

YEAR 7 FRENCH CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent

Teaching at KS3 will focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core phonics, grammar and vocabulary. It will enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy and will provide suitable preparation for further study.

Our aim is that all students develop a love of and curiosity for foreign languages, deepening their knowledge and acquiring new skills through a wide variety of fun and interactive learning techniques. Students will develop confidence in problem solving, team work independent study and creativity. Finally, by learning about culture and languages in the world, students will appreciate and respect the diversity, customs and traditions of others.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	<ul style="list-style-type: none"> Les bases 	<ul style="list-style-type: none"> Je suis project C'est perso 	<ul style="list-style-type: none"> Mon collège 		<ul style="list-style-type: none"> Mes passe-temps FRAJELS 	
Core Knowledge/ Threshold Concept	<ul style="list-style-type: none"> Greetings Alphabet Numbers 1-31 Age Days and months Birthdays, dates Colours, pencil case/ classroom items Adjectival agreement and placement Basic classroom language Use of a bilingual dictionary 	<ul style="list-style-type: none"> Use of the key verbs 'je suis'/ 'je ne suis pas' to give extended information about themselves. Connectives to extend and contrast Simple opinions Intensifiers Adjectival agreement Use of the verbs être and avoir in the first and third person 	<ul style="list-style-type: none"> Exploring the differences and similarities between schools in the UK and France School subjects Expressing preferences with a variety of opinions Giving reasons using a variety of adjectives Use of an increasing variety of Quality Language Structures (opinion openers, intensifiers, connectives) Manipulation of regular -er verbs. Telling the time Describing uniform Higher ability students will also learn to recognise and manipulate common -er verbs in the imperfect tense to discuss past likes/ dislikes 		<ul style="list-style-type: none"> Use of technology Conjugation of -er verbs Time phrases Reinforcement of Quality Language Structures (opinions, opinion openers, connectives, intensifiers, reasons) in this new context. Sports with jouer à/ faire de High frequency -er and irregular verbs (faire, regarder, aller, jouer, écouter, lire, sortir) Introduction to the near future tense with high frequency verbs 	
Why this learning now?	Developing any basic vocabulary which may have been introduced in	Extending knowledge of basic key verbs, nouns and quality language	Reinforcement and extension of basic Quality Language Structures in a new context. Use of a wider variety of key regular -er verbs.		Reinforcement and extension of Quality Language structures in new contexts. Students will be able to discuss their interests	

	KS2 to ask and answer a variety of questions in the TL. Increasing confidence with spelling and pronunciation patterns and developing the ability to hold a basic conversation in French.	structures in order to create and understand longer texts. Students will be able to give basic information about preferences regarding themselves and their interests.	Developing the ability to deal with and produce increasingly lengthy and complex texts in the TL. Students will be able to give reasons for preferences.	in detail, giving and explaining opinions confidently. Verb conjugation skills will be developed and extended to include the formation of a second tense.
Assessment Opportunities	<ul style="list-style-type: none"> Recall strategies are used in all lessons. Variety of questioning. Assessed exercises in lessons eg listening and reading. Summative assessments across skills to inform data capture. 			
Learning at Home	Home learning will largely focus on vocabulary learning. Students will use home learning time to develop a variety of vocabulary revision skills through the use of flashcards, testing and deliberate practice. Vocabulary learning may also be set through websites such as www.quizlet.com and/or www.linguascope.com . Alternative tasks may also be set by the teacher to stimulate engagement and enhance cultural awareness as appropriate to the needs of the group and the topic.			
Key Vocabulary	Students will be provided with Sentence Builders for all core vocabulary at a level that is appropriate for their ability. These will be stuck into exercise books at the start of each topic and will be consistently referred to throughout. Students are welcome to take their exercise books home to support revision of key vocabulary.			
Spiritual, Moral, Social and Cultural concepts covered	<ul style="list-style-type: none"> Students will be given provision for Spiritual development through the awareness of other people's faiths and values in the Francophone world, reflecting on and sharing experiences with others and using imagination and creativity in their learning. Students will be given the opportunity for Moral development through understanding and abiding by the rules and expectations of the classroom and examining cultural traditions in the Francophone world, discussing them in a safe and respectful environment. Students will be given the opportunity for Social development through the vast array of opportunities for pair work and teamwork in the classroom which foster an ethos of cooperation, support and respect with their peers, all of different religious, ethnic and socio-economic backgrounds. Students will be given the opportunity for Cultural development by exploring different beliefs, traditions and festivals in the Francophone world and comparing them with those in Britain. Their greater understanding of different cultures in the world will enable them to develop respect and to celebrate diversity. Students will gain an understanding of the notion of 'politesse' and its importance in Francophone culture. 			
Links to careers and the world of work	Over the course of their studies students will consider the importance of learning a language and the importance of the French language across the globe. The annual European Day of Languages is an opportunity to consider why Language learning is important and to experience other languages. Students will be made aware of the wide range of jobs linked to languages. Furthermore, students will be given the opportunity to speak to language ambassadors to understand more about studying languages post GCSE. Student's learning will be personalised and adapted to suit their ability and level and they will be encouraged to embrace new experiences and other languages beyond the classroom.			

