

# KS3 **FRENCH** CURRICULUM LEARNING JOURNEY



	YEAR 7	YEAR 8	YEAR 9
1	<p><b>MODULE 1: <u>C'EST PARTI !</u></b></p> <p><b>Main Objectives</b>-Introduction to French</p> <ul style="list-style-type: none"> <li>*<b>Routines</b> and <b>expectations</b></li> <li>*Understanding why learning a <b>language</b> is important</li> <li>*Identifying students speaking another language to <b>assess prior learning</b></li> <li>*Focus on <b>alphabet</b> and important French <b>sounds</b> to help <b>literacy</b> and future understanding</li> <li>*<b>Reading aloud</b> opportunities and identifying new keywords through reading <b>short stories</b> in French</li> <li>*General <b>greetings</b> and <b>emotions</b></li> <li>*Being able to ask permission in all situations using the structure "<b>Est-ce que je peux...?</b>"</li> </ul>	<p><b>MODULE 1: <u>LE MONDE DE LA MODE</u></b></p> <p><b>Main Objectives</b>-Talking about a range of <b>clothes</b> and <b>accessories</b></p> <ul style="list-style-type: none"> <li>*Learning a range of new <b>invariable colours</b> to describe clothes</li> <li>*Learning different <b>materials</b> and <b>patterns</b></li> <li>*Saying what you would wear for different <b>occasions</b> and demonstrating fashion sense</li> <li>*Being able to be <b>interviewed</b> by a celebrity and answer questions</li> <li>*Organise a <b>fashion show</b></li> <li>*A big emphasis on continuing to use the target language in the French class.</li> </ul>	<p><b>MODULE 1: <u>ON COMMUNIQUE</u></b></p> <p><b>Main Objectives</b>-Discussing aspects of speaking other <b>languages</b> and its <b>benefits</b> for future life and <b>career prospects</b>.</p> <ul style="list-style-type: none"> <li>*Re-engage students with the use of the <b>classroom language</b> and ways to cope in a language class.</li> <li>*Identifying students who speak another language.</li> <li>*Discuss some of the <b>benefits</b> that learning other languages can bring (career <b>prospects</b>, <b>employability</b>, <b>higher salaries</b>, <b>globalisation</b>, <b>traveling</b>, etc.)</li> <li>*Watch a <b>short clip</b> on how languages can benefit you. Identify <b>jobs</b> that will require you to speak another language.</li> <li>*<b>Students teaching students</b>- Students share their language and experiences with their peers.</li> </ul>

2	<p><b>MODULE 2: <u>ON AVANCE</u></b></p> <p><b>Main Objectives</b> -Being able to communicate efficiently and confidently in the French class and to develop numeracy skills:</p> <p>*Being able to apologise in French and extend sentences with a reason “<b>Je suis désolé...car</b>”</p> <p>* To know a range of connectives to replace “parce que”</p> <p>*Tackling <b>bigger numbers</b> and use them to tell <b>age/dates/birthdays</b></p> <p>*Knowing <b>months/days of week</b></p> <p>*To introduce themselves to others, giving details of name, age, birthday and year</p> <p>*To use the verbs <b>avoir</b> and <b>être</b> in all singular and plural persons in the present tense</p>	<p><b>MODULE 2: <u>ACTION-MÉTÉO</u></b></p> <p><b>Main Objectives-</b> Discussing the types of sports and leisure activities you enjoy doing during your free time, depending on the weather.</p> <p>Talking about different <b>weather</b> types Being able to do a <b>weather forecast</b> using all <b>directions</b> and a <b>map of France</b> Being able to locate the <b>main cities of France</b> Knowing a range of <b>sports</b> Giving different <b>opinions on sports</b> we like or dislike. A big emphasis on continuing to use the target language in the French class. Understanding how <b>Christmas</b> is celebrated in France and French-speaking countries. <b>Understanding how Christmas is celebrated in France and French-speaking countries.</b></p>	<p><b>MODULE 2: <u>MA SANTÉ</u></b></p> <p><b>Main Objectives-</b> Discussing preferences in food types and adopting good healthy habits through physical activities and healthy lifestyles.</p> <p>*Learn a range of <b>food types</b> including typical <b>French meals</b>. *Use the <b>definite/indefinite</b> and <b>partitive articles</b> with food/drinks *Discuss <b>preferences</b> on the types of food you enjoy eating or not, and give <b>opinions</b> *Give <b>extended reasons</b> why you like or dislike certain types of food. *Discuss healthy lifestyle choices. *Using <b>negative structures</b> to reject <b>unhealthy habits</b> *Discuss the dangers of tobacco use. *Discussing <b>Christmas</b> in a <b>French speaking country</b></p>
3	<p><b>MODULE 3 : <u>MOI-JE ME PRÉSENTE</u></b></p> <p><b>Main Objectives</b> -Being able to talk about themselves, their nationality, describe their physical features and describe others (family members and pets).</p> <p>*Describe their <b>physical appearance</b> (height, face,</p>	<p><b>MODULE 3 : <u>LES LOISIRS</u></b></p> <p><b>Main Objectives-</b> Discussing leisure activities you enjoy doing during your free time and a typical morning routine.</p> <p>*Being able to give your <b>opinion</b> on activities you</p>	<p><b>MODULE 3 : <u>LE DOCTEUR AFRICAIN-BIENVENUE À MARLY-GOMONT</u></b></p> <p><b>Main Objectives-</b> Discussing and writing a review about a French movie (“Bienvenue à Marly-Gomont”)</p> <p>*Discussing the <b>film</b></p>

	<p><b>hair, eyes, and personality)</b></p> <ul style="list-style-type: none"> <li>* Understanding the <b>colour agreement</b> in French</li> <li>* Describe <b>other people and talk about family members and pets</b></li> <li>* Asking precise question to enquiry about someone else's appearance ("Guess who"?)</li> <li>* Understanding the use of <b>gender</b> with family members and pets</li> </ul> <p>To use the verbs <b>avoir</b> and <b>être</b> in all singular and plural persons in the present tense</p> <ul style="list-style-type: none"> <li>* Using the <b>negative structures</b> and <b>relative pronouns</b></li> </ul>	<p>like to do during your <b>free time.</b></p> <ul style="list-style-type: none"> <li>* Develop the use of the <b>present tense.</b></li> <li>* A big emphasis on continuing to use the target language in the French class.</li> <li>* Describe the <b>morning routine</b> with a range of <b>reflexive verbs.</b></li> <li>* Use <b>time expressions</b> and <b>connectives</b> to sequence the speaking and/or written presentation of a typical day.</li> </ul>	<p><b>setting</b></p> <ul style="list-style-type: none"> <li>* Introduction to the <b>Democratic Republic of Congo</b> on the African map where the main characters come from and a small village in France (<b>Marly-Gomont</b>)</li> <li>* Watching, discussing the different <b>scenes</b> of a French movie, and analysing its content through questions.</li> <li>* Being able to identify and describe the different <b>characters</b> and their <b>personalities</b></li> <li>* Being able to use a range of <b>adjectives</b> and <b>opinion phrases</b> to give an opinion about the characters whilst comparing them</li> <li>* Discussing the <b>clash of cultural backgrounds.</b></li> <li>* Writing a <b>film review</b></li> </ul>
4	<p><b>MODULE 4: <u>LA FRANCE</u></b></p> <p><b>Main Objectives</b> -Being culturally aware of <b>historical, geographical, and cultural</b> features of <b>France.</b></p> <ul style="list-style-type: none"> <li>* Discussing aspects of <b>French history</b> and key dates of important <b>festivals (Bastille Day, The French Revolution)</b></li> <li>* Being able to identify key <b>monuments</b> in Paris</li> <li>* Knowing a range of French <b>cities, mountains, rivers, seas and oceans</b> and being able to place them on and around the map of France</li> </ul>	<p><b>MODULE 4: <u>LE CINÉMA</u></b></p> <p><b>Main Objectives</b>- Discussing and writing about the types of films you enjoy or not</p> <ul style="list-style-type: none"> <li>* Talking about different <b>movie types</b></li> <li>* Being able to identify and translate film titles from French to English</li> <li>* Being able to use a range of adjectives and opinion phrases to give an opinion about film preferences</li> <li>* Describing a visit to the</li> </ul>	<p><b>MODULE 4: <u>LE DOCTEUR AFRICAIN-BIENVENUE À MARLY-GOMONT</u></b></p> <p><b>Main Objectives</b>- Discussing and writing a review about a French movie ("<b>Bienvenue à Marly-Gomont</b>")</p> <ul style="list-style-type: none"> <li>* Discussing the <b>film setting</b></li> <li>* Introduction to the <b>Democratic Republic of Congo</b> on the African map where the main characters come from and a small village in France (<b>Marly-Gomont</b>)</li> <li>* Watching, discussing the</li> </ul>

	<p>*Knowing the names of <b>bordering countries</b> near France</p>	<p>cinema using verbs in the past tense *Writing a film review</p>	<p>different <b>scenes</b> of a French movie, and analysing its content through questions. *Being able to identify and describe the different <b>characters</b> and their <b>personalities</b> *Being able to use a range of <b>adjectives</b> and <b>opinion phrases</b> to give an opinion about the characters whilst comparing them *Discussing the <b>clash of cultural backgrounds</b>. *Writing a <b>film review</b></p>
5	<p><b>MODULE 5 &amp; 6 : <u>FRANCOPHONIE, SÉNÉGAL - KIRIKOU ET LA SORCIÈRE</u></b></p> <p>Main Objectives -Being culturally aware of French-speaking countries and appreciate the historical, geographical, and cultural features of Senegal through a film study ("Kirikou et la Sorcière")-<b>Kirikou and the sorceress</b>)</p> <p>*Knowing more about <b>Senegal</b> (location, history and culture) *Recycling knowledge of family members and pets (wild animals) * Cognitive awareness of ethnic musical instruments and traditional African music *Understanding cultural differences of life in an African village *Recycling use of dialogues in French</p>	<p><b>MODULE 5 : <u>LES CHORISTES-ÉTUDE DE FILM</u></b></p> <p><b>Main Objectives-</b> Discussing and writing a review about a French movie ("Les Choristes")</p> <p>*Discussing the film setting slightly after the <b>second World War</b> *Talking about the different <b>scenes</b> of a French movie. *Being able to identify and describe the different characters and their personalities. *Being able to use a range of <b>adjectives</b> and <b>opinion phrases</b> to give an opinion about the characters whilst comparing them *Writing a <b>film review</b></p>	<p><b>MODULE 5: <u>TECHNOFOLIE</u></b></p> <p><b>Main Objectives-</b> Discussing the world of technology and social media</p> <p>*Introduce different hi-tech devices with the <b>definite article (Le, la, l', les)</b> * Talking about the advantages and disadvantages of <b>social media</b> *Introduce key GCSE photo card skills to discuss a <b>photo card</b> on social media.</p>

6	<p><b>MODULE 5 &amp; 6: FRANCOPHONIE, SÉNÉGAL - KIRIKOU ET LA SORCIÈRE</b></p> <p><b>Main Objectives</b> -Being culturally aware of French-speaking countries and appreciate the historical, geographical, and cultural features of Senegal through a film study ("Kirikou et la Sorcière"-<b>Kirikou and the sorceress</b>)</p> <ul style="list-style-type: none"> <li>*Knowing more about <b>Senegal</b> (location, history and culture)</li> <li>*Recycling knowledge of family members and pets (wild animals)</li> <li>* Cognitive awareness of ethnic musical instruments and traditional African music</li> <li>*Understanding cultural differences of life in an African village</li> <li>*Recycling use of dialogues in French</li> </ul>	<p><b>MODULE 6: LES CHORISTES-ÉTUDE DE FILM</b></p> <p><b>Main Objectives-</b> Discussing and writing a review about a French movie ("Les Choristes")</p> <ul style="list-style-type: none"> <li>*Discussing the film setting slightly after the <b>second World War</b></li> <li>*Talking about the different <b>scenes</b> of a French movie.</li> <li>*Being able to identify and describe the different characters and their personalities.</li> <li>*Being able to use a range of <b>adjectives</b> and <b>opinion phrases</b> to give an opinion about the characters whilst comparing them</li> <li>*Writing a <b>film review</b></li> </ul>	<p><b>Module 6: VIVE LES VACANCES!</b></p> <p><b>Main Objectives-</b> Discussing and talking about holiday preferences and activities.</p> <ul style="list-style-type: none"> <li>*Being able to <b>book a hotel room</b> and playing the role of the <b>receptionist</b></li> <li>*Designing and understanding a <b>hotel brochure</b></li> <li>*Developing different aspect of the holiday topics (<b>countries, weather, transport, activities, accommodation</b>)</li> </ul>
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