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| **Year 7 CURRICULUM MAP : French** | | | |
|  | **Autumn** | **Spring** | **Summer** |
| **Unit Length** | **13 weeks** | **13 weeks** | **13 weeks** |
| **Assessment Objectives** | **AO1** Listening (25%)  **AO2** Speaking (25%)  **AO3** Reading & Translation (25%)  **AO4** Writing & Translation (25%) | **AO1** Listening (25%)  **AO2** Speaking (25%)  **AO3** Reading & Translation (25%)  **AO4** Writing & Translation (25%) | **AO1** Listening (25%)  **AO2** Speaking (25%)  **AO3** Reading & Translation (25%)  **AO4** Writing & Translation (25%) |
| **Description of the Topic and Key Learning Outcomes** | **Avant le départ?**   1. France and La Francophonie 2. French phonics   Intentional monitoring   1. Introducing myself 2. Describing others   Progress assessment, feedback, DIRT   1. Interests   Intentional monitoring   1. Festivals 2. My survival kit   End of Unit assessment, feedback, DIRT   1. Christmas in France | **En France**   1. At the customs office 2. Meeting my host family   Intentional monitoring   1. Making arrangements to go out   Progress assessment, feedback, DIRT   1. At the tourist information office 2. At the shops   Intentional monitoring   1. Eating out 2. Describing my day   End of Unit assessment, feedback, DIRT   1. Easter in France | **On va visiter Paris!**   1. Giving a date and time 2. Booking tickets 3. What is there to do in Paris?   Progress assessment, feedback, DIRT   1. Asking for directions 2. What can you see and do at…? 3. Describing a visit 4. Celebrating Bastille Day   End of Unit assessment, feedback, DIRT |
| **Milestone Assessments** | **Knowledge Audits** | **Knowledge Audits** | **End of Year Assessment** |
| **Prior knowledge** | ***From KS2:***  *Introductions*  *Numbers 1-31 (ages and birthday)*  *Months*  *Presenting self (name, age, birthday)*  *Descriptions (hair, eyes, height)*  *Colours (hair, eyes)*  *Family members*  *Using il/elle*  *Opinions*  *Family members*  *Describing people*  *Colours (hair, eyes)*  *Opinions*  *Sport and leisure*  *Festivals*  *Celebrations*  *Prepositions*  *Connectives* | ***From KS2:***  *Town*  *Numbers 1-100*  Describing self  Items in suitcase  Numbers (age, birthday)  Possessive adjectives  Sophisticated opinions and justifications  Infinitives and infinitive structures  Sports and activities  Connectives  Comparatives  Adjectives  Pronouns  Definite and indefinite articles  Negatives  Near future tense  Question words | ***From KS2:***  *Phonics*  *Numbers*  Days of the week and months of the year  Directions  Telling the time  Prices  Transport  Personal information  Nouns (singular and plural)  Connectives  Infinitive structures  Conditional tense  Places in a town  Negatives  Impersonal statements  Prepositions  Question words  Imperatives |
| **CEIAG** | Careers links this term will focus on developing understanding of the cultures and environments of others, as well as the importance of languages as a life-skill. There will also be a focus on developing key skills: communication, logical and lateral thinking, memory, perseverance, problem solving, and identifying strengths and weaknesses. | Careers links this term will focus on surviving abroad; specifically living with a host family, communicating for real purposes, understanding polite noises in other cultures and building relationships. The emphasis on developing key skills will continue. | Careers links this term will focus on thriving abroad; specifically experiencing and enjoying French history and culture, problem solving, making and amending choices, budgeting and living like a native. The emphasis on developing key skills will continue. |
| **RRSA** | Article 14: Freedom of thought, belief and religion  Article 28: Right to education  Article 29: Goals of education  Article 31: Right to leisure, play and culture | Article 28: Right to education  Article 29: Goals of education  Article 30: Children of minorities  Article 31: Right to leisure, play and culture | Article 28: Right to education  Article 29: Goals of education  Article 31: Right to leisure, play and culture |
| **Wider Curriculum Links** | Maths: Surveys and presenting results  English: Phonics  Geography: The French-speaking world  RE: Religious festivals | Maths: Using money  Technology: French food & drink  Citizenship: Customs and traditions | Maths: Time  Geography: Architectural features  History: The French Revolution  RE: Celebrations |
| **Literacy Programme** | * Adjectives and adjectival agreement * Articles: definite, indefinite, partitive * Cognates * Comparatives and superlatives * Connectives * Idiomatic phrases * Impersonal structures | * Infinitives and infinitive structures * Modal verbs * Negatives * Nouns: singular and plural * Numbers 1-100 * Opinions * Phonics | * Polite noises * Possessive adjectives * Prepositions * Pronouns * Quantifiers & intensifiers * Question words * Tenses: Present, perfect, imperfect, (near) future, conditional |
| **Useful websites** | [www.duolingo.com](http://www.duolingo.com) Free login. Add your friends and get competing.  [www.linguascope.com](http://www.linguascope.com) Ask your teacher for login information. Use the Elementary link for the Basics, and Beginner for KS3 French. | | |
| **Wider Reading** | Read and listen to the story of The Three Little Pigs (Les Trois Petits Cochons).  <https://www.thefrenchexperiment.com/stories/threepigs> | Read and listen to the story of Goldilocks and the Three Bears (Boucles d’or et les Trois Ours).  <https://www.thefrenchexperiment.com/stories/goldilocks> | Read and listen to the story of Little Red Riding Hood (Le Petit Chaperon Rouge).  <https://www.thefrenchexperiment.com/stories/petitchaperonrouge> |
| **Independent Learning Tasks** | Research European Day of Languages and create a brochure in English for a primary student.  <https://edl.ecml.at> | Choose a French-speaking country of your choice and create a PowerPoint about that country in French or in English to share with your class. | Research and create a French-English brochure for your favourite French monument.  <https://www.lonelyplanet.com/france/paris> |