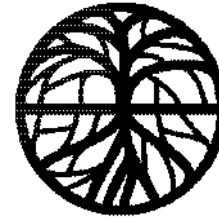


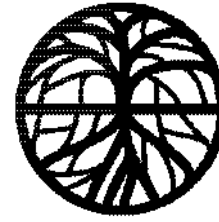
# FRENCH



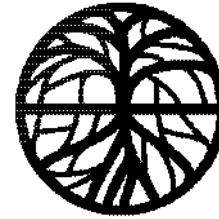
**Curriculum Aims, Delivery & Content**



<b>Curriculum aims Key Stage 3</b>	<p>We strongly believe that learning an additional language is hugely enriching and brings about significant social, cultural and economic benefits. French is a global language as well as that of our closest neighbours. It is also a gateway to the study of other Romance languages (such as Spanish, Italian etc.) A knowledge of French language and culture is therefore an important part of a well-rounded education. French is also a demanding academic discipline and therefore it develops thinking skills, logic, attention to detail and quality of concentration in very specific ways. Those attributes prepare students to the world of work whichever area they will go into as we aim to provide a curriculum that enhances both students' personal and professional lives.</p> <p>Our topics are relevant to students' lived experiences, and throughout KS3, we focus on high frequency verb phrases, question forms, the three tenses, and a wide range of words, so that they are soon able to ask and answer questions, talk about past and future events, and express opinions.</p>
<b>Curriculum Delivery Year 7</b>	<p>Students learn sentences in French (a parallel text). Those sentences function as a model for all the key structures studied in the module. Students then learn how to substitute vocabulary and phrases using sentence builders and extensive practice. This will include developing listening and readings skills. In doing so, they progressively develop independence from all support in order to produce accurate independent French in both speaking and writing from memory.</p>
<b>Curriculum Content Year 7</b>  <b>Students have 5 lessons a fortnight in year 7</b>  <b>Students in the support group have 2 lessons a fortnight and follow a cultural pathway into the language.</b>	<ul style="list-style-type: none"><li>• Introducing myself and talking about my new schools.</li><li>• Expressing opinions about my school.</li><li>• Family members</li><li>• Physical descriptions</li><li>• The verbs 'avoir' and 'être'</li><li>• Adjectival agreements</li><li>• Free-time activities</li><li>• Present tense of regular verbs and 'faire'</li><li>• Asking more complex questions</li><li>• Daily Routine, Time and reflexive verbs.</li><li>• Where you go in town</li><li>• The verb 'aller'</li></ul>



<p><b>Curriculum Delivery Year 8</b></p>	<p>Students learn sentences in French (a parallel text). Those sentences function as a model for all the key structures studied in the module. Students then learn how to substitute vocabulary and phrases using sentence builders and extensive practice. This will include developing listening and readings skills. In doing so, they progressively develop independence from all support in order to produce accurate independent French in both speaking and writing from memory.</p>	
<p><b>Curriculum Content Year 8</b></p> <p><b>Students have 3 - 6 lessons a fortnight in year 8</b></p>	<ul style="list-style-type: none"> <li>• Planning a visit to Paris. Making plans for the future.</li> <li>• Invitations. Asking someone out.</li> <li>• Using modal verbs.</li> <li>• Accepting and refusing.</li> <li>• Talking about clothes.</li> <li>• The future tense- saying what you are going to wear.</li> <li>• Week-end plans</li> <li>• Explicit learning of the near future tense.</li> <li>• Using comparatives and superlatives.</li> </ul> <ul style="list-style-type: none"> <li>• Describing what you did for your last birthday</li> <li>• Introduction to the Perfect tense.</li> <li>• Festivals · Food and Drink</li> <li>• Describing co-occurring actions.</li> <li>• Starting to use three tenses with support.</li> </ul>	
<p><b>Curriculum Delivery Year 9</b></p>	<p>Students learn sentences in French (a parallel text). Those sentences function as a model for all the key structures studied in the module. Students then learn how to substitute vocabulary and phrases using sentence builders and extensive practice. This will include developing listening and readings skills. In doing so, they progressively develop independence from all support in order to produce accurate independent French in both speaking and writing from memory.</p>	
<p><b>Curriculum Content Year 9</b></p> <p><b>Students have 3 - 6 lessons a fortnight in year 9</b></p>	<ul style="list-style-type: none"> <li>• Talking about myself, the qualities of a good friend and family relationships.</li> <li>• Using three tenses more independently.</li> <li>• Introduction of the imperfect tense</li> </ul> <p><u>Free time:</u></p> <ul style="list-style-type: none"> <li>• Talking about the benefits of sports.</li> <li>• Talking about cinema and TV</li> <li>• Talking about an evening out.</li> </ul> <p><u>My future plans.</u></p> <ul style="list-style-type: none"> <li>• Careers and choices.</li> <li>• Expressing intentions and giving reasons.</li> </ul> <p><u>Daily life &amp; Celebrations:</u></p> <ul style="list-style-type: none"> <li>• Revision of food, meals, clothes, modal and reflexive verbs Talking about Festivals in France.</li> </ul>	



<p><b>Curriculum aims</b> <b>Key Stage 4</b></p>	<p>The KS4 curriculum builds on the foundations of communication established in KS3. Students will study more contemporary issues, allowing them to develop their ability to express opinions and points of view on increasingly mature topics.</p> <p>A gradual increase in the sophistication of students' written work is also something we believe to be vital elements of our KS4 curriculum. This is underpinned by a more acute focus on grammatical accuracy as well as developing students' ability to narrate and describe in the target language.</p> <p>Over the course of the two years student study modules covering the following three GCSE themes:          Theme 1: Identity and culture          Them 2: Local, national, international and global areas of interest.          Theme 3: Current and future study and employment.</p>		
<p><b>Curriculum Delivery</b> <b>Years 10 &amp; 11</b></p>	<p>Students learn sentences in French (a parallel text). Those sentences function as a model for all the key structures studied in the module. Students then learn how to substitute vocabulary and phrases using sentence builders and extensive practice. This will include developing listening and readings skills. In doing so, they progressively develop independence from all support in order to produce accurate independent French in both speaking and writing from memory.</p> <p>Students benefit from a range of supportive grammar and revision resources including online access in order to enhance and develop independent work and self-study skills.</p>		
<p><b>Curriculum Content</b> <b>Year 10 &amp; 11</b></p> <p><b>Students have 5 lessons a fortnight for GCSE French.</b></p>	<p><b><u>AQA GCSE French</u></b></p> <p><b><u>Free time</u></b></p> <ul style="list-style-type: none"> <li>• Technology</li> <li>• Music</li> <li>• Reading</li> </ul> <p><b><u>Local Area</u></b></p> <ul style="list-style-type: none"> <li>• House &amp; Home</li> <li>• Describing my region</li> <li>• Talking about past events</li> <li>• Transactional role-plays</li> <li>• Directions</li> <li>• Action on local issues</li> </ul>	<p><b><u>Holidays</u></b></p> <ul style="list-style-type: none"> <li>• Dream holiday destinations</li> <li>• Transactional role plays</li> <li>• Writing an extended essay</li> </ul> <p><b><u>School</u></b></p> <ul style="list-style-type: none"> <li>• Subjects</li> <li>• Types of school</li> <li>• School day</li> <li>• School buildings</li> <li>• Social/ School pressures and wellbeing</li> </ul>	<p><b><u>Employment</u></b></p> <ul style="list-style-type: none"> <li>• Discussing career choices, hopes and wishes.</li> <li>• Talking about work experience.</li> <li>• Applying for jobs and understanding case studies.</li> </ul> <p><b><u>Personal, social and global issues</u></b></p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Marriage &amp; partnerships</li> <li>• Environment protection at home</li> <li>• Global issues</li> <li>• Voluntary work</li> <li>• Poverty/homelessness</li> </ul> <p><b><u>Examination Revision</u></b></p>