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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 monitoring1. Introducing myself
2. Describing others

Progress assessment, feedback, DIRT1. Interests

Intentional monitoring1. Festivals
2. My survival kit

End of Unit assessment, feedback, DIRT1. Christmas in France
 | **En France**1. At the customs office
2. Meeting my host family

Intentional monitoring1. Making arrangements to go out

Progress assessment, feedback, DIRT1. At the tourist information office
2. At the shops

Intentional monitoring1. Eating out
2. Describing my day

End of Unit assessment, feedback, DIRT1. 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, DIRT1. 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 selfItems in suitcaseNumbers (age, birthday)Possessive adjectives Sophisticated opinions and justificationsInfinitives and infinitive structures Sports and activitiesConnectivesComparativesAdjectivesPronounsDefinite and indefinite articlesNegativesNear future tenseQuestion words | ***From KS2:****Phonics**Numbers*Days of the week and months of the yearDirectionsTelling the timePricesTransportPersonal informationNouns (singular and plural)ConnectivesInfinitive structuresConditional tensePlaces in a townNegatives Impersonal statementsPrepositionsQuestion wordsImperatives |
| **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 religionArticle 28: Right to educationArticle 29: Goals of educationArticle 31: Right to leisure, play and culture | Article 28: Right to educationArticle 29: Goals of educationArticle 30: Children of minorities Article 31: Right to leisure, play and culture | Article 28: Right to educationArticle 29: Goals of educationArticle 31: Right to leisure, play and culture |
| **Wider Curriculum Links** | Maths: Surveys and presenting resultsEnglish: PhonicsGeography: The French-speaking worldRE: Religious festivals | Maths: Using moneyTechnology: French food & drinkCitizenship: Customs and traditions | Maths: TimeGeography: Architectural featuresHistory: The French RevolutionRE: 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
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| **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> |