

CURRICULUM SUMMARY - French

YEAR 7: Dynamo 1 (Pearson) The Pearson Dynamo series for KS3 French is designed to build a strong foundation in the French language, preparing students for further study at GCSE level. The curriculum plan outlined below covers a three-year program, focusing on developing key language skills: reading, writing, listening, and speaking, while incorporating cultural knowledge and real-life contexts.

TERM 1	TERM 2	TERM 3
<p>CONTENT</p> <p>Introduction to French:</p> <ul style="list-style-type: none"> • Basic greetings and introductions • Numbers 1-100 • Classroom language • Days of the week and months • Basic personal information (name, age, nationality) <p>Family and Friends:</p> <ul style="list-style-type: none"> • Family members • Physical descriptions • Personality traits • Pets • Colours <p>Grammar:</p> <ul style="list-style-type: none"> • Subject pronouns • Present tense of 'être' (to be) and 'avoir' (to have) • Definite and indefinite articles • Gender of nouns • Adjective agreement and placement • Possessive adjectives • Present tense of regular -er verbs <p>Focus on consolidation of previously taught grammar and vocabulary. you singular and plural, describing your family, what people do, have, go</p>	<p>CONTENT</p> <p>School life:</p> <ul style="list-style-type: none"> • School subjects and timetable • Opinions about school • School facilities • Daily routine • Telling the time <p>Free time</p> <ul style="list-style-type: none"> • Weather and seasons • Sport and hobbies • Activities we do and like • French speaking Athletes • Hobbies and sports • Television and film preferences • Technology and social media • Weekend activities <p>Grammar:</p> <ul style="list-style-type: none"> • Present tense of regular -ir and -re verbs irregular verbs (faire, aller) • Reflexive verbs, present continuous. • Time expressions • Near future tense • Negatives 	<p>CONTENT</p> <p>Home and Local Area:</p> <ul style="list-style-type: none"> • Describing your house and room • Places in town • Directions • Weather • Describing where they live • Breakfast items and who has breakfast <p>Food and drinks:</p> <ul style="list-style-type: none"> • Meals and mealtimes • French cuisine • Shopping for food • Eating out and special weekend • Bastille Day <p>Grammar:</p> <ul style="list-style-type: none"> • Present tense of irregular verbs (faire, aller) • Near future tense • Present tense regular -ir verbs • Transactional language • Negatives • Prepositions • Using 'il y a' and 'il n'y a pas de' • Expressions of quantity • Partitive articles • Modal verbs (vouloir, pouvoir, devoir) • Past tense (perfect tense with avoir)

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
- Students will be able to access the online materials/ tasks and can download the vocabulary lists for each module (ActiveLearn Pearson)
- Use the different websites like languages online 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: (Pearson) "Dynamo 2" is designed for intermediate learners of French who have a foundational understanding of the language. This course aims to further develop language skills, enhance grammatical knowledge, and deepen cultural understanding through a variety of interactive and communicative activities.

TERM 1	TERM 2	TERM 3
<p>CONTENT</p> <p>Review and Introduction & completing Module 5:</p> <ul style="list-style-type: none"> • Review of key concepts from "Dynamo 1" • Describing family members and family dynamics • Describing where they live • Breakfast items and who has breakfast • Bastille Day • <p>Holiday life from "Dynamo 2":</p> <ul style="list-style-type: none"> • Saying what you did during the holidays • Describing a visit to a theme park • Saying where you went and how • Listening for negatives in the perfect tense • Asking and answering questions <p>Grammar:</p> <ul style="list-style-type: none"> • reflexive verbs in the present tense, present continuous. • conditional tense, if-clauses. • Perfect tense of regular and irregular -er verbs/ être and avoir. <p>Content: vocabulary about clothes, developing descriptions, weather, time and frequency words. Conditional tense, reminder of the near future and perfect tense.</p>	<p>CONTENT</p> <p>I love celebrations:</p> <ul style="list-style-type: none"> • Describing festivals and special days • Buying food at the market • Talking about future trips and celebrations <p>At leisure:</p> <ul style="list-style-type: none"> • Arranging to go to the cinema and types of film • Talking about digital technology • Talking about leisure activities using negatives <p>Grammar:</p> <ul style="list-style-type: none"> • Present tense regular -ir verbs • Transactional language • passé composé with être and avoir. • Negatives • Near future + questions • Singular and plural adjective agreement 	<p>CONTENT</p> <p>The world is small:</p> <ul style="list-style-type: none"> • Talking about where you live • Describing the weather • Talking about how you must help at home and daily routine • Talking about moving house <p>Sport:</p> <ul style="list-style-type: none"> • Talking about sports • Giving opinions about sports • Asking and giving directions • Talking about injuries and illness <p>Grammar:</p> <ul style="list-style-type: none"> • comparative and superlative adjectives. • Using pouvoir + Infinitive • Using devoir + Infinitive • Using reflexive verbs <p>Content: describing a town, there is and there isn't and contrasting sentences. Directions and outings. Focus on consolidation of previously taught grammar comparative and superlative adjectives. passé composé with être and avoir</p>

ASSESSMENTS

End of Unit 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.

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.

HOW PARENTS CAN SUPPORT LEARNING

- Aid students to access quizlet homework
- Students will be able to access the online materials/ tasks and can download the vocabulary lists for each module (ActiveLearn Pearson)
- 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 – Dynamo 3: transition year: part of KS3

(Pearson) "Dynamo 3 starting Vert (foundation) and then moving to Rouge (Higher).

TERM 1	TERM 2	TERM 3
<p>CONTENT</p> <p>My world: (Vert - Foundation):</p> <ul style="list-style-type: none"> • Talking about likes and dislikes • Talking about extra school activities • Describing your friends • Describing birthday celebrations using the past tense • Describing what you are going to wear <p>Future project: (Vert):</p> <ul style="list-style-type: none"> • Talking about money • Talking about jobs what you want to do and why • Talking about what are you going to do in the future • Talking about what you did yesterday • Describing different ways of making money <p>Grammar:</p> <p>Using verbs in the present tense Using aimer verb and noun + aimer + infinitive Using verbs with être and avoir. using the perfect tense reflexive verbs Using un peut + infinitive Using vouloir +infinitive Using near future tense Using the perfect tense ne...pas Using 2 tenses together</p>	<p>CONTENT</p> <p>Leisure activities (Rouge -Higher):</p> <ul style="list-style-type: none"> • Talking about TV programmes, • music and cinema. • Talking about types of television programmes, • musical genres and opinions about music. • Film genres and reading preferences. <p>Grammar:</p> <p>Revision of perfect, imperfect and near future. Direct object pronouns Using the comparative Using the present and the imperfect tense together Asking and answering questions in different tenses</p>	<p>CONTENT</p> <p>Food animals and environment (Rouge -Higher):</p> <ul style="list-style-type: none"> • Talking about food • Discussing eating habits • Talking about animals and natural world • Talking about plastic and the environment • Talking about what yo9u would like to do <p>Grammar:</p> <p>Revision of tenses: ER/RE/IR VERBS/IRREGULAR VERBS. REVISION OF PERFECT AND IMPERFECT TENSE AND NEAR FUTURE TENSE Using range of negatives Using superlatives use pronouns me, te, se in positive and negative sentences. Express opinions: agree and disagree.present/past/future Using conditional tenses j'aimeais and je voudrais</p>

ASSESSMENTS

End of Unit 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.

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.

HOW PARENTS CAN SUPPORT LEARNING

- To provide real life opportunities for students to practice the language
- Students will be able to access the online materials/ tasks and can download the vocabulary lists for each module (ActiveLearn Pearson)
- 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 materials for "Dynamo 2" on ActiveLearn by Pearson 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 Edexcel: GCSE

TERM 1	TERM 2	TERM 3
<p>CONTENT</p> <p>Theme: Media and technology, My personal world Module 1: Do you have time to waste? Culture zone: Party and games Unit 1: <u>my online life.</u> Talking about online activities and habits, discussing pros and cons of online time (present tense & regular er verbs). Unit 2: <u>Do you have an active life?</u> Describing activities for staying active. Using the present tense of irregular verbs. Unit 3: <u>What are you looking at?</u> Discussing preferences for watching movies and videos. Forming and answering questions about entertainment habits. Unit 4: <u>What are you going to do?</u> Plan and discuss upcoming activities and events using the future tense. Role-play making and responding to invitations. Unit 5: <u>What did you do?</u> Share and compare weekend or holiday activities. Write a diary entry or short narrative about a recent event. Unit 6: <u>I participated in the Francophonie Games!</u> Explore cultural events such as the Francophonie Games. Discuss the importance of cultural events and international competitions. Research and present on a cultural event or festival of interest. (Perfect tense)</p> <p>Theme: My personal world Module 2: My Clan, my Tribe. Culture zone: Free to be me. Unit 1: <u>A family weekend.</u> Talking about your weekend routine (using reflexive verbs, present). Unit 2: <u>friendship is the key for happiness.</u> Discussing friendship, expressing feelings and emotions. Unit 3: <u>Family colour.</u> Talking about diversity in families, cultural differences and what people look like.</p>	<p>CONTENT</p> <p>Theme: My personal world Module 2: My Clan, my Tribe. Culture zone: Free to be me- Continue. Unit 4: <u>The place of idols.</u> Discussing the role of idols and role models in personal life. Describing personal idols and their influence. Unit 5: <u>Family, love, cake.</u> Discussing celebrations and special occasions within the family in the future. Describing family traditions and their significance.</p> <p>Theme: Studying and my future Module 3: My school life. Culture zone: At college with us (Francophone countries). Unit 1: <u>What is your favourite subject?</u> Discussing school subjects, expressing preferences. Unit 2: <u>It is unfair!</u> Talking about school rules and fairness, expressing opinions.</p>	<p>CONTENT</p> <p>Theme: Studying and my future Module 3: My school life. Culture zone: At college with us. Continue! Unit 3: <u>Have you made progress?</u> Discussing academic progress setting goals using Perfect tense. Unit 4: <u>School memories.</u> Share and compare school memories. Unit 5: <u>Language and the future.</u> Discuss the importance of languages for the future.</p> <p>Theme: Lifestyle and wellbeing Module 4: In great shape. Culture zone: healthy or unhealthy (Vous – form imperative). Unit 1: <u>Enjoy your food!</u> Talking about healthy eating activities and habits, habits, nutrition (Partitive article du, de, la de l', des). Unit 2: <u>Good about myself.</u> Discussing physical appearance, body image and good mental health. Unit 3: <u>Isn't that okay?</u> Talking about health issues / accidents, seeking medical advice. Unit 4: <u>I change my life.</u> Discuss lifestyle changes and setting new health goals. Unit 5: <u>Live better.</u> Explore ways to improve overall quality of life.</p>

- 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
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HOW PARENTS CAN SUPPORT LEARNING

- 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 ActiveHub by Pearson, 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 Pearson GCSE textbook and Edexcel materials on ActiveHub. 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.
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.
- 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>
<p>ASSESSMENTS</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. • Students will be able to access the online AQA materials/ tasks and can download the vocabulary lists for each module (ActiveLearn Pearson) 	<p>ASSESSMENTS</p> <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. 	<p>ASSESSMENTS</p> <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 	<p>HOW PARENTS CAN SUPPORT LEARNING</p> <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 Boost, Hodder Education. Here you can find the textbook with the audio available to practice at home. • , 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 French. • 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.