**Curriculum Mapping 2022-23 Subject: French Curriculum Leader (s) EKa/CAh**

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|  | **KS3 Curriculum**   1. Teaching crucial knowledge. 2. Exposing to key vocabulary. 3. Developing cultural capital. 4. Enabling the development of knowledge. 5. Challenging misconceptions. 6. Emphasising inter-connectedness. 7. Teaching and development of skills. | | | **KS4 Curriculum**   1. Transition to education after KS4 2. Developing further on the attitudes and attributes for success. 3. Building on all areas from KS3 and Accelerated Curriculum. 4. Guidance for next stage of education | | **KS5 Curriculum**   1. Transition to HE/FE/Employment (including apprenticeship). 2. Developing further on the attitudes and attributes for success. 3. Building on all areas from KS3 and KS4. | |
|  | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** | **Year 12** | **Year 13** |
| **Spiral**  **Curriculum** | **Vertically integrated across Key Stages – Each KS** | | | | | | |
| **Skills** | T1  Pronunciation  Phonics  Building confidence in speaking  Learning vocabulary  Asking and answering questions  Learning about cultural similarities and differences  Regular –er verbs (je/tu/il/elle)  Adjective agreement (singular/plural)  T2  Asking questions  Using the 12 hour clock  ‘on’  du/de la/de l’/des  T3  Regular –er verbs  jouer à  faire and aimer + infin  ils/elles  Using simple connectives  Using qualifers and time expressions to add detail to written and spoken work  T4  il y a /il n’y a pas de  When to use ‘tu’ and ‘vous’  The definite article after à  Je veux/tu veux + infinitive  Onn peut  T5  Using ‘nous’  Reflexive verbs  Using and recognising higher numbers  The near future tense  Je voudrais plus the infinitive  T6  Exam techniques  Revision | **Grammar**  T1  Present tense- er verbs  er/ir/re verbs/avoir and être  ir/re verbs present tense  aller and faire  Recognising the perfect tense  Using simple connectives  Using qualifiers and time expressions to add detail to written and spoken work  T2  Perfect tense of regular/irregular verbs  Opinions in the perfect/imperfect tenses  Perfect tense of être  Asking questions in the perfect tense  T3  Adjective endings  Reflexive verbs  Agreeing and disagreeing and giving reasons  The near future tense  Past, present and future  T4  Comparative adjectives  Prepositions  il faut  T5  Infinitives and the verb vouloir  Pouvoir and devoir  The imperative  Superlative adjectives  Using a variety of structures and tenses  T6  Exam techniques  Revision | Using simple connectives  Using qualifiers and time expressions to add detail to written and spoken work | T1  Irreg. pres. –er verbs  Reflexive present  Near future  Perfect tense  T2  Using ‘depuis’ + present tense  Irreg. verbs in the present  Using negatives  Using the comparative  More on the perfect tense  T3  Using ‘devoir’ and ‘pouvoir’  Using quel(s) quelle(s) and  ce/cet/cette/ces  Asking ‘est-ce que ?’ and ‘qu’est-ce que…?’ questions  Using the present and near future tenses  T4  Using the superlative  Asking questions  Using ‘si’ clauses  Using negatives  T5  Using the ‘nous’ form of the verb and ‘notre/nos’  Comparative  Present and perfect tenses  Using expressions with ‘avoir’  Using three time frames | T1  Understanding direct pronouns  Using the ‘ils’ form of the verb  Using ‘il faut’ and ‘il est interdit de’  Using adverbs  Recognising and using the imperfect tense  Using a range of tenses in one piece of writing/speech  T2  Using the conditional tense  The simple future with ‘shall’ and ‘will’  Using the present, perfect and conditional  Using the perfect and imperfect tenses together  T3  More on the simple future  Using ‘on dit’ and ‘on peut’ plus the infinitive  Understanding the passive  Using emphatic pronouns  Using three time frames  T4  Revising key vocabulary  Exam practice  Exam techniques  Speaking Exam practice  90 and 150 word writing practice  T5  Sitting exams  T6  Enjoying a long summer break | T1  Imperfect tense  Skim read a text for gist  Perfect tense  Translation into French  Past historic  Use a bilingual dictionary  T2  Understand and use infinitive constructions  Express opinions  Object pronouns  Strategies to broaden vocabulary  Present tense reg/irreg  Answering in French  T3  Connectives – temporal and causal  Interpret figures and stats.  Conditional **si** phrases  Summarise from read/list  Future tense  Translate into English  T4  Adjective agreements, comparisons and superlatives  **Si** plus present and future  Avoid repetition  Subjunctive with expressions of doubt  Interpret picture  T5  Question forms  Listen for detail  Subjunctive for possibility  Justify opinions  Conditional tense  Express doubt and uncertainty  T6  Infinitive constructions  Summarise from listening  Use si sentences (pluperfect/past/conditional)  Use persuasive language  Use connectives followed by the subjunctive  Write with a purpose | T1-2  Dictionary skills  Gist comprehension  Pronounce loanwords (cognates)  Responding to a stimulus  Express approval/disapproval  Vary vocabulary by using synonyms  Express obligation  Ask questions and create a dialogue  Summarise a reading text  T3-4  Avoid the passive  Talk about data and trends  Express doubt and uncertainty  Translate the English gerund  (**-ing** nouns such as: Protesting/  Demonstrating) )into French  Use language to promote a cause  Talk about priorities  Describing change  Summarise from listening  Disagree tactfully  Research for IRP  Understanding a literary text |
| **Knowledge & Understanding**  **Key Topics per half Term** | T1  **My world and me**  Greetings, numbers, ages, where you live, character,  T2  **Family and Pets**  My things  Pets, family, birthdays, describing people/pets (hair/eye)  T3  **Schools**  School subjects and teachers opinions, school facilities/rules  T4  **Free-time**  Sports, free-time/online activities/opinions  T5  **My zone**  In the town/going shopping/buying snacks/weekend plans  directions  T6  **Exams**  Mr Men, Sports, Holiday projects  Future tense  Film reviews | T1  **Media – Mod 1**  TV  Cinema  Reading  Online  Intro past tense  **Projects:**  Film/book review or  Interview  Create a video about why languages are important  **Note:** Updated vocab list with more relevant IT/app vocab  T2  **Paris, I love you – Mod 2**  What you did on holiday (Paris)  Longer texts (tourist attractions)  Time  **Projects:**  Montesori style teaching – move away from the constrains of the textbook  Pupils do own presentation on a city/region of their choice – we provide learning mats with relevant vocab/structures  T3  **My identity – Mod 3**  Personality  Relationships  Music  Clothes  Passions  Recognise past tense  **Projects:**  Music project  Christmas fun task – making something  Why languages are important  T4  **My/your house – Mod. 4**  **Recap of year 7**  Describing where you live and your home  Meals  Shopping for food  Events/festivals  Recognise past tense  **Projects:**  European Day of Languages  Cooking - crêpes  T5  **Talents – Mod 5**  Talents and ambitions  Encouraging and persuading people  Making comparisons and using superlatives  **Projects:**  Profile of a famous person  **Revision**  T6  **Exams**  Projects  From various chapters in the book | T1  **Teenage Life**  Facebook  Giving opinions on social media  Making plans to go out  Dates/Music Event  T2  **Feeling good**  Body parts  Fitness – sports  Healthy life-style  Making plans to keep fit  T3  **Future Plans**  Jobs – describing current/future jobs  Languages for jobs  What you used to do when you were younger  T4  **Holidays**  Countries  Types of holidays  Packing your case  Past holiday include. problems  Tourist attractions  T5  **Rights and Duties**  Laws – what you’re allowed to do  What’s important to you/makes you happy  Buying things  T6  **Revision and**  **Exams**  Grammar Practice and mini-projects from end of unit chapters | T1  **Family, Friends & Home**  Good friend qualities  Family relationships  Arranging to go out and discussing it afterwards  Role-models  T2  **Media**  Sport, Music, Technology, TV and Films  Talking about actors and authors  Pros/cons of being online  T3  **Everyday life and celebrations**  Daily routine  Food (special occas.)  Festivals, traditions and fam. celebrations  T4  **House, Town, Region**  Where you live, weather and transport  Things to do  T5  **Holidays**  Travel plans  Accomm. directions  Restaurant  Souvenir shopping  Problems/complaints  T6  **Revision and Exams**  Intensive grammar revision  Exam Analysis | T1  **School**  Subjects, teachers  Comparing UK and French schools  Rules/Keeping Fit/Vices  School exchange  T2  **The World of work**  **J**obs/places of work/dream jobs/job applications  Language opps in jobs  T3  **Global issues**  Environment  Homeless/campaigns & charities/ethical shopping  T4  **Exam Preparation**  **2nd full speaking test**  Finishing topics/preparing for speak/writing exams  T5  **Revision and Exams**  Apr/May – speaking exams  May/June - Written exams | T1  Trends in marriage and different forms of partnership  Looking at different family structures  Relationships between the generations and problems that can arise  T2  Technology and how its transformed our lives  The dangers of digital technology  Different users of digital technology  Future developments of technology  T3  Examine the voluntary sector in France and the range of volunteer workers  The benefits of voluntary work  for those who do it and society in general  T4  Understand the notion of heritage and heritage preservation on a regional and national scale  How the most famous heritage sites market themselves  How heritage impacts upon society  T5  Popularity of francophone music and its diversity, genre and style  Who listens to francophone music  Threats to francophone music  and how to safeguard it  T6  French cinema  Evolution of French cinema  Continuing popularity of French cinema and film festivals | T-2  **Positive aspects of a diverse society**  Benefits of an ethnically diverse society  Tolerance and respect of diversity  Promoting diversity  **Life as an ethnic minority**  Socially marginalised groups  Measures to help marginalised groups  Consider contrasting attitudes towards marginalised groups  **How we treat criminals**  Examine different attitudes to crime  Discuss prison and its merits and problems  Consider alternative forms of punishment  T3-4  **Teenagers, the right to vote and engage in politics**  Examine the French voting and political system and its evolution  Discuss engagement levels of young people and their influence on politics  Discuss the future of politics and political engagement  **Demonstrations, strikes and unions**  The important role of unions  Strikes, protests and different methods of protesting  Different attitudes towards strikes, protests and other political tensions  **Politics and Immigration**  Political issues concerning immigration in francophone countries  Viewpoints of political parties regarding immigration  Immigration from the standpoint of immigrants, as well as aspects of racism |
| **Common Assessment of Progress and Performance**  **(CAPP)** | **Oct**  L/R & S/W test  Vocab and translation test  **Dec**  L/R & S/W test  Vocab and translation test  **Feb**  L/R & S/W test  Vocab and translation test  **March**  L/R & S/W test  Vocab and translation test  **May**  Revision  **June**  End of year exams in all skills:  L/R/S/W | **Oct**  L/R & S/W test  Vocab and translation test  **Dec**  L/R & S/W test  Vocab and translation test  **Feb**  L/R & S/W test  Vocab and translation test  **March**  L/R & S/W test  Vocab and translation test  **May**  Revision  **June**  End of year exams in all skills:  L/R/S/W | **Oct**  L/R & S/W test  Vocab and translation test  **Dec**  L/R & S/W test  90 word writing test  **Feb**  L/R & S/W test  Vocab and translation test  **March**  L/R & S/W test  Vocab and translation test  **May**  Revision  **June**  End of year exams in all skills:  L/R/S/W | **Oct**  L and R  90 word writing  **Dec**  L and R  90 word writing  **Feb**  L and R  Speaking test  **March**  L and R & S/W test  90 word writing test  **May**  Revision  **June**  End of year exams in all skills:  L/R/S/W | **Oct**  L and R  **Dec**  PPEs in L/R/W  **Feb**  L and R  PPE Speaking test  **March**  Exam practice  Focus on speaking test  **May**  Revision  **May/June**  End of year exams in all skills:  L/R/S/W | A range of assessments that gradually lead to students being able to complete an end of year full AS exam in papers 1 and 3 (only the stimulus card)  Paper 1 – L/R/W  Paper 2 - Film/Book  Paper 3 - Speaking exam | A range of assessments that gradually lead to students being able to complete the full A Level exam  Paper 1 – L/R/W  Paper 2 - Film/Book  Paper 3 - Speaking exam |
| **Wider Curriculum including extracurricular opportunities**  **e.g SMSC ,Careers and Employability , Literacy and Numeracy** | The importance of learning a language  Learning about countries that speak French – cultural similarities/differences  Learning about the French school system  **General Cultural**  Christmas/Easter and other celebrations throughout the year  European Day of Languages – recognising the large number of languages spoken and different cultures in Europe  **Trips**  Strasbourg residential trip - July | Learning to love yourself by thinking about key personality traits  Broadening your horizons  Planning for future travels by learning about Paris  The importance of learning a language  Learning about countries that speak French – cultural similarities/differences  **General Cultural**  Christmas/Easter and other celebrations throughout the year  European Day of Languages – recognising the large number of languages spoken and different cultures in Europe  Festivals  Recipes  **Trips**  Strasbourg residential trip – July  Visiting theatre group to school | Role-models – aspiring to be a good and successful person  Leading a healthy life  Looking at jobs/careers – qualifications and experiences necessary for certain jobs  Working abroad  Ambitions  Rights and responsibilities of a good citizen in scoiety  **General Cultural**  Christmas/Easter and other celebrations throughout the year  European Day of Languages – recognising the large number of languages spoken and different cultures in Europe  **Trips**  Christmas markets residential trip –Dec  Visiting theatre group to school | Relationships  Marriage  Friendships  Learning about Vienna  **General Cultural**  Christmas/Easter and other celebrations throughout the year  European Day of Languages – recognising the large number of languages spoken and different cultures in Europe  **Trips**  Christmas markets residential trip –Dec  Visiting theatre group to school | Jobs/Aspirations  Global issues – environment/poverty/  homelessness/drugs  social issues  **General Cultural**  Christmas/Easter and other celebrations throughout the year  European Day of Languages – recognising the large number of languages spoken and different cultures in Europe  **Trips**  Strasbourg residential trip – July  Visiting theatre group to school | Relationships  Single parent/rainbow families  Different sexual orientations  Pros and cons of internet  Future technologies  Body image  Eating disorders  Eco shopping  Fast fashion  Environmental impact of fashion  Festivals and their diversity  Social, economic impact of festivals  History of Berlin and the impact of historical influence  Art and architectural appreciation  **General Cultural**  Christmas/Easter and other celebrations throughout the year  European Day of Languages – recognising the large number of languages spoken and different cultures in Europe  **Trips**  Christmas markets residential trip –Dec  Work experience in France  Paris – residential  BFI cinema experience  L’Institut Français visit  Visiting theatre group to school | Migration  Immigration  Racism  Projects set up to support immigration/counteract racism  The EU  German Politics  German Youth Politics  Current Affairs relating to all topics including the book and film  Historical events  Social Events  **General Cultural**  Christmas/Easter and other celebrations throughout the year  European Day of Languages – recognising the large number of languages spoken and different cultures in Europe  **Trips**  Christmas markets residential trip –Dec  Work experience in France  Paris – residential  BFI cinema experience  L’Institut Français visit  Visiting theatre group to school |
| **Attitudes & Attributes**  **Growth Mindset,**  **Independent Learning** | Listening Skills  Learning vocabulary  Pair work  Group Work  Team Work  Asking and Answering Questions  Homework organisation  Vocab testing  Active Learn  Linguascope | Listening Skills  Learning vocabulary  Pair work  Group Work  Team Work  Asking and Answering Questions  Homework organisation  Vocab testing  Active Learn  Linguascope | Listening Skills  Learning vocabulary  Pair work  Group Work  Team Work  Asking and Answering Questions  Homework organisation  Vocab testing  Active Learn  Linguascope | Listening Skills  Learning vocabulary  Pair work  Group Work  Team Work  Asking and Answering Questions  Homework organisation  Vocab testing  Active Learn  Linguascope | Listening Skills  Learning vocabulary  Pair work  Group Work  Team Work  Asking and Answering Questions  Homework organisation  Vocab testing  Active Learn  Linguascope | Speaking confidence  Work experience abroad  Travelling abroad  Working with a foreign language assistant  Time Management  Reseach skills  Kerboodle | Speaking confidence  Work experience abroad  Travelling abroad  Working with a foreign language assistant  Time Management  Reseach skills  Kerboodle |
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**Intent –** Implementation – Impact

Intent - The ambitions and plans that are in place up to the point of delivery

Implementation – the means for how these are delivered and assessed

Impact – the achievements of students as evidence by work produced, attitudes to learning, participation in extra curricular, summative assessment and final outcomes

Our definitions

**Spiral Curriculum**

How the building blocks of our curriculum are constructed and built upon through students’ journey through school