

CURRICULUM SUMMARY - French

YEAR 7: Ncelp (National centre for excellence for language pedagogy)

TERM 1	TERM 2	TERM 3
<p>CONTENT</p> <ul style="list-style-type: none"> • Describing a thing or person • Saying what people have • Distinguishing between having and being • Saying what people do • Saying what we do • Saying what others do (they) • Saying 'you' (singular and plural) <p style="text-align: center;">+</p> <p>Topic: Sports and body parts</p> <p>Content: vocabulary on sports activities and part of the body. Vocabulary on sports injuries. Grammar: revision of all tenses with emphasis on revision of the conditional tense.</p> <p>Focus on consolidation of previously taught grammar and vocabulary.</p>	<p>CONTENT</p> <ul style="list-style-type: none"> • Saying how many there are, numbers • Describing people (family) • Saying what people have • Saying what people do (sports) • Saying where people go (places) • Saying where people go (countries) • Asking questions • Talking about yourself, to and about someone else <p style="text-align: center;">+</p> <p>Topic: Family and Other people</p> <p>Content: you singular and plural, describing your family, what people do, have, go</p>	<p>CONTENT</p> <ul style="list-style-type: none"> • Asking questions • Describing things and people • Asking questions • Expressing future intentions • Saying what you <i>want to, can</i> and <i>must</i> do • Saying what you <i>don't want to, can't</i> and <i>don't have to</i> do • Saying what you <i>know how to</i> do

ASSESSMENTS

Half term assessments of Reading, Writing, Speaking and Listening

Assessments will alternate between in class sit down summative assessments and projects. These will aim to cover all four language skills within the term. Reading, Listening, Speaking and Writing. Some assessed projects focus on developing writing and research skills and are completed at home. These require the use of the vocabulary and grammar taught as part of the topic in class. Following clear guidelines and a published marking criteria students will have the opportunity to develop and extend their skills whilst working creatively.

Meanwhile end of unit tests will be used to assess listening, reading, speaking and writing on a rotational basis. Some of these tests also have short writing and translation tasks. The focus of these end of unit tests will be to check recall and develop the skill of inference and understanding instructions in French.

There will also be regular vocab and grammar tests.

In class students will be asked to do presentations on a variety of topics, in pairs of groups, for speaking practice.

HOW PARENTS CAN SUPPORT LEARNING

- Aid students to use quizlet worksheets to access homework on a regular basis
- Use the different websites like languagesonline mentioned in class to practice the vocabulary and grammar
- Practice French speaking using phonics taught in class
- Have short basic conversations in French at home
- Ensure students are equipped with pens, glue sticks and rulers.
- Help students plan their revision timetable effectively as they will be given two weeks' notice prior to the setting exam.
- Continue to encourage students to practice their pronunciation by having short conversations with them regularly
- Familiarise students with the French culture around them (French words in the English language for instance)

YEAR 8: Ncelp (National centre for excellence for language pedagogy)

TERM 1	TERM 2	TERM 3
<p>CONTENT</p> <ul style="list-style-type: none"> Distinguishing between being and having Talking about jobs Talking about what, when, where and why you celebrate Talking about what you are doing today vs what you did yesterday Sharing past experiences Talking about what you do in your free time and where you do it <p>+</p> <p>Topic: My look, holidays</p> <p>Content: vocabulary about clothes, developing descriptions, weather, time and frequency words. Conditional tense, reminder of the near future and perfect tense.</p> <p>Focus on consolidation of previously taught grammar and vocabulary</p>	<p>CONTENT</p> <ul style="list-style-type: none"> Talking about nouns you can't count Saying what you do or did in a typical day Talking about what groups of people do Formal and informal situations: Talking to people you do and don't know Talking about what you and others do at school Talking about what you are doing this week and what you do every week What is it like? Describing things Talking about what you can, must, will and want to do <p>+</p> <p>Topic: Food and Drink</p> <p>Content : revision of present tense and irregular verbs, liking and disliking focus on negative forms, partitive article, near future, use of the negative and irregular verbs.</p>	<p>CONTENT</p> <ul style="list-style-type: none"> Comparing things Talking about how groups of people do things Comparing how people do things Communicating in other languages Talking about the environment Asking and answering questions about what people did and have done <p>+</p> <p>Topic: My neighbourhood</p> <p>Content: describing a town, there is and there isn't and contrasting sentences. Directions and outings.</p> <p>Focus on consolidation of previously taught grammar</p>
<p>ASSESSMENTS</p> <p>End of Unit assessments of Reading, Writing, Speaking and Listening</p> <p>Assessments will alternate between in class sit down summative assessments and projects. These will aim to cover all four language skills within the term. Reading, Listening, Speaking and Writing. Some assessed projects focus on developing writing and research skills and are completed at home. These require the use of the vocabulary and grammar taught as part of the topic in class. Following clear guidelines and a published marking criteria students will have the opportunity to develop and extend their skills whilst working creatively.</p> <p>Meanwhile end of unit tests will be used to assess listening, reading, speaking and writing on a rotational basis. Some of these tests also have short writing and translation tasks. The focus of these end of unit tests will be to check recall and develop the skill of inference and understanding instructions in French.</p> <p>In class students will be asked to do presentations on a variety of topics, in pairs or groups, for speaking practice. There will also be regular vocab and grammar tests.</p>		

HOW PARENTS CAN SUPPORT LEARNING

- Aid students to access quizlet homework
- Use the different websites mentioned in class to practice the vocabulary and grammar
- Have short basic conversations in French at home
- Ensure students are equipped with pens, glue sticks and rulers.
- Help students plan their revision timetable effectively as they will be given two weeks' notice prior to the setting exam.
- Continue to encourage students to practice their pronunciation by having short conversations with them regularly
Familiarise students with the French culture around them (French words in the English language for instance)

YEAR 9 – Allez 2: transition year: part of KS3

TERM 1	TERM 2	TERM 3
<p>CONTENT Theme 1: Comparing France to the UK</p> <p>Module 1: What is France?</p> <p>Content: Comparing France to the UK, French celebrities, cultural awareness, discuss Francophone cartoon characters.</p> <p>ER/RE/IR VERBE PLUS IRREGULAR VERBS present tense. Revision of perfect tense</p>	<p>CONTENT Theme 2: Leisure activities: TV programmes, music and cinema.</p> <p>Module 2: Leisure activities</p> <p>Content: Talk about types of television programmes, musical genres and opinions about music. Film genres and reading preferences.</p> <p>Revision of perfect, imperfect and near future. Direct object</p>	<p>CONTENT Theme 3: technology, social media and relationships with parents.</p> <p>Content: Vocabulary: describe old and new technology. talk about the pros and cons of new technologies. discuss relationship with parents</p> <p>Grammar: use pronouns me, te, se in positive and negative sentences. Express opinions: agree and disagree.present/past/future</p>
<p>ASSESSMENTS</p> <p>End of Unit assessments of Reading, Writing, Speaking and Listening</p> <p>Assessments will alternate between in class sit down summative assessments and projects. These will aim to cover all four language skills within the term. Reading, Listening, Speaking and Writing. Some assessed projects focus on developing writing and research skills and are completed at home. These require the use of the vocabulary and grammar taught as part of the topic in class. Following clear guidelines and a published marking criteria students will have the opportunity to develop and extend their skills whilst working creatively.</p> <p>Meanwhile end of unit tests will be used to assess listening, reading, speaking and writing on a rotational basis. Some of these tests also have short writing and translation tasks. The focus of these end of unit tests will be to check recall and develop the skill of inference and understanding instructions in French.</p> <p>In class students will be asked to do presentations on a variety of topics, in pairs or groups, for speaking practice to practice phonics.. There will also be regular vocab and grammar tests.</p>		
<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • To provide real life opportunities for students to practise the language • To encourage students to read online material in the target language /to subscribe to French magazines • Encourage and aid students to access and use Kerboodle, even when they haven't been set work on it. Students will be able to access the online textbook allez 2 and can download the vocabulary lists for each module. Quizzlet, Memrise, Duolingo and languagesonline are free and have topics with specific vocabulary lists that students can use to extend their knowledge. A list of useful websites can be found on Moodle. • Watch kids shows in French or listen to the French version of classic Disney songs. Many of the streaming platforms allow you to change the language of the programme to French and this is a good way to get your ear used to the sound and speed of French. • Subscribe to a French Learning YouTube channel.. 		

YEAR 10 AQA 8658: Studio AQA GCSE

TERM 1	TERM 2	TERM 3
<p>CONTENT</p> <p>Theme 1: Identity and culture Module 1: my family and friends: relationship parents and friends. Module 2: Leisure activities: sports and music</p>	<p>CONTENT</p> <p>Theme 1: Module 3: festivals and celebrations Theme 2: Local, national, international and global areas of interest: Module 4: my region: where you live, weather and transport.</p>	<p>CONTENT</p> <p>Theme 3: Current and future study and employment Module 6: current and future study of employment. School subjects/comparing school in the UK to French system. Discussing healthy living.</p>
<ul style="list-style-type: none"> • Students will have one assessed piece of work every half term. This might be in class or homework, which is differentiated and has a clear mark scheme. • Regular vocabulary, translation and writing mini assessments in class will be used to track progress. • End of Module Tests will alternate between the different skills listening, writing, reading and speaking. The assessments are designed to cover all four skills and translation. • Foundation and Higher tasks differ in technique and the tests will help students develop a better understanding of how tasks are set and the expectations from examiners. • Careful review of mark schemes and reject notes during feedback to ensure students set SMART targets for progress. • New online platform: thisislanguage to improve all 4 skills but emphasis on listening skills as students will have access to audio from French speaking teenagers 		
<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • To provide real life opportunities for students to practise the language • To encourage students to access the website: thisislanguage where students will have different tasks to complete. • To encourage students to read online material in the target language /to subscribe to French magazines • Encourage and aid students to access and use Kerboodle, even when they haven't been set work on it. Students will be able to access the online textbook and can download the vocabulary lists for each module. The students can access the Oxford University Press GCSE textbook on Kerboodle. This is the resource we use for extension and students can access it for revision or additional practice. It also has a foundation and higher textbook and interactive exercises which are ideal for grammar and vocabulary revision. Tasks will be set on this platform and it is important that students pay attention to the logins they are given at the start of the year. Help your child keep these safe. <p>Quizzlet, Memrise, Duolingo I and languagesonline earning and other web sites are free and have topic specific vocabulary lists that students can use to extend their knowledge. A list of useful websites can be found on Moodle.</p> <ul style="list-style-type: none"> • Subscribe to a French Learning YouTube channel. 		

YEAR 11 – AQA 8658

TERM 1	TERM 2	TERM 3
<p>CONTENT GCSE Topic: Work and education (continuation from Year 10)</p>	<p>CONTENT GCSE Topic: Environment , the planet and volunteering</p>	<p>CONTENT Revision of all four GCSE Topics – exam skills</p>
<ul style="list-style-type: none"> Students will have one assessed piece of work every half term. This might be in class or homework, which is differentiated and has a clear mark scheme. End of Module Tests will alternate between the different skills listening, writing, reading and speaking. The assessments are designed to cover all four skills and translation. 	<ul style="list-style-type: none"> Regular vocabulary, translation and writing mini assessments in class will be used to track progress. Foundation and Higher tasks differ in technique and the tests will help students develop a better understanding of how tasks are set and the expectations from examiners. Careful review of mark schemes and reject notes during feedback to ensure students set SMART targets for progress. 	<ul style="list-style-type: none"> After the mocks there will be an individual plan for every student in order to help them maximise their potential and reach the target grade. Extra intervention lessons will be offered to that effect.
<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> Encourage your child to be organised and hand in any piece of homework on time Encourage your child to participate in any lunch time session offered by the teacher Keep track of your child’s progress, all students will have an assessment grid at the back of their folder/exercise book with all tests’ results. Help students plan their revision timetable effectively as they will be given at least two weeks’ notice prior to the French mock exams. To encourage students to read online material in the target language /to subscribe to French magazines New online platform: thisislanguage to improve all 4 skills but emphasis on listening skills as students will have access to audio from French speaking teenagers 	<ul style="list-style-type: none"> Revision booklets can be bought on ParentPay to practice all four skills (Reading/Writing/Listening/Speaking) To encourage students to read online material in the target language /to subscribe to French magazines Revision booklets can be bought on ParentPay to practice all four skills (Reading/Writing/Listening/Speaking) New online platform: thisislanguage to improve all 4 skills but emphasis on listening skills as students will have access to audio from French speaking teenagers. Encourage students to use it. 	

YEAR 12 – AQA 7652

TERM 1	TERM 2	TERM 3
<p>CONTENT AS Topics</p> <ul style="list-style-type: none"> • Artistic culture in the French speaking world • World heritage sites • A culture proud of its heritage • The changing nature of family • The cyber society • Technology in the modern world 	<p>CONTENT: AS Topic</p> <ul style="list-style-type: none"> • Starting with textbook: Un sac de Billes • starting with film : Au revoir les enfants • Cinema • Music • Voluntary work 	<p>CONTENT</p> <ul style="list-style-type: none"> • Completing all topics • Preparing for oral exams with stimulus cards and IRP • Revision
<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Essays and Exam questions in class • Regular grammar revision and vocabulary tests of key structures. • Presentation in class on themes in the book and film and topics in the textbook. 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Mock exam in January: all four skills will be tested: Speaking/Writing/Listening/Reading • Essays and Exam questions in class 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Essays and Exam questions in class
<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Encourage your child to learn independently and read material in the target language • Subscribe your child to a monthly French magazine which will enhance his/her cultural awareness as well as his/her vocabulary and grammar. 	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Ensure students have an effective revision timetable • Encourage your child to learn independently and read material in the target language • Subscribe your child to a monthly French magazine which will enhance his/her cultural awareness as well as his/her vocabulary and grammar. 	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Encourage your child to learn independently and read material in the target language • Subscribe your child to a monthly French magazine which will enhance his/her cultural awareness as well as his/her vocabulary and grammar.

YEAR 13 – AQA 7652

TERM 1	TERM 2	TERM 3
<p>CONTENT A2 Topics:</p> <ul style="list-style-type: none"> • Environment and Multicultural society • Aspects of an ethnically diverse society • Looking into marginalisation and how to help those in need • Migration and asylum seekers • Aspects of political life in the French speaking world • Future of politics, and political engagement • A2 Cultural Topics: Study of a novel and study of a film continued from Year 12 	<p>CONTENT A2 Topics:</p> <ul style="list-style-type: none"> • Regional French politics • How to treat criminals and different attitudes to crime • In depth preparation for the IRP • Essay writing and analyzing topics and themes in the book and film 	<p>CONTENT Revision of all A2 Topics</p> <ul style="list-style-type: none"> • Writing and improving essay writing • Preparing for the IRP and oral exam
<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Half termly assessed work in class or set as homework which practises the taught material with questions and skills based on examination skills. • Assessments will focus on translations, reading comprehension and essay writing. • Listening assessments based on topics being taught. Students should have earphones so they can work from individual listening devices (this is how the exam is conducted). Writing summaries of a passage that follows a strict format. These comprise read and listened to passages. 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Mock exam in January: all four skills will be tested: Speaking/Writing/Listening/Reading • Regular essay writing and research for the IRP 	<p>ASSESSMENTS A2 French exam in May/June</p>

<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Encourage your child to learn independently and read material in the target language • Subscribe your child to a monthly French magazine which will enhance his/her cultural awareness as well as his/her vocabulary and grammar. • Encourage your child to look at French news programmes and read in French 	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Use the online resource on Kerboodle. Here you can find the textbook with the audio available to practice at home. • Find a television program, film or YouTube channel in French that you can enjoy. Many of the streaming platforms allow you to change the language of the programme to French and this is a good way to get your ear used to the sound and speed of Spanish. • Encourage students to review notes for 10 – 15 minutes the day before their next lesson to make sure that material is fresh. 	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Ensure students have an effective revision timetable • Encourage your child to learn independently and read material in the target language • Take a holiday in France or encourage your child to speak French to obliging proficient relatives and friends.
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	<ul style="list-style-type: none"> • Essays and Exam questions in class 	
<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Encourage your child to learn independently and read material in the target language • Subscribe your child to a monthly French magazine which will enhance his/her cultural awareness as well as his/her vocabulary and grammar. 	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Ensure students have an effective revision timetable • Encourage your child to learn independently and read material in the target language • Subscribe your child to a monthly French magazine which will enhance his/her cultural awareness as well as his/her vocabulary and grammar. 	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Ensure students have an effective revision timetable • Encourage your child to learn independently and read material in the target language • Subscribe your child to a monthly French magazine which will enhance his/her cultural awareness as well as his/her vocabulary and grammar.