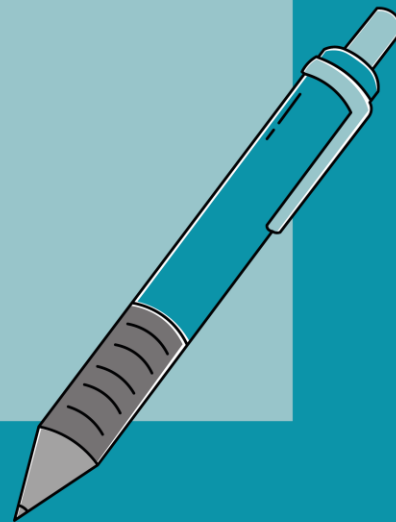


FRENCH CURRICULUM OVERVIEW

KS3 overview



Manchester
Communication
Academy



Year 7	Autumn	Spring
Topic name	Identifying myself and others	Describing people, relationships and hobbies
Declarative Knowledge	<ul style="list-style-type: none"> - Present tense of <i>avoir, être, s'appelle, habiter, vivre</i> - Conjugations of <i>Je</i> - Adjectival agreement: gender (masculine / feminine) - Using questions words: <i>comment, quel, quelle, décrits, où</i> 	<ul style="list-style-type: none"> - Present tense of <i>avoir, être, s'entendre</i> - Conjugation of <i>Je</i> and <i>il / elle</i> - Adjectival agreement: (masculine / feminine) - Negative structures (<i>ne verb pas</i>) - Opinion phrase (<i>j'aime</i>) - Set structures (<i>il y a</i>) - Conditional (<i>je voudrais avoir</i>) - Quantifiers (<i>très, assez, un peu</i>)
Procedural knowledge	<p>TBAT:</p> <ul style="list-style-type: none"> - recognise sentence builder vocabulary in listening and reading. - produce short paragraphs using sentence builder vocabulary and applying adjectival agreements in speaking and writing. - ask and answer key questions from the sentence builders. 	<p>TBAT:</p> <ul style="list-style-type: none"> - recognise sentence builder vocabulary in listening and reading. - produce short written texts using sentence builder vocabulary and applying adjectival agreement, negative structures, opinion phrases and verb conjugation in speaking and writing. - ask and answer key questions from the sentence builder. - produce language with increasing autonomy
Assessment/Outcomes	Class feedback on a written piece involving sentence builders 1-3.	Big test of Term 1 Sentence Builder booklet. Class feedback on a written piece involving Term 2 Sentence Builder booklet.
Prior knowledge	Knowledge of linguistic terms from primary school such as noun, verb and adjectives. Ability to form opinion phrases and write in full sentences.	Students will have previous knowledge of linguistic terms including adjectival agreement, verbs in the je form, and how to use sentence builders.
Future learning	<p>Students will understand the following concepts in more detail to support their learning in French.</p> <ul style="list-style-type: none"> - Adjectival agreement - Verb conjugation - Question formation - How to become autonomous with the sentence builders <p>Next term they will use their knowledge and expand, being able to describe family members and pets. They will also enhance their knowledge of grammar with more focus on <i>avoir</i> and <i>être</i>.</p>	In the last half term, students will use the previous knowledge in comparing people's appearances, having an introduction into school vocabulary and describing clothes.

Why is this being studied?	Building on KS2 linguistic knowledge, this half term progresses language learning providing an initial understanding of the foundations of the French language through sentence builders and through the MARS EARS process via the Conti method. Promoting oracy and a knowledge of key grammar points. National Curriculum 3 pillars covered: vocabulary, phonics & grammar.	To develop students' ability to produce language autonomously through the interleaving of previous knowledge of talking about oneself into talking about others.
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Year 7	Summer
Topic name	Comparing people, school life and clothes
Declarative Knowledge	<ul style="list-style-type: none"> - Present tense of <i>avoir, être, sortir, jouer, porter</i> - Conjugations of <i>Je</i> and <i>il / elle</i> - Comparatives (<i>plus, moins, aussi + que</i>) - Adjectives and adjectival endings (masculine, feminine and plural) - Negatives (<i>ne...pas</i>) with <i>de / d'</i> - Set structures (<i>il y a</i>) - Time phrases (<i>normalement, en général, souvent</i>)
Procedural knowledge	<p>TBAT:</p> <ul style="list-style-type: none"> - recognise sentence builder vocabulary in listening and reading tasks. - produce written texts using sentence builder vocabulary and applying adjectival agreement, negative structures, comparatives and verb conjugations. - ask and answer key questions from the sentence builder. - produce language with increasing spontaneity and autonomy.
Assessment/Outcomes	Big test of all Sentence Builder booklets in Year 7. Class feedback on a written piece involving Term 3 Sentence Builder booklet.
Prior knowledge	Previously students have studied family members, pets and describing animals' appearance and personality, including adjectival agreement, which will support them in this Term's learning.
Future learning	In Year 8, they will use their understanding of conjugations of <i>avoir</i> and <i>être</i> to learn about conjugating in the Perfect tense in French. They will also use their knowledge of comparisons and adjectival agreements to compare different sports. They will also revise their knowledge of negatives.
Why is this being studied?	<p>Revision of key language points that students have studied and building on this by using elements (e.g. adjectival agreement) in different contexts, supporting the students in becoming more confident in using these.</p> <p>Students build on their skills of oracy and grammar understanding in preparation for the addition of a new tense (past) in Year 8.</p>

Year 8	Autumn	Spring
Topic name	Hobbies and Sport	Holidays and the weather
Declarative Knowledge	<ul style="list-style-type: none"> - Present tense (e.g <i>aimer, écouter, télécharger, faire</i>) <i>Je</i> form - Opinions phrases -<i>mon ... préféré / ma préférée ..c'est facile, c'est varié, ce n'est pas cher</i> - The comparative - <i>plus/moins + adjective+ que</i> - Imperative Tense: <i>Tu / Vous</i> forms (<i>tourne / tournez / prends / prenez</i>) - Question words: <i>comment /où / quand / pourquoi / avec qui</i> 	<ul style="list-style-type: none"> - Present tense of <i>avoir</i> (<i>je</i> forms) - Perfect tense of regular –er verbs (<i>manger, visiter, nager, traîner</i> etc) - Perfect tense of irregular verbs (<i>prendre, voir, faire</i> etc) - Perfect tense of verbs with <i>être / aller</i> (<i>Je</i> form) and Imperfect with opinions (<i>c'était amusant, marrant, nul</i> etc)
Procedural knowledge	<p>TBAT:</p> <ul style="list-style-type: none"> - recognise sentence builder vocabulary in listening and reading. - produce short paragraphs using sentence builder vocabulary and applying present tense conjugations, the comparative, and the negative in speaking and writing. - ask and answer key questions from the sentence builders and use the imperative. 	<p>TBAT:</p> <ul style="list-style-type: none"> - recognise sentence builder vocabulary in listening and reading. - produce language using sentence builder vocabulary and applying perfect tense conjugation in addition to previous knowledge learnt until then in speaking and writing. - ask and answer key questions from the sentence builders.
Assessment/Outcomes	Class feedback on a written piece involving sentence builders 1-3.	Big test of Term 1 Sentence Builder booklet. Class feedback on a written piece involving Term 2 Sentence Builder booklet.
Prior knowledge	Concept of conjugation, linguistic knowledge of nouns, adjectives, adjectival agreement and opinions	Present tense of key verbs, formation of the negative, the comparative, in addition to linguistic knowledge of nouns, adjectives, adjectival agreement and opinions
Future learning	In Term 2 students will move onto the topic of Holidays. They should be able to use the perfect tense of <i>aller</i> and use the perfect tense of regular –er verbs, use the perfect tense of irregular verbs and set opinions in the imperfect tense.	In Term 3 students will move onto the topic of Festivals. They should be able to use a wider range of opinions use negatives, conjugate verbs in the present and perfect tenses (to be included with cultural events) and use transactional language when going shopping.

Why is this being studied?	Develop understanding of the foundations of the French language through sentence builders and creating autonomy in TL when producing written and oral work. Promoting oracy and a knowledge of key grammar points. National Curriculum 3 pillars covered: vocabulary, phonics and grammar.	To develop students' ability to produce language autonomously through the interleaving of previous knowledge of giving opinions about hobbies and sport and to be able to use the perfect tense to also express opinions about holidays and describe what they did. Students continue to build on their skills of oracy and grammar understanding in preparation for being able to use both the present and perfect tenses simultaneously.
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Year 8	Summer	
Topic name	Festivals	
Declarative Knowledge	<ul style="list-style-type: none"> - Present tense of regular -ir and -re verbs (eg <i>choisir / entendre / finir / rendre je</i> forms) - Expressing likes and dislikes in the present tense (<i>j'aime / j'adore / j'aime beaucoup/ je déteste</i> etc) - Perfect tense of regular verbs (<i>entendre, choisir, finir, porter, regarder, rendre, retrouver</i>) - Transactional language for shopping, including set phrases in the conditional (<i>je voudrais, 100g, 1kg, melons, jambon, ça fait</i>) 	
Procedural knowledge	<p>TBAT:</p> <ul style="list-style-type: none"> - recognise sentence builder vocabulary in listening and reading. - produce written texts using sentence builder vocabulary and applying verb conjugation in both present and perfect tenses, using transactional language in addition to previous knowledge learnt until then in speaking and writing. - ask and answer key questions from the sentence builder. - produce language with increasing spontaneity and autonomy. 	
Assessment/Outcomes	Big test of all Sentence Builder booklets in Year 8. Class feedback on a written piece involving Term 3 Sentence Builder booklet.	
Prior knowledge	Present tense of key verbs, formation of the negative, the comparative, conjugation in the perfect tense, using the imperfect in set sentences in addition to linguistic knowledge of nouns, adjectives, adjectival agreement and opinions	
Future learning	In Term 1 of Y9, students will look at the topic of Lifestyle they will revise how to conjugate verbs in the present tense, which will help them, learn and understand the different pattern changes when conjugating irregular verbs in the present tense. They will also be using a wider range of negatives. They will be introduced to the imperfect (not in set phrases anymore). They will also be introduced to Direct Object Pronouns. Learning the Imperfect tense will also help them conjugating in the Simple Future tense later in Term 2.	

Why is this being studied?	Students continue to build on their skills of oracy and grammar understanding in preparation for being able to use both the present and preterite tense simultaneously. Students are also able to give a wide range of opinions to express their likes and dislikes.
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Year 9	Autumn	Spring
Topic name	My lifestyle	Future Projects
Declarative Knowledge	<ul style="list-style-type: none"> - <i>Aimer</i> + noun / infinitive - Direct object pronouns (<i>le / la / les</i>) - Range of negatives (<i>ne...pas / jamais / plus</i>) - The imperfect tense - Conjugations of <i>Je</i> 	<ul style="list-style-type: none"> - <i>Pouvoir, devoir, vouloir</i> - Conjugations of <i>Je</i> - The future tense - Conjugations of <i>Je</i>
Procedural knowledge	TBAT: <ul style="list-style-type: none"> - recognise sentence builder vocabulary in listening and reading tasks - produce various paragraphs using the sentence builder vocabulary with increasing autonomy - use opinions with nouns and infinitive verbs - apply grammar rules in speaking and writing including negatives and direct object pronouns - use the Imperfect tense with a variety of pronouns dependent on ability of groups - ask and answer key questions from the sentence builders 	TBAT: <ul style="list-style-type: none"> - recognise sentence builder vocabulary in listening and reading tasks - produce various paragraphs using the sentence builder vocabulary with increasing autonomy - conjugate <i>pouvoir, devoir, and vouloir</i> - use the Future tense with a variety of pronouns dependent on ability of groups - ask and answer key questions from the sentence builders
Assessment/Outcomes	Class feedback on a written piece involving Term 1 Sentence Builder booklet. Big test of Term 1 Sentence Builder booklet.	Class feedback on a written piece involving sentence builders 1-2. Big test of Term 2 Sentence Builder booklet.
Prior knowledge	Year 8 term 1 covered basic negatives (<i>ne...pas</i>). Year 8 term 2 covered set phrases within the Imperfect tense. Year 8 term 3 covered basic opinions (<i>j'aime / je n'aime pas</i>).	Throughout all terms in Year 8, pronouns have been covered. In the previous term, students have seen and used infinitive structures with opinions, which will help them this term. They have also covered justifying answers with reasons why and using connectives to develop answers further.

Future learning	Next term students will be learning how to use infinitive structures after conjugated modal verbs (<i>je veux / je dois / on peut</i>) in terms of jobs and future career plans. They will also learn to conjugate the <i>je</i> form of the simple future tense. They will also become more confident developing their sentences by using connectives that are more varied.	Next term students will be learning to use infinitives structures after a conditional structure (<i>je voudrais</i>). They will also learn how to add detail using the near future with <i>on va aller</i> and <i>manger</i> . They will learn how to compare structures using <i>plus</i> and <i>moins</i> , as well adjectival agreement (masculine / feminine).
Why is this being studied?	To communicate information linked with the students' hobbies, and developing this by including negatives and talking about what they used to do in the past, following a Conti teaching style with sentence builders to support students to form sentences using a MARS EARS approach.	To communicate information using modal verbs, depending on ability of class, following a Conti teaching style with sentence builders to support students to form sentences using a MARS EARS approach.

Year 9	Summer
Topic name	Le Monde Francophone
Declarative Knowledge	<ul style="list-style-type: none"> - A range of articles (<i>le, la, les, l', un, une, des</i>) - A range of adjectives (masc sing, masc pl, fem sing, fem pl) - Infinitives in combination with other verbs - Conjugations of <i>Je</i>
Procedural knowledge	<p>TBAT:</p> <ul style="list-style-type: none"> - recognise sentence builder vocabulary in listening and reading tasks - produce various paragraphs using the sentence builder vocabulary with increasing autonomy - use a range a of articles - use a range of adjectives, revising adjectival agreements - use infinitive structures - ask and answer key questions from the sentence builders
Assessment/Outcomes	Class feedback on a written piece involving sentence builders 1-2. Big test of all Sentence builder booklets throughout Year 9.
Prior knowledge	Throughout all terms in Year 8, adjectives have been covered but will go into more detail between masculine and feminine, singular and plural. As well as their knowledge of pronouns. Students have also learnt how to use infinitives after certain structures in the previous half term, and they will use this after a conditional phrase (<i>je voudrais</i>) in learning how to say what countries they would like to visit.

Future learning	For those who will carry French on to GCSE, they will continue their study of adjectival agreement and use this in a different context in the first unit of describing members of their families using less common adjectives.
Why is this being studied?	To communicate and create work linked with using adjectives, a range of articles and using infinitive structures, following a Conti teaching style with sentence builders to support students to form sentences using a MARS EARS approach.