

Curriculum map French KS3 Dynamo

Unit of work:	1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2.	3.3	3.4
Topics	Alphabet/Numbers , greetings, classroom instructions, names, likes/ dislikes, describing yourself, dates, birthdays, classroom objects, colours	Time School subjects- favourite subject/school clothes School day School description	Sports Spare time What you like / dislike doing Weather Seasons Places in town	Family brothers and sisters personality pets appearance	Holidays means of transport	Celebrations Public holidays in France Food	Spare time TV online activities cinema	My area Weather Household chores Daily routine Rooms of the house	Relationship with friend, physical descriptions Extra-curricular activities Previous birthday Next Weekend Plans	Earning money, chores , what you spend money on, jobs, what you'd like to do post-16	Talking about hobbies, music, what you used to do/what you do now What things used to be like Refugee	Healthy living/the environment, changing the world
Verbs Tenses	Present of Avoir Etre ER verbs (aimer) Set phrases	More ER verbs in present	Jouer Faire Aller	Boire Vouloir Near future	Perfect tense with avoir with être (aller, partir, rentrer, arriver) few irr verbs boire, voir, faire, prendre	je voudrais er/ir/re verbs REV passé composé REV near future	REV 3 tenses near future perfect imperfect	modal verbs + infinitive reflexive verbs REV 3 tenses	REV present, reflexive verb, past tense, future tense, present tense	modal verbs pouvoir, vouloir, devoir, futur simple, translating tenses	Imperfect Tense (usage), comparatives, perfect tense, Combining 3 tenses	Conditional
Other grammar	Definite/ indefinite articles Adjectives agreements Possessive adjectives (my/ your) Connectives (et/ assez/ très/ un peu/ mais/ aussi	Negatives Using adjective after nouns Connective (parce que) Qualifiers (vraiment/ trop) Use of personnellement	Du/ de la/ de l'/ des/ de Aimer + infinitive Using cognates and context Jouer + à	En/ au + countries Plural of nouns Possessive pronouns	Negation in the past C'était en/au/aux countries	est-ce que expressions of quantity REV partitive article	question forms time phrases negation ne... pas ne ... jamais ne ... rien possessive adj.	REV en/au/aux + countries position of adjectives	REV negation REV parce que	pour + inf REV est-ce que	direct object pronouns REV adjective agreement	REV negation REV comparison, superlative REV question words REV
Study skills	Adjectives Qualifiers How to say there is/ are Describing pictures	Developing a point with opinions	Asking and answering questions	Using the glossary	Translation skills (worksheet p. 15 Listening and reading skills p. 16)	use of sequencers	REV Asking questions		First 150 word essay	Extending speaking answers	Getting full marks in the 90 words essay	Extending speaking answers
Culture	Going back to school in France Schools in Africa	Learning about a typical French school Christmas in France	Sports in French speaking countries Les colonies de vacances	Bastille day	„Le tour du monde en 34 jours“ par Jules Verne	Typical French dishes New Year Celebrations in France	Use of 24 hour clock in France	Corsica	French fashion	Languages and careers	Famous French singers	Le monde francophone (p. 102)

REV = revision

Across KS3 we constantly revisit and extend prior learning in the different topic areas studied. We have a clear focus on verb conjugation, tense formation and expressing opinions as these are fundamental skills for success at GCSE and all students are required to choose at least one language to study through KS4. There are four topic areas taught each year in years 7, 8 and 9.

Year 7:

In year 7, our main areas of focus are:

- Introducing ourselves
- School
- Hobbies (sports and activities)
- Family

Through these topics we build a secure foundation in the basics of French language both in terms of grammar and vocabulary. We build on knowledge gained at KS1 and KS2 in English by revising grammatical terms such as 'verbs', 'nouns', 'adjectives', 'adverbs' and 'connectives' within the French topic context. With regard to verbs and tense formation, we start with the most frequent forms for any user of the language, i.e. the use of the first person in the present tense of "avoir" (to have; j'ai - I have), "être" (to be; je suis - I am and the third person "c'est" - it is) and "ER verbs" (which we subsequently extend to the full paradigm). We build on students' knowledge of adjectives and adverbs by introducing vocabulary within topic areas and extending this through the concepts of word order and adjectival agreement, which differ to their use in English. We encourage students to make extended sentences in French by using connectives to give opinions and justify them, which is a critical skill required for success at KS4. Formative assessment takes place in the form of vocabulary tests throughout the units. In their summative written assessments, students are expected to be able to describe a photo with four sentences and to write a short paragraph of 40 words. This mirrors the first half of a foundation GCSE language paper and is marked in accordance with the foundation GCSE mark scheme.

Year 8:

In year 8, our key topic areas are:

- Holidays
- Celebrations and Food
- Hobbies (digital technology and leisure activities)
- My local area

In the second year, we build on knowledge acquired in year 7 in the present tense when introducing IR and RE verb endings, reflexive verbs and modal verbs. We also build on the concept of verb conjugation in the introduction of two further tenses that are fundamental for success at KS4: the near future tense (le futur proche) and the past tense (le passé composé + the imperfect form 'c'était' - it was). We also introduce 'je voudrais' in the conditional tense. We recap the use of the negative (ne...pas - not) and introduce additional forms (ne...jamais - never, ne...rien - nothing). Students are still expected to continue to develop their sentences with connectives and subordinating conjunctions, and we extend this by introducing sequencers (d'abord - first, ensuite - next etc.) Formative assessment takes place in the form of vocabulary tests throughout the units. We extend the summative written assessment to a 90-word short essay and 5 sentences to translate into the target language, which reflects the second half of a foundation GCSE language paper. The 90-word task is also the first part of a Higher GCSE language paper. We continue to use a foundation GCSE mark scheme to assess this. In their speaking assessments, students are expected to describe a photo and answer some questions using the three tenses, which mirrors the photo card element of the speaking exams at GCSE.

Year 9:

In year 9, the key areas of study are:

- Talking about ourselves in more detail
- Future jobs and aspirations

- Hobbies (music) and childhood
- Changing the world (environment)

In the third year of studying French, students' prior knowledge of the three key tenses that were introduced in years 7 and 8 is consolidated. This is extended through the introduction of other modal verbs in the present tense, another future tense (le futur simple), the imperfect (past) tense (l'imparfait) and the conditional tense (le conditionnel). By the end of year 9, after studying the new topic areas of jobs and the environment, students will have studied the 5 key tenses required for a higher GCSE language exam and developed foundations in all of the main topic areas covered at GCSE, which are built on during KS4. Their written assessment reflects this, as we extend it to a 150-word task - the second task of the higher GCSE language paper. We mark this in accordance with a higher GCSE mark scheme. Their speaking exams continue to be reflective of elements of the GCSE speaking exam, with the expectation that students are able to extend their answers and give more detail than in year 8. Formative assessment continues to take place in the form of vocabulary tests throughout the units.