

French Curriculum Sequence – Key Stage 3

	KS2 National Curriculum prior learning	By the end of the term, students can:	Year 7 Term 1 Qui suis-je? Introductions and descriptions	Year 7 Term 2 Au collège - Life at school	Year 7 Term 3 Les loisirs - free time sports and activities	Year 8 Term 1 Mes passetemps - TV, books and film	Year 8 Term 2 La cuisine - Food and lifestyle	Year 8 Term 3 En ville - Town and local area	Year 9 Term 1 Les Vacances - Holidays	Year 9 Term 2 Les fetes en France - Customs and Festivals Les metiers - Jobs	Year 9 Term 3 Mon modèle - role models and celebrity culture
What we want our students to know and remember	Primary students will have had some exposure to languages at KS2, however they do not all study French, therefore year 7 is taught for all with an assumption of no prior knowledge. Those pupils who have learnt some French in primary are expected to build on prior learning by completing challenge and extension tasks in lessons	Recall the key topic vocabulary, grammar and phonics:	French alphabet and vowel sounds including accents Introductions and greetings Saying how you are feeling Numbers 1-31 Saying how old you are Saying when your birthday is Pronouns je/tu/il/elle/on key verb avoir definite and indefinite articles in the classroom key verb être physical appearance adjectives to describe personality adjectival agreements Describing pets Colours Higher numbers 31-100 Family members name and age Possessive adjectives and gender using ne and pas (negative phrases)	Names of school subjects Key opinion phrases Positive and negative adjectives to give reasons for opinions Saying what your favourite subject is and why Conjugation of verb etudier with known pronouns Vocab for items of school uniform Correct adjectival word order Telling the time Describing school day and timetable including what time lessons start and finish School facilities Overall school descriptions	Weather phrases and Seasons Sports using "jouer au" (3 pronouns) Activities using "faire de" (3 pronouns) Conjugating regular ER verbs Conjugating key irregular verb faire Talking about what you do online Expressions of frequency Genres of music J'aime + infinitive key irregular verb aller in 3 pronouns Near future tense	Types of TV programmes Revisit opinion phrases and adjectives Revisit expressions of frequency revisit making negative phrases and include new negatives "jamais" and "rien" Introduction to past tense using known pronouns - regular verbs that use avoir e.g j'ai regardé revisit key phonics and vowel sounds with accents Types of books and reading preferences Irregular verb lire - present and perfect conjugations in known pronouns Cinema and films Talking about going on a trip to the cinema Introduce je suis allé and c'était French film study and film review	Opinions on Food Verbs manger and boire in present and past tense talking about mealtimes eating out at a restaurant or cafe ordering using je voudrais describing your house - rooms etc Daily routine talking about what you do to help at home Healthy vs unhealthy food staying fit and active parts of the body illnesses	The verb habiter with known pronouns Introducing regular verb conjugation in all six pronouns Things in town using il y a/il n'y a pas verb aller au/a la/aux Giving and receiving directions future tense recap with known pronouns inviting someone out using modal verb vouloir shopping - retrieval of je voudrais Describing your region saying what you can do in your region using pouvoir past tense recap - introducing "je suis allé" as well as retrieval of regular verbs acheter/manger etc Using "c'était" to give an opinion	Revisit past tense - je suis allé and regular avoir verbs Activities - talking about what you did during the holidays Countries and prepositions en/au/aux regular verb voyager using present and past tense Methods of transport and opinions on transport Buying a train ticket Hotels and accomodation Problems with hotel Holiday problems Holiday plans for next year Dream holidays	HT3 - Les metiers et l'avenir - Types of jobs, masculine/feminine version - Saying what jobs people in your family do - Talking about personal qualities - Future plans - what you want to do - Revisit near future tense and conditional with je voudrais - Using modal verb vouloir - talking about/part time jobs what you do to earn money at home - Talking about future plans for after school HT4 - Les fêtes Describing French festivals and traditions Describing a special occasion using present tense Talking about a recent birthday Talking about marriage and describing a wedding	HT5 - Role models - Talking about likes and dislikes - Describing your friends - Describing the qualities of a good friend - Using 3rd person verbs - Using adjectives with agreements - Describing the qualities of a role model - looking at examples of key French role models HT6 - Celebrity culture - Describing areas of French culture - music, fashion, cinema and sport - Descriing key French celebrities - project work on an area of French celebrity culture - Grammar boost

		<p>Recall the knowledge:</p>	<p>1. Comment ça va? To say what your name is in French (Alphabet and Phonetics, greetings)</p> <p>2. Les chiffres numbers 1-20</p> <p>3. Quel âge as tu? To say how old you are</p> <p>4. Quelle est la date de ton anniversaire ? To explain when your birthday is and use numbers 1-31</p> <p>5. Qu'est-ce qu'il y a sur la photo? To describe items in a classroom. Talking about gender and definite/indefinite articles</p> <p>6. The verb avoir with first person pronouns</p> <p>7. Numbers 31-100</p> <p>8. Tu as des frères et sœurs ? To discuss your siblings</p> <p>8. decris ta famille? Using possessive pronouns to describe your family</p> <p>9. Tu as un animal? To describe pets and colours</p> <p>10. Tu es comment? To describe what you look like</p> <p>11. Quelle est ta personnalité? To outline your characteristics.</p> <p>12. Negatives Using ne and pas</p> <p>13. Noel Christmas in France</p>	<p>1. Qu'est-ce que tu étudies ? To discuss the subjects you study at school</p> <p>2. Quelle est ta matière préférée ? To express opinions of school subjects</p> <p>3. Qu'est-ce qu'il y a dans ton collège? To talk about facilities in your school</p> <p>4. Quel est ton emploi du temps ? To talk about your timetable</p> <p>5. Comment est le collège en France ? To compare French and English schools</p> <p>6. Comment est ton uniforme? To describe your school uniform</p> <p>7. Comment sont tes profs? To express opinions on school teachers</p>	<p>1. Tu es sportif? To talk about sports you play</p> <p>2. Tu fais du sport? To talk about sports you play</p> <p>3. Les verbes reguliers regular ER verbs using je/tu/il/elle/on</p> <p>4. Tu aimes faire ça? Giving opinionnns using j'aime + infinitive</p> <p>5. Quel temps fait il? Talking about the weather</p> <p>6. Tu fais ça souvent? Using frequency expressions</p> <p>7. Qu'est-ce que tu vas faire ce weekend? Using the near future tense</p>	<p>1. Qu'est-ce que tu aimes regarder? Talking about TV programmes and giving opinions.</p> <p>2. Tu fais ca souvent? Talking about how often you do things</p> <p>3. Qu'est-ce que tu aimes lire ? Talking about different types of books and saying what you like to read</p> <p>4. Qu'est-ce que tu as fait hier? Saying what you did yesterday</p> <p>5. Qu'est-ce que tu as regardé? Talking about what you watched recently</p> <p>6. Tu veux aller au cinema? Discussing film preferences and talking about going out to watch a film</p> <p>7. C'etait comment le film? Giving a review of a French film</p>	<p>1. Que manges tu? Talking about different types of food</p> <p>2. Qu'est-ce que tu prends pour le petit déjeuner ? Describing meal times</p> <p>3. Au restaurant Ordering a meal in a restaurant</p> <p>4. Tu as un régime équilibré? Talking about diet</p> <p>5. Prêt, feu, partez ! Talking about an active lifestyle</p> <p>6. Comment est ta maison Describing your home</p> <p>7. Quelle est ta routine quotidienne ? Talking about your daily routine</p> <p>8. Que fais tu pour aider a la maison What do you do to help at home</p> <p>9. Bouge-toi ! Talking about getting fit</p> <p>10. J'ai mal ! Talking about what hurts</p>	<p>1. Où habites-tu? Describing your local area</p> <p>2. Qu'est-ce qu'il y a dans ta ville? Saying what there is and isn't in your town</p> <p>3. Où est la piscine? Giving directions</p> <p>4. Ou vas-tu le weekend? Talking about a day out in town</p> <p>5. Tu veux venir? Inviting friends to go out in town</p> <p>6. Tu aimes faire les magasins? Talking about shopping</p> <p>7. Qu'est-ce qu'on peut faire dans ta region? What can you do in your local area</p> <p>8. Où es-tu allé recemment en ville? Talking about a recent day out in your town</p> <p>9. C'etait comment? Using opinions</p>	<p>1.Les vacances! Introducing holidays</p> <p>2. Ou vas tu en vacances? Saying where you go on holiday</p> <p>3. Avec qui et comment? Saying who you go with, preferred transport and opinions</p> <p>4. Qu'est-ce que tu fais en vacances? Talking about holiday activities</p> <p>5. Où loges tu? Talking about hotels and hotel rooms</p> <p>7.Je peux vous aider? Buying a train ticket</p> <p>8. Le jeu de role roleplay - at a train station (deeply marked)</p> <p>1. Ou es tu allé l'année dernière? Talking about where you went on holiday</p> <p>2. Il faisait beau? Discussing the weather</p> <p>3. C'etait comment les vacances? Talking about problems you have had on holiday</p> <p>4. Où vas tu aller en vacances l'année prochaine? Talking about future holiday plans</p> <p>5 Comment serait tes vacances de reve? Talking about dream holidays</p> <p>6. Consolidation around DP1</p>	<p>1. Qu'est-ce que tu veux faire comme travail? To talk about jobs we'd like to do</p> <p>2. Que fais tes parents? Describing other people's jobs</p> <p>3. Quelles sont tes qualités? Looking at personal qualities important for different jobs</p> <p>4. Que fais-tu pour gagner de l'argent? Talking about part time jobs</p> <p>5. Que voudrais tu faire à l'avenir? Talking about future plans for jobs</p> <p>1. Quelle est ta fete préférée? Talking about our favourite festivals</p> <p>2. Comment sont les fetes en France Talking about different French festivals</p> <p>3. C'etait comment ton anniversaire? Describing a recent birthday or special day</p> <p>4. Que penses tu de la mariage? Describing a wedding and giving opinions</p>	<p>1. Qu'est-ce que tu aimes faire? Describing our hobbies</p> <p>2. C'est quoi un bon ami Describing qualities of a good friend</p> <p>3. Que fais-tu avec tes amis? Describing what you do with your friends</p> <p>4. Qui est ton modele? Talking about role models</p> <p>1. Quelle musique aimes-tu? Talking about music</p> <p>2. Tu aimes la mode? Talking about fashion</p> <p>3. Tu veux aller au cinema? Discussing film preferences</p> <p>4. Que penses-tu du sport? Discussing sport</p> <p>5. La vie Francophone Looking at other cultures</p> <p>6. Project work on an area of French culture</p>
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			phrases from English into French	Pupils will be able to translate short phrases from English into French	expressions of frequency Pupils will be able to translate short phrases from English into French	and expressions of frequency Pupils will be able to translate short phrases from English into French	opinions, past and present time frames and expressions of frequency Pupils will be able to translate short phrases from English into French	frequency Pupils will be able to translate short phrases from English into French	Pupils will be able to translate short phrases from English into French	opinions, 3 time frames indicated with time phrases Pupils will be able to translate short phrases from English into French	opinions, 3 time frames indicated with time phrases Pupils will be able to translate short phrases from English into French
Key assessment questions:			HT1 - Qu'est-ce qu'il y a sur la photo? Pupils will be able to describe physical objects in a photograph. HT2 - Comment es-tu? Pupils will be able to write a 40 word paragraph about themselves -Name and how you are feeling - Age - Family members - Physical and personality description DP1 - Reading and Listening assessment	HT3 - Speaking - reading aloud a short passage and answering 2 surprise unseen questions: Quelle est ta matiere preferee et pourquoi? Comment est ton uniforme? HT4 - Comment est ton college? 40 word written paragraph with 4 bullet points: - favourite subject - uniform - opinion - school day - school facilities	HT5 - 40 word paragraph - Sport likes and dislikes - how often you do sport - activities with friends - plans for this weekend HT6 - speaking - reading paragraph with questions DP2 - reading and listening	DP1 - reading and listening HT1 75 word writing paragraph: - Opinion on TV programmes - Book preferences - a recent TV show you have seen - what you would like to watch in the future HT2 - film review	HT3: Speaking Reading paragraph with questions HT4: Writing 75 word writing paragraph: - Food and drink - what you eat for breakfast - describe your house - a recent restaurant trip	DP2 - reading and listening HT5: Speaking: Roleplay in a shop HT6: Writing 75 words - town using 3 tenses - What you can do in your town - advantages and disadvantages of town - a recent day out - plans for this weekend	DP1 - reading and listening HT1: Speaking - roleplay buying a train ticket HT2 Writing 90 words - Where you go on holiday - What you do on holiday - A recent problem on holiday - ideal holiday destination	HT3 - Speaking. Describing a photo HT4 writing 90 words - Favourite festival - Do you prefer to celebrate with family or friends? - A recent birthday - plans for an upcoming special occasion HT6 - speaking presentation of cultural project	HT5 - Writing 90 words - Favourite hobbies - what is a good friend? - what have you done recently with a good friend? - What role model would you like to become? HT6 - speaking presentation of cultural project
Disciplinary Rigour		What makes your subject different to other subjects? What are the expectations for students in your subject area in the KS3 National Curriculum?	Pupils will be required to produce work using all four skills in a language and understand the cultural importance of the language they are learning. National curriculum expectations: -use accurate grammar, spelling and pronunciation in the target language. -transcribe words with increasing accuracy -initiate short conversations about themselves provide accurate translation into English of short simple materials. write short prose and	Pupils will be required to produce work using all four skills in a language and understand the cultural importance of the language they are learning. National curriculum expectations: -use accurate grammar, spelling and pronunciation in the target language. -transcribe words with increasing accuracy -initiate short conversations about themselves -speak coherently and confidently, with intonation	Pupils will be required to produce work using four skills in a language and understand the cultural importance of the language they are learning. National curriculum expectations: - identify and use tense which conveys a future timeframe -use accurate grammar, spelling and pronunciation in the target language. -transcribe words with increasing accuracy -initiate short conversations about themselves -speak coherently and confidently, with	Pupils will be required to produce work using four skills in a language and understand the cultural importance of the language they are learning. National curriculum expectations: - identify and use tense which conveys a past time frame -use accurate grammar, spelling and pronunciation in the target language. -transcribe words with increasing accuracy -initiate short conversations about themselves -speak coherently and confidently, with	Pupils will be required to produce work using four skills in a language and understand the cultural importance of the language they are learning. National curriculum expectations: - identify and use tense which conveys a past time frame -use accurate grammar, spelling and pronunciation in the target language. -transcribe words with increasing accuracy -initiate short conversations about themselves -speak coherently and confidently, with	Pupils will be required to produce work using four skills in a language and understand the cultural importance of the language they are learning. National curriculum expectations: - identify and use tense which conveys a past, present and future -use accurate grammar, spelling and pronunciation in the target language. -transcribe words with increasing accuracy -initiate short conversations about themselves -speak coherently and	Pupils will be required to produce work using four skills in a language and understand the cultural importance of the language they are learning. National curriculum expectations: - identify and use tense which conveys past, present and future -use accurate grammar, spelling and pronunciation in the target language. -transcribe words with increasing accuracy -initiate short conversations about themselves -speak coherently and	Pupils will be required to produce work using four skills in a language and understand the cultural importance of the language they are learning. National curriculum expectations: - identify and use tense which conveys past, present and future -use accurate grammar, spelling and pronunciation in the target language. -transcribe words with increasing accuracy -initiate short conversations about themselves -speak coherently and	Pupils will be required to produce work using four skills in a language and understand the cultural importance of the language they are learning. National curriculum expectations: - identify and use tense which conveys past, present and future -use accurate grammar, spelling and pronunciation in the target language. -transcribe words with increasing accuracy -initiate short conversations about themselves -speak coherently and

			<p>translate simple sentences into the target language.</p>	<p>provide accurate translation into English of short simple materials. write short prose and translate simple sentences into the target language.</p> <p>Read literary texts in the language - letters about French schools</p>	<p>increasingly accurate pronunciation and intonation provide accurate translation into English of short simple materials. write short prose and translate simple sentences into the target language. read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture</p>	<p>increasingly accurate pronunciation and intonation provide accurate translation into English of short simple materials. write short prose and translate simple sentences into the target language. read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material</p> <p>read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture</p>	<p>increasingly accurate pronunciation and intonation provide accurate translation into English of short simple materials. write short prose and translate simple sentences into the target language.</p>	<p>confidently, with increasingly accurate pronunciation and intonation provide accurate translation into English of short simple materials. write short prose and translate simple sentences into the target language. read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material</p>	<p>confidently, with increasingly accurate pronunciation and intonation provide accurate translation into English of short simple materials. write short prose and translate simple sentences into the target language. read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material</p>	<p>confidently, with increasingly accurate pronunciation and intonation provide accurate translation into English of short simple materials. write short prose and translate simple sentences into the target language.</p>	<p>confidently, with increasingly accurate pronunciation and intonation provide accurate translation into English of short simple materials. write short prose and translate simple sentences into the target language. read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material</p>
Numeracy			Numbers 1-100 recognising sequences and patterns in verb forms	Telling the time	expressions of frequency		Expressions of frequency	Recognising patterns in verb formations	costs - buying tickets, asking how much	revising numbers and dates on a calendar	
Literacy			Connectives, adjectives, verbs, nouns, articles	English, looking at authentic letters about school life from French pupils poem about colours		Talking about books and what you like to read	Oracy	Oracy	Literature - authentic texts looking at hotel reviews		Literature - looking at descriptions and authentic articles about French celebrities
Cultural & Cross Curricular Links			Christmas in France		PE - sports and exercise IT	digital and media English literature	Food technology PSHE		Travel and Tourism, Geography	Careers, RE	Careers, Geography, PE, Media
Catholic Values			Call to Family, Community and Participation					Community and participation		Dignity of Work	