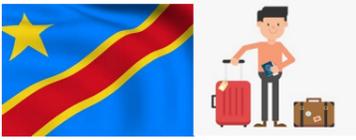


Key Stage 3 Curriculum Journey: French

The French curriculum is ambitious and engaging and designed to give all students, the knowledge and cultural capital that they need to succeed. Students will achieve and enjoy French as well as recognise the significance that language learning has upon their journey to becoming successful global citizens. The curriculum will embed key concepts and skills in students' long-term memory effectively and enable them to communicate with increasing confidence in the target language. As a result, students will develop as lifelong learners and culturally rich citizens, learning transferable skills that can help them to achieve success later in life.

YEAR 7 CURRICULUM JOURNEY						
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic						
	Moi (Me)	Ma famille et mes amis (My family and friends)	Les loisirs (Hobbies)	Le collège (School)	Le collège (School..continued)	Les métiers (Jobs)
Key Knowledge, Skills & Understanding	<ul style="list-style-type: none"> • Transactional language. • Personal/physical description vocabulary. • Numbers. • Conjugation of avoir and être. • Pronouns. • Adjectives and their use. • Components of a sentence. • The formula for extended sentences. L/S/R/W practice.	<ul style="list-style-type: none"> • Transactional language. • Family members. • Physical/personality description vocabulary. • Numbers. • Conjugation of avoir and être. • Conjugation of -er verbs. • Pronouns. • Possessive adjectives. • Adjectives and their use. • Components of a sentence. • The formula for extended sentences. L/S/R/W practice.	<ul style="list-style-type: none"> • Transactional language. • Hobbies' vocabulary. • Sport vocabulary. • Opinions. • Conjugation of -er verbs. • Conjugation of faire. • Use of à/de. • Pronouns. • Components of a sentence. • The formula for extended sentences. L/S/R/W practice.	<ul style="list-style-type: none"> • Transactional language. • School. • Subjects and teacher vocabulary. • 12/24hr clock. • Conjugation of avoir and être. • Conjugation of -er verbs. • Opinions. • Pronouns. • Adjectives and their use. • Components of a sentence. • The formula for extended sentences. L/S/R/W practice.	<ul style="list-style-type: none"> • Transactional language. • School. • Subjects and teacher vocabulary. • 12/24hr clock. • Conjugation of avoir and être. • Conjugation of -er verbs. • Opinions. • Pronouns. • Adjectives and their use. • Components of a sentence. • The formula for extended sentences. L/S/R/W practice.	<ul style="list-style-type: none"> • Transactional language. • Career vocabulary. • Conjugation of aller. • Introduction of the immediate future. • Modal verbs. • Pronouns. • Adjectives and their use. • Components of a sentence. • The formula for extended sentences. L/S/R/W practice.
KS3 National Curriculum Links	<ul style="list-style-type: none"> • Understand and respond to spoken and written language relating to the topic. • Speak with increasing confidence, fluency and spontaneity on the topic. • Demonstrate improving pronunciation and intonation on the topic. • Become proficient at writing; applying the grammatical structures studied in the topic. 	<ul style="list-style-type: none"> • Understand and respond to spoken and written language relating to the topic and those previously studied. • Speak with increasing confidence, fluency and spontaneity on the topic and on those previously studied. • Demonstrate improving pronunciation and intonation on the topics (previously) studied. • Become proficient at writing; applying the grammatical structures studied in the topic (and those previously learnt). 	<ul style="list-style-type: none"> • Understand and respond to spoken and written language relating to the topic and those previously studied. • Speak with increasing confidence, fluency and spontaneity on the topic and on those previously studied. • Demonstrate improving pronunciation and intonation on the topics (previously) studied. • Become proficient at writing; applying the grammatical structures studied in the topic (and those previously learnt). 	<ul style="list-style-type: none"> • Understand and respond to spoken and written language relating to the topic and those previously studied. • Speak with increasing confidence, fluency and spontaneity on the topic and on those previously studied. • Demonstrate improving pronunciation and intonation on the topics (previously) studied. • Become proficient at writing; applying the grammatical structures studied in the topic (and those previously learnt). 	<ul style="list-style-type: none"> • Understand and respond to spoken and written language relating to the topic and those previously studied. • Speak with increasing confidence, fluency and spontaneity on the topic and on those previously studied. • Demonstrate improving pronunciation and intonation on the topics (previously) studied. • Become proficient at writing; applying the grammatical structures studied in the topic (and those previously learnt). 	<ul style="list-style-type: none"> • Understand and respond to spoken and written language relating to the topic and those previously studied. • Speak with increasing confidence, fluency and spontaneity on the topic and on those previously studied. • Demonstrate improving pronunciation and intonation on the topics (previously) studied. • Become proficient at writing; applying the grammatical structures studied in the topic (and those previously learnt).
MAPs	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, dictation, speaking etc.) and one extended response,	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, dictation, speaking etc.) and one extended response.	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, dictation, speaking etc.) and one extended response.	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, dictation, speaking etc.) and one extended response.	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, dictation, speaking etc.) and one extended response.	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, dictation, speaking etc.) and one extended response.

