

KS3 FRENCH CURRICULUM LEARNING JOURNEY



| | YEAR 7 | YEAR 8 | YEAR 9 |
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| 1 | <p>Module 1: C'EST PARTI !</p> <p>Main Objectives-Introduction to French</p> <p>Routines and expectations Understanding why learning a language is important Identifying students speaking another language to assess prior learning Focus on alphabet and important French sounds to help literacy and future understanding Reading aloud opportunities and identifying new keywords through reading short stories in French General greetings and emotions Tackling bigger numbers and use them to tell age/dates/birthdays Knowing months/days of week To introduce themselves to others, giving details of name, age, birthday and year To use the verbs avoir and être in all singular and plural persons in the present tense</p> | <p>Module 1 : LE MONDE DE LA MODE</p> <p>Main Objectives-Talking about a range of clothes and accessories</p> <p>Learning a range of new invariable colours to describe clothes Learning different materials and patterns Saying what you would wear for different occasions and demonstrating fashion sense Being able to be interviewed by a celebrity and answer questions Organise a cultural fashion show A big emphasis on continuing to use the target language in the French class.</p> | <p>Module 1: L'IMPORTANCE DES LANGUES</p> <p>Main Objectives-Discussing aspects of speaking other languages and its benefits for future life and career prospects Identifying students who speak another language Discuss some of the benefits that learning other languages can bring (career prospects, employability, higher salaries, globalisation, traveling, etc.) Watch a short clip on how languages can benefit you Identify jobs that will require you to speak another language Looking at facts and percentages in a French text for students to familiarise themselves with key structures. Do a case study (David East) in a French text to understand how knowing languages has helped him in his job Preparing display work for Options' Evening Students teaching students-Students share their language and experiences with their peers.</p> |
| 2 | <p>Module 2: On communique</p> <p>Main Objectives -Being able to communicate efficiently and confidently in the French class:</p> <p>*Understanding classroom instructions * Understanding classroom</p> | <p>Module 2: LES LOISIRS</p> <p>Main Objectives-Discussing the types of sports and leisure activities you enjoy doing during your free time, depending on the weather.</p> | <p>Module 2 : LA NOURRITURE</p> <p>Main Objectives-Discussing preferences in food types and being able to read a menu and order food in a French-speaking country Learn a range of food types including typical French meals</p> |

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| | <p>expectations and rules in the target language using “on doit/on ne doit pas/il faut/il ne faut pas”</p> <p>*Being able to ask permission in all situations using the structure “Est-ce que je peux...?”</p> <p>*Being able to apologise in French and extend sentences with a reason “Je suis désolé...car”</p> <p>*Being able to communicate with the teacher to see help in class.</p> | <p>Talking about different weather types</p> <p>Being able to do a weather forecast using all directions and a map of France</p> <p>Being able to locate the main cities of France</p> <p>Knowing a range of sports</p> <p>Being able to give your opinion on activities you like to do during your free time</p> <p>A big emphasis on continuing to use the target language in the French class.</p> <p>Understanding how Christmas is celebrated in France</p> | <p>Use the definite/indefinite and partitive articles with food/drinks</p> <p>Discuss preferences on the types of food you enjoy eating or not, and give opinions</p> <p>Give extended reasons why you like or dislike certain types of food</p> <p>Being able to order at the snack bar using quantities</p> <p>Learning the correct structures to address a customer in a bar or restaurant</p> <p>Designing and understanding a French menu</p> <p>Ordering food in a restaurant and having a conversation with the waiter or seeking information</p> <p>Discussing Christmas in a French speaking country.</p> |
| 3 | <p>Module 3: MOI-JE ME PRÉSENTE</p> <p>Main Objectives -Being able to talk about themselves, their nationality, describe their physical features and describe others</p> <p>*Talking about their school bags- Identifying the correct gender of words and the nature of determiners.</p> <p>* Understanding the colour agreement in French</p> <p>*Describe their physical appearance (height, face, hair, eyes, and personality)</p> <p>*Describe other people</p> <p>*Asking precise question to enquiry about someone else’s appearance (“Guess who”?)</p> | <p>YEAR 8 Module 3 : LE CINÉMA</p> <p>Main Objectives- Discussing and writing about the types of films you enjoy or not</p> <p>Talking about different movie types</p> <p>Being able to identify and translate film titles from French to English</p> <p>Being able to use a range of adjectives and opinion phrases to give an opinion about film preferences</p> <p>Describing a visit to the cinema using verbs in the past tense</p> <p>Writing a film review</p> <p>Being able to talk about a photo card related to films and say what they see.</p> | <p>Module 3: EN FORME</p> <p>Main Objectives-Discussing ways to keep healthy and avoiding bad habits</p> <p>Discussing what you do to keep healthy</p> <p>Using negative structures to reject unhealthy habits</p> <p>Giving and understanding health advice</p> <p>Discussing the dangers of tobacco</p> <p>Role plays to promote a tobacco-free lifestyle</p> |
| 4 | <p>Module 4: MA FAMILLE</p> <p>Main Objectives -Being able to talk about their family and pets</p> <p>*Discussing how many brothers and sisters they have as well as naming extended family members.</p> <p>* Understanding the use of gender</p> | <p>Module 4: LES CHORISTES-ÉTUDE DE FILM</p> <p>Main Objectives- Discussing and writing a review about a French movie (“Les Choristes”)</p> | <p>Module 4 : MON CORPS ET MA SANTÉ</p> <p>Main Objectives-Discussing body parts, illnesses, and ailments at the doctor’s</p> <p>Talking about body parts with the correct gender and definite</p> |

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| | <p>with family members</p> <p>*Using the negative structures and relative pronouns</p> <p>*Talking about pets, farm and wild animals</p> <p>*Being able to talk about a photo card related to family and pets and say what they see.</p> <p>*To recycle prior learning to describe the physical appearance of family members and friends, correctly altering adjectives according to gender and number</p> <p>*To describe the personality of family members and friends, correctly altering adjectives according to gender and number</p> <p>*To use the verbs <i>avoir</i> and <i>être</i> in all singular and plural persons in the present tense</p> | <p>Discussing the film setting slightly after the second World War</p> <p>Talking about the different scenes of a French movie.</p> <p>Being able to identify and describe the different characters and their personalities</p> <p>Being able to use a range of adjectives and opinion phrases to give an opinion about the characters whilst comparing them</p> <p>Writing a film review</p> | <p>articles</p> <p>Saying which body parts hurt using the structure “J’ai mal à...”</p> <p>Saying what’s wrong Using expressions with avoir and être (J’ai la grippe, je suis enrhumé etc.)</p> <p>Introducing solutions and ailments with the structures Il faut/Il ne faut pas</p> <p>Role plays at the doctor’s-Use of + imperative verbs</p> <p>Discussing the negative impact on body images in fashion and the health-related issues</p> |
| 5 | <p>Module 5: LA FRANCE ET LA FRANCOPHONIE</p> <p>Main Objectives -Being culturally aware of historical, geographical, and cultural features of France and French-speaking countries.</p> <p>*Discussing aspects of French history and key dates of important festivals (Bastille Day, The French Revolution)</p> <p>* Being able to identify key monuments in Paris</p> <p>*Knowing a range of French cities, mountains, rivers, seas and oceans and being able to place them on and around the map of France</p> <p>*Knowing the names of bordering countries and those where French is spoken.</p> | <p>Module 5: UNE JOURNÉE TYPIQUE</p> <p>Main Objectives-</p> <p>Discussing a typical student’s day before, during and after school</p> <p>Tackling bigger numbers using the 24-hour clock</p> <p>Describe the morning routine with a range of reflexive verbs</p> <p>Use time expressions and connectives to sequence the speaking and/or written presentation of a typical day</p> <p>Discuss school subject’s preferences and give extended opinions</p> <p>Describe school activities (Le collège commence/finit à...)</p> <p>Describe what you do after school and in the evening using a range of verbs and activities</p> <p>Do a case study of a child worker in Senegal to contrast a child’s typical day in the UK and in Africa</p> | <p>Module 5 : LE DOCTEUR AFRICAIN-BIENVENUE À MARLY-GOMONT</p> <p>Main Objectives- Discussing and writing a review about a French movie (“Bienvenue à Marly-Gomont”)</p> <p>Discussing the film setting</p> <p>Introduction to the Democratic Republic of Congo on the African map where the main characters come from and a small village in France (Marly-Gomont)</p> <p>Watching, discussing the different scenes of a French movie and analysing its content through questions.</p> <p>Being able to identify and describe the different characters and their personalities</p> <p>Being able to use a range of adjectives and opinion phrases to give an opinion about the characters whilst comparing them</p> <p>Discussing the clash of cultural backgrounds.</p> <p>Writing a film review.</p> |

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| 6 | <p>Module 6 : LE SÉNÉGAL-KIRIKOU ET LA SORCIÈRE</p> <p>Main Objectives -Appreciate the historical, geographical, and cultural features of Senegal through a film study (“Kirikou et la Sorcière”-Kirikou and the sorceress)</p> <p>*Knowing more about Senegal (location, history and culture)</p> <p>*Recycling knowledge of family members and pets (wild animals)</p> <p>* Cognitive awareness of ethnic musical instruments and traditional African music</p> <p>*Understanding cultural differences of life in an African village</p> <p>*Recycling use of dialogues in French</p> | <p>Module 6: ENTRE 4 MURS</p> <p>Main Objectives-Describing school facilities home and bedroom</p> <p>Describe your school facilities</p> <p>Give your opinion on the types of facilities your school has</p> <p>Describe your house and name the rooms of your house</p> <p>Talk about the furniture you have in your bedroom</p> <p>Do a housing project for IKEA.</p> | <p>Module 6: VIVE LES VACANCES!</p> <p>Main Objectives- Discussing and talking about holiday preferences and activities</p> <p>Being able to book a hotel room and playing the role of the receptionist</p> <p>Designing and understanding a hotel brochure</p> <p>Developing different aspect of the holiday topics (countries, weather, transport, activities, accommodation)</p> <p>Applying for a summer job and writing a CV</p> |
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