type: none"> ➤ Talking about celebrities and TV programmes ➤ Using singular and plural adjective agreement ➤ Talking about digital technology ➤ Forming and answering a range of questions ➤ Arranging to go to the cinema ➤ Buying cinema tickets ➤ Talking about leisure activities ➤ Using negatives ➤ Spotting synonyms ➤ Looking up perfect tense verbs when reading ➤ Using three tenses when speaking ➤ Speaking from notes ➤ Talking about where you live ➤ Discussing the weather ➤ Describing where you live ➤ Using pouvoir + infinitive 	<ul style="list-style-type: none"> ➤ Weekly vocabulary test to develop core vocabulary and verbs ➤ Formal assessment at the end of each unit 	<ul style="list-style-type: none"> ➤ Secure foundation to revisit this topic at KS4 & 5 ➤ Build on knowledge of key verbs in present, future and perfect from Y7 & Y8 ➤ Build on reflexive verbs taught in Y8 (spring) by also teaching them in the perfect tense

	<ul style="list-style-type: none"> ➤ Listening for different persons of the verb ➤ Using different strategies to decode words while reading ➤ Talking about daily routine ➤ Using reflexive verbs ➤ Talking about moving house ➤ Using irregular adjectives (beau, nouveau and vieux) ➤ Using three tenses in writing <p>Using resources to find and translate nouns into French</p>		
Summer	<p>The world of sport To be able to discuss sports and say what you play and do.</p>		
	<ul style="list-style-type: none"> ➤ Talking about sports ➤ Using jouer à and faire de ➤ Giving opinions about sports ➤ Using the comparative ➤ Asking the way and giving directions ➤ Using the imperative ➤ Using il faut to say 'you must' ➤ Translating from French into English ➤ Talking about injuries and illness ➤ Taking part in a conversation with the doctor ➤ Interviewing a sportsperson <p>Asking and answering questions in three tenses</p>	<ul style="list-style-type: none"> ➤ Fortnightly knowledge organiser quizzes ➤ Formal assessment at the end of each unit 	<ul style="list-style-type: none"> ➤ Secure foundation to revisit this topic at KS4

Year 9 Overview

Term	Knowledge	Assessment	Connections to learning
Autumn	Me, my world & future plans Reinforce prior learning (spiral curriculum)		
	<ul style="list-style-type: none"> ➤ Talking about likes and dislikes ➤ Using aimer (etc.) + noun or infinitive ➤ Talking about after-school clubs and activities ➤ Using verbs in the present tense ➤ Describing your friends ➤ Using reflexive verbs ➤ Describing birthday celebrations ➤ Using the perfect tense ➤ Discussing what you are going to wear ➤ Using the near future tense ➤ Talking about earning money ➤ Using pouvoir and devoir ➤ Talking about what you want to do when you are older ➤ Using vouloir ➤ Talking about what you will do in the future ➤ Using the future tense ➤ Talking about what things will be like in the future ➤ Consolidating the future tense ➤ Writing about an inventor ➤ Using questions in three different tenses ➤ Talking about earning money ➤ Using pouvoir and devoir 	<ul style="list-style-type: none"> ➤ Fortnightly knowledge organiser quizzes ➤ Formal assessment at the end of each unit 	

	<ul style="list-style-type: none"> ➤ Talking about what you want to do when you are older ➤ Using vouloir ➤ Talking about what you will do in the future ➤ Using the future tense ➤ Talking about what things will be like in the future ➤ Consolidating the future tense ➤ Writing about an inventor ➤ Using questions in three different tenses 		
Spring	<p>Music and the World</p> <p>To understand and discuss music tastes at home and in the Francophone world; Discussing problems in the world, what I can do to help and my vision for the future.</p>		
	<ul style="list-style-type: none"> ➤ Talking about your musical tastes ➤ Using direct object pronouns (le, la, les) ➤ Describing what you used to be like ➤ Using the imperfect tense ➤ Comparing your primary and secondary schools ➤ Using the comparative ➤ Talking about how things have changed ➤ Using the present and imperfect tenses together ➤ Interviewing a young refugee ➤ Asking and answering questions in different tenses ➤ Talking about food ➤ Describing a photo ➤ Discussing eating habits ➤ Using a range of negatives 	<ul style="list-style-type: none"> ➤ Fortnightly knowledge organiser quizzes ➤ Formal assessment at the end of each unit 	<ul style="list-style-type: none"> ➤ School subjects (revised from Y7) ➤ Prepare students for deeper comparison of different cultures ➤ Build on comparison of francophone culture (festivals)

	<ul style="list-style-type: none"> ➤ Talking about animals and the natural world ➤ Using the superlative ➤ Talking about plastic and the environment ➤ Referring to two different time frames ➤ Talking about what you would like to do ➤ Using the conditional tense (j'aimerais and je voudrais) 		
Summer	<p>The French-Speaking World</p> <p>To explore the history, cultures, geography and lexicons of the wider French-speaking world.</p>		
	<ul style="list-style-type: none"> ➤ Using a range of articles ➤ Discussing where you would like to go ➤ Using a range of adjectives ➤ Discussing impressive sites and monuments ➤ Using infinitives in combination with other verbs ➤ Saying what you like and dislike doing ➤ Preparing a fact file and an advert on a francophone country ➤ Using a range of structures and verbs ➤ Understanding how to use the present tense ➤ Discussing young French-speakers you would like to meet ➤ Understanding how to use the near future and simple future tenses ➤ Discussing plans for the future ➤ Understanding how to use the perfect and imperfect tenses 	<ul style="list-style-type: none"> ➤ Fortnightly knowledge organiser quizzes ➤ Formal assessment at the end of each unit 	<ul style="list-style-type: none"> ➤ Secure foundation to revisit this topic at KS4 & 5 ➤ Build on knowledge of key verbs in present, future and perfect from Y7 & Y8 ➤ Build on reflexive verbs taught in Y8 (spring) by also teaching them in the perfect tense

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| | <ul style="list-style-type: none">➤ Discussing a past trip round the world➤ Preparing a presentation about a francophone artist➤ Understanding how to ask and answer questions in a range of tenses | | |
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