

French

Curriculum Intent

The purpose of the French curriculum at LNS is to ensure that your child gets the opportunities to develop and practice their knowledge of French, whilst following an ambitious and culturally enriching curriculum plan that incorporates the different skills required for being literate in a Modern Foreign Language: Speaking, Listening, Reading and Writing. The curriculum plan for KS3 follows the national curriculum plan for Languages to ensure pupils can be successful in their learning. The curriculum incorporates grammar and vocabulary as well as linguistic competence. Students will, in their lessons, aspire to use the 4 skills assessed to improve their knowledge and communication in Listening, Reading, Writing and Speaking. Students will study different topic areas as well as authentic materials such as poetry and literature to enhance their cultural awareness and will also study the French speaking world to ensure pupils are successful and responsible.

Year 7

Year 8

Year 9

Year 10

Year 11

T1: La Forme/ Shape in Francophone Culture

To understand basic vocabulary and grammar through Francophone art

T2: C'est perso/ My profile

Describing yourself, your likes and dislikes while understanding the present tense

T3: Mon college/ My School

Describing the school day, including food, while using the present tense and the time

T4: Mes passetemps/ My Free Time

Using technology, sport and other activities to describe free time with

T1: T'es branche? / Technology & Entertainment

Revisiting the present tense through free time entertainment

T2: Paris, je t'adore/ Holidays

Revisiting holidays and tourism with the past tense

T3: Mon identite/ My profile

Revisiting my profile with extended language and a mix of past, present and future tenses

T4: Chez moi, Chez toi/ My area

Describing my area with a better variety of language (using *il faut* and reflexive verbs)

T5: Quel talent?! / My ambitions

T1: Ma vie sociale d'ado/ Social life

Building on personal descriptions and free time activities with more complex language

T2: Bien dans sa peau / Health and Fitness

Building on future tense and 'il faut' use to discuss health issues

T3: A l'horizon / Careers

Building on ambitions, using the future and imperfect tense to discuss the working world

T4: Special vacances / Tourism and Holidays

Building on holiday vocabulary to introduce the conditional tense

T1: Qui suis-je? / My profile

Re-contextualising personal descriptions and contexts with a revision of present, past and future tenses

T2: Le temps des loisirs / My Free Time

Re-contextualising free time activities with the superlative as well as extended reading and writing

T3: Jours ordinaires, jours de fete / Cultural Understanding

Grouping understandings of French culture to better understand Francophone festivals and traditions while embedding *verb + infinitive*

T1: Au college / School life

Recontextualising school life and healthy eating while understanding the third person in production and varying *il faut* with *il est interdit de*.

T2: Bon travail / Working World

Recontextualising ambitions and the working world to understand case studies while introducing the subjunctive tense in certain functions.

T3: Un oeil sur le monde / Global issues

Recontextualising social issues initially covered in Year 9 while practising language covered in the

<p>opinions</p> <p>T5: <u>Ma Zone/ My area</u> Revising 'il y a' from T1 to discuss your town while using the verb + infinitive structures</p> <p>T6: <u>Partez! / Off we go! (Holidays)</u> Introducing reflexive verbs (singular) and using present tense (plural) with infinitives to discuss holidays</p>	<p>Using 'My profile' revisions to discuss ambitions using a variety of structures and tenses</p> <p>T6: <u>Decouverte/ French culture</u> Rediscovering French culture while revising the year's new language</p>	<p>T5: <u>Moi dans le monde / Society at large</u> Building on ambitions and study of French culture to understand priorities within society while embedding complex language including 'if' clauses.</p> <p>T6: <u>Concluding Key Stage 3</u> Revising language and grammar covered in Key Stage 3 to build towards a communicative competence appropriate for Key Stage 4</p>	<p>forms and the difference between second person singular and plural.</p> <p>T4: <u>De la ville a la campagne / My area</u> Re-contextualising my area with community project thoughts through present, perfect and future tenses and bringing a deeper understanding of the pronoun y.</p> <p>T5: <u>Le grand large / Holidays</u> Re-contextualising holidays and tourism to understand the function of <i>en, avant de, apres</i> and the pluperfect tense.</p> <p>T6: <u>Revising Year 10</u> Revising language covered thus far to build confidence in communicative functions of the language and embedding exam strategy</p>	<p>course in general. Highest level language is also covered here, such as the passive, putting this into practice when talking about ethical practises.</p> <p>T4: <u>Module Revisions</u> Revising the course module by module with a focus on the speaking preparation completed by students term by term since Year 10.</p> <p>T5: <u>Skills Revisions</u> Writing, Reading, Listening and Speaking have all been covered during the course- during this term each skill is given focus in isolation in preparation for the GCSE exams</p> <p>T6: <u>GCSE Exam</u> Available lessons will focus on transition skills in preparation for KS5.</p>
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Literacy Link: Strategies for accurate spelling/ Making lexical links/ Key reading skills/ Research and reference skills/ Promotion of accuracy and the quality of language