

# The KS3 French Curriculum – Sir John Cass Red Coat School

What will students learn / what skills will they develop?

## Year 7 French

### Expected progress in year 7

Students should write short passages using the present tense of frequently used verbs. They should also include basic connectives and opinions in their work.

### More than expected progress in year 7

Students will begin to use the near future tense in their work. They will always use a wider variety of connectives and justify opinions.

### Knowledge and Understanding

#### Topics –

Unit 1: Bienvenue! Up to level 3b

Unit 2: Toi et moi. Up to level 3a

Unit 3: Au collège. Up to level 4a

Unit 4: Mes loisirs. Up to level 5c

Unit 5: Les vacances. Up to level 5b

**Grammar** – Singular v. plural, adjectival position + agreement, Become familiar with high frequency verbs in the present tense: AVOIR, understanding that in French, we use Avoir to say “I am 12”, high frequency verbs, formation of basic questions, possessive adjectives, present tense, Use of conjunctions and formulate compound sentences, use of J’adore followed by an infinitive, use of conjunctions to extend writing, use and positioning of adverbs of frequency, use of the immediate future, use of ALLER,

**Literacy** Use of formal/informal language, use of dictionary, phonetics, word order, alphabet, use of accents, sound patterns in French, punctuation and orthographic features in the target language (accents)

**Numeracy** Pupils will focus on numbers when they study the following topics: money, dates, time and simple sums.

**ICT** Internet research, produce and edit word documents, use PowerPoint

**Spiritual, Moral, Social and Cultural development** – Life in Bengali speaking countries with reference to differing attitudes to pets, family, etc.

What will students learn / what skills will they develop?

## Year 8 French

### Expected progress in year 8

Students should be able to write in two time frames, and also use common irregular verbs. They should be able to express and justify opinions. Students should be confident using dictionaries to deduce meaning of new vocabulary.

### More than expected progress in year 8

Students will have an understanding of three time frames and begin to use them in all written work. They can structure work well using a range of phrases and always use connectives. Opinions will always be justified and language used will not be repetitive.

### Knowledge and Understanding

#### Topics –

Unit 1: Chez moi (Up to level 5b)

Unit 2: Ça ne va pas (Up to level 5a)

Unit 3: Le week-end dernier (Up to level 6c)

Unit 4: À table (Up to level 6b)

Unit 5: Mes vacances (Up to level 6a)

**Grammar** – Reflexive verbs, superlative, comparative, idiom, Understanding and ascertaining two tenses in a text and detailed information, writing a text with two tenses and a variety of detail using a reference, regular and irregular verbs, use of connectives and narration techniques, negatives, prepositions, modal verbs, perfect tense (regular)

**Literacy** Verb patterns, position of adjectives, adjectival agreement, gender/plural patterns, agreements of gender and numbers, use of conjunctions and formulate compound sentences, connectives, use of the dictionary

**Numeracy** Telling the time, 24 hour clock, ordinal numbers, use of numbers to express quantities.

**ICT** Internet research, produce and edit Excel spread sheets and word documents, use PowerPoint

**Spiritual, Moral, Social and Cultural** Comparison of routines, attitudes to holidays + destinations, food culture

What will students learn / what skills will they develop?

## Year 9 French

### Expected progress in year 9

Students should be writing in three time frames with confidence on a range of topics. They should be able to express and justify opinions and understand more complex texts. Work should be well structured with a range of vocabulary and connectives.

### More than expected progress in year 9

Students will use regular and irregular verbs with confidence in all three time frames. Students will have an understanding of the imperfect tense and begin to use it in their own work. They can recognise patterns and conjugate verbs and apply knowledge to grammar in new contexts.

Students will be able to manipulate the language when producing their own work. They should use context and previous knowledge to understand longer texts.

### Knowledge and Understanding

#### Topics –

Unit 1: Ça t’intéresse ? Up to level 6a

Unit 2: L’avenir. Up to level 7c

Unit 3: En bonne santé? Up to level 7b

Unit 4: Il était une fois. Up to level 7a

Unit 5: On y va. 7a and beyond

**Grammar** – Tense formation. Regular and irregular past participles, reflexive verbs and word order in French and English, use of the pronoun ‘on’, Use of quand + future tense and how this differs from English tense usage, modal verbs, higher connectives, perfect tense (irregular), impersonal verbs, imperfect tense, conditional tense

**Literacy** Use of direct object pronouns and differing word order in French, use of higher level opinion phrases, use of a variety of tenses to narrate, reading skills and dealing with unfamiliar language, structuring extended writing.

**Numeracy** Pupils study ordinal numbers, How to read temperature

**ICT** Internet research, produce and edit Excel spread sheets and word documents, use PowerPoint, use of MP3 audio recording equipment+ editing using audio equipment, Use of weather websites and maps to investigate weather in French speaking countries.

### Spiritual, Moral, Social and Cultural development –

Opportunity to look at how languages are used in the world of work, healthy living, changing attitudes to fashion, disability and Paralympic issues.

## **Assessment**

- Students complete vocabulary and grammar tests.
- Assessment of listening, reading, speaking and writing tasks takes place as part of home study and classwork.
- Students complete assessments every half-term and review their progress as well as set targets on a termly basis.
- Students in Year 9 will begin work on GCSE topic from Term 3. Work will start on controlled assessment.
- Students complete End of Unit projects.
- Self and peer assessment tasks.
- Classwork and home study tasks are marked by the teacher and diagnostic feedback is given. Students are expected to correct their own work and respond to teacher comments using the school assessment proforma.

## **Literacy**

All students work is marked for literacy using school and departmental assessment symbols.

## **Meeting the Needs of Individual Students**

- All books include criteria for higher national curriculum levels to encourage able students to extend their abilities.
- Structured writing frames are provided for those students who need more help with writing longer extended style answers.
- A range of teaching and learning activities are used in order to successfully engage students in their learning.
- Dictionaries are available in most rooms.

## **Home Study & VLE**

- Home study consists of either a learning home study or a comprehension or written task.
- The VLE contains a number of support tasks for each unit as well as additional revision materials for students to complete independently.

## **Extra-Curricular Activities and Clubs**

- Fast track workshops take place once a week.
- Comenius club
- Year 11 extension lessons take place once per two weeks

## **Skills Development**

- Listening, Reading, Speaking and Writing skills.
- Dictionary skills, pronunciation, using context to guess the meaning of new words, re-using language already learnt in different contexts.
- Personal, Learning and Thinking Skills



# The KS4 French Curriculum – Sir John Cass Red Coat School

What will students learn / what skills will they develop?

## Year 10 French

### Knowledge and Understanding

Topics –

#### Year 10

### Knowledge and Understanding

#### Leisure - Free Time and the Media

- Free time activities
- Shopping, money, fashion and trends
- Advantages and disadvantages of new technology

#### Relationships and Choices

- Relationships with family and friends
- Future plans regarding: marriage/partnership
- Social issues and equality

#### Holidays

- Plans, preferences, experiences
- What to see and getting around

### Literacy

All students work is marked for literacy using school and departmental assessment symbols, dictionary skills, grammar, reading skills

**Numeracy** - Pupils will focus on numbers when they study the following topics: shopping & money, dates, time (24 hour clock) and addition, subtraction, multiplication + division.

**ICT** - Internet research, produce and edit Excel spread sheets and word documents in preparation for controlled assessments, use PowerPoint, use of website based resources and documents to practice reading and listening, use of MP3 audio recording equipment+ editing using audio equipment.

**Spiritual, Moral, Social and Cultural development** – Life in French-speaking countries.

What will students learn / what skills will they develop?

## Year 11 French

### Year 11

### Knowledge and Understanding

#### Work and Education

School/College and Future Plans

- What school/college is like
- Pressures and problems

#### Current and Future Jobs

- Looking for and getting a job
- Advantages and disadvantages of different jobs

#### Home and Local Area

- Special occasions celebrated in the home
- Home, town, neighbourhood and region, where it is and what it is like

#### Environment

- Current problems facing the planet
- Being environmentally friendly within the home and local area

#### Lifestyle - Health

- Healthy and unhealthy lifestyles and their consequences

### Literacy

All students work is marked for literacy using school and departmental assessment symbols, dictionary skills, grammar, reading skills

**Numeracy** - Pupils will focus on numbers when they study the following topics: times, dates, pay rates and ordinal numbers.

**ICT** - Internet research, produce and edit Excel spread sheets and word documents in preparation for controlled assessments, use PowerPoint, use of website based resources and documents to practice reading and listening, use of MP3 audio recording equipment+ editing using audio equipment.

**Spiritual, Moral, Social and Cultural development** – Life in French-speaking countries.

**Skills Development** - Students will develop their listening, reading, speaking and writing skills as well as extended writing skills and pronunciation.

**Grammar** – GCSE students will be expected to have acquired knowledge and understanding of the French grammar during their course. In the examination they will be required to apply their knowledge and understanding in tasks appropriate to the tier for which they are entered, drawing from the following lists which are divided into Foundation and Higher Tier.

### Foundation Tier

Nouns:

gender

singular and plural forms

Articles:

definite, indefinite and partitive, including use of *de* after negatives

Adjectives:

- agreement

### Higher Tier

All grammar and structures listed for Foundation Tier plus:

Adjectives:

comparative and superlative, including *meilleur, pire*

Adverbs:

comparative and superlative, including *mieux, le mieux*

Pronouns:

- use of *y, en*

- position
- comparative and superlative: regular and meilleur
- demonstrative (ce, cet, cette, ces)
- indefinite (chaque, quelque)
- possessive
- interrogative (quel, quelle)

Adverbs:

- comparative and superlative
- regular
- interrogative (comment, quand)
- adverbs of time and place (aujourd'hui, demain, ici, là-bas)
- common adverbial phrases

Quantifiers/Intensifiers (très, assez, beaucoup, peu, trop)

Pronouns:

- personal: all subjects, including on
- reflexive
- relative: qui
- relative: que (R)
- object: direct (R) and indirect (R)
- position and order of object pronouns
- disjunctive/emphatic
- demonstrative (ça, cela)
- indefinite (quelqu'un)
- interrogative (qui, que)
- use of y, en (R)

Verbs:

- regular and irregular verbs, including reflexive verbs
- all persons of the verb, singular and plural
- negative forms
- interrogative forms
- modes of address: tu, vous
- impersonal verbs (il faut)
- verbs followed by an infinitive, with or without a preposition

tenses

- present
- perfect
- imperfect: avoir, être and faire
- other common verbs in the imperfect tense (R)
- immediate future
- future (R)
- conditional: vouloir and aimer
- pluperfect (R)

- relative: *que*
- relative: *dont* (R)
- object: direct and indirect
- position and order of object pronouns
- demonstrative (*celui*) (R)
- possessive (*le mien*) (R)

Tenses:

- future
- imperfect
- conditional
- pluperfect
- passive voice: future, imperfect and perfect tenses (R)
- perfect infinitive
- present participle, including use after *en*
- subjunctive mood: present, in commonly used

expressions (R)

Time:

including use of *depuis* with imperfect tense



- passive voice: present tense (R)
  - imperative
  - present participle
- Prepositions:  
Conjunctions:  
Number, quantity, dates and time: including use of depuis with present time

### **Assessment**

#### **Exam Board and Syllabus – AQA French 4655:**

Unit 1: Listening Examination – 20% Either Foundation Tier: 30 minutes (+ 5 minutes reading time) or Higher Tier: 40 minutes (+ 5 minutes reading time)

Unit 2: Reading Examination – 20% Either Foundation Tier: 30 minutes or Higher Tier: 50 minutes

Unit 3: Speaking Examination – 30% Controlled assessment - Two tasks

Unit 4: Writing Examination – 30% Controlled assessment - Two tasks

- Students are assessed through mid-year and end of year exams as well as weekly vocabulary and grammar tests.
- Assessment of listening, reading, speaking and writing tasks takes place as part of home study and classwork.
- Students complete assessments every half-term and review their progress as well as set targets on a termly basis.
- Self and peer assessment tasks.
- Classwork and home study tasks are marked by the teacher and diagnostic feedback is given. Students are expected to correct their own work and respond to teacher comments using the school assessment proforma.
- 2 controlled assessments are carried out for writing + 2 for speaking (1 of each per year of the 2 year course)

### **Literacy**

All students work is marked for literacy using school and departmental assessment symbols.

### **Meeting the Needs of Individual Students**

- Structured writing frames are provided for those students who need more help with writing longer extended style answers.
- A range of teaching and learning activities are used in order to successfully engage students in their learning.
- Dictionaries are available in most rooms.

### **Home Study & VLE**

- Home study consists of either a learning home study or a comprehension or written task.
- The VLE contains a number of support tasks for each unit as well as additional revision materials for students to complete independently.

### **Extra-Curricular Activities and Clubs**

- Fast track workshops take place once a week.
- Comenius project
- Year 11 extension lessons take place once per two weeks

### **Skills Development**

- Listening, Reading, Speaking and Writing skills.
- Dictionary skills, pronunciation, using context to guess the meaning of new words, re-using language already learnt in different contexts.
- Personal, Learning and Thinking Skills

