

Beths Grammar School KS3 French Curriculum Map

Term	INTENT	IMPLEMENTATION	IMPACT
	<p>Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p>Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p>Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
<p>Autumn Term 1A Year 7</p>	<p><u>Ma Famille et mes amis</u></p> <p>Students begin learning French by being able to communicate key information about themselves, their friends and family relationships.</p>	<ul style="list-style-type: none"> • Saying your name, age and how you are feeling • Saying how many brothers and sisters you have using the I, you and he/she forms of avoir (to have) • Describing things in a classroom using il y a and the articles 'a', 'some' and 'the' • Talking about what you like using aimer + le/la/les and what you dislike using aimer with ne + pas • Describing peoples' personalities using the I, you and he/she forms of être (to be) and adjectival agreements • Describing peoples' height, hair and eye colour as well as pets using adjectival agreement of colour adjectives • Talking about your hobbies and what you do at school using infinitive verbs • Asking and answering questions about yourself and saying when your birthday is 	<p>Speaking Q+A Translation both ways Reading Listening Memrise % Equally weighted</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
<p>Autumn Term 1B Year 7</p>	<p><u>En Classe</u></p> <p>Students will be able to describe their school experience and build upon expressions of opinion. They will discuss subjects, facilities and teachers and begin to write longer texts using more complex phrases.</p>	<ul style="list-style-type: none"> • Describing the shapes and colours in cubist artwork using adjectival agreements and prepositions. • Telling the time and giving and justifying opinions about school subjects. • Describing and giving opinions on school uniform using adjectival agreements. 	<p>Speaking - One Minute Presentation Creative Writing Task Memrise % (weighted 50/30/20%)</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%)</p>

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		<ul style="list-style-type: none"> Using regular -er verbs to describe a typical school day. Learning about schools in France - looking up a real French school's website and reading for gist / broad understanding. Describing what there is and is not in your dream school and learning how to agree and disagree with an opinion. 	<p>Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
<p>Spring Term 2A Year 7</p>	<p><u>Mon temps libre</u></p> <p>Students will be able to discuss their free time activities and hobbies using expressions of opinion to communicate what they like to do and how frequently.</p>	<ul style="list-style-type: none"> Describing the weather and sports that you play using au / à la / aux. Saying what sports you do using the verb faire. Talking about sports in French-speaking countries, describing what you like to do using aimer + infinitive. Learning how to form and answer questions to create an interview. Learning how to describe a photo. 	<p>Speaking - Phonics Translation both ways Reading Listening Memrise % Equally weighted</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
<p>Spring Term 2B Year 7</p>	<p><u>Ma vie de famille et ma vie en ville</u></p> <p>Students will be able to describe their weekend activities and what they like to do with their families. They will describe their town and surrounding whilst being able to describe future actions.</p>	<ul style="list-style-type: none"> Saying what's in your town and where you go at the weekend using the present tense of 'aller'. Describing where you live using the verb 'habiter'. Inviting someone to go out using the verb 'venir'. Learning how to order in a French café using 'je voudrais'. Describing what you are going to do in Paris using the near future tense. Comparing what you normally do at the weekend to what you are going to do next weekend. 	<p>Speaking - Photocard Creative Writing Task Memrise % (weighted 50/30/20%)</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p>

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<p>Summer Term 3A Year 7</p>	<p><u>J'adore les fêtes</u></p> <p>Students will learn transactional language and learn how to buy food for a celebration. They will learn about cultural events and French cuisine, whilst also discussion future events and plans for a trip.</p>	<ul style="list-style-type: none"> • Giving opinions about festivals and introducing present tense of regular -ir and -re verbs • Revise present tense conjugation & buying food at a market role play whilst using transactional language • Using prediction skills for difficult reading and listening tasks, responding to reading questions in French via conversation about French cuisine • Planning a future trip and integrating near future tense into questions • Writing about the New Year / continue planning trip combing both present & future tense. Consolidate both tenses with lots of practice 	<p>Speaking Q+A Translation both ways Reading Listening Memrise % Equally weighted</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
<p>Summer Term 3B Year 7</p>	<p><u>Vive les vacances!</u></p> <p>Students will learn how to describe preferences for holidays and past holiday experiences. They will develop the skills to deliver a presentation and answer questions related to holiday experiences. They will be able to describe and narrate holidays in the past and look forward to holidays in the future.</p>	<ul style="list-style-type: none"> • END OF YEAR EXAMS (week may vary) • Saying what you did during the holidays, introducing regular -er verbs in past tense • Saying where you went and how using verbs that take être • Forming the negative in the passé composé (past tense) and identifying it in a text. • Producing negative constructions in passé composé • Describing an extraordinary holiday by effectively answering questions in French 	<p><u>Assessment Schedule - EOY Exam</u></p> <p>Reading & Listening Speaking - Answering to unexpected Questions Translation both ways Memrise %</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p>

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		<ul style="list-style-type: none">• Building confidence with switching between tenses and being able to express and narrative in the three main tenses past, present and future	Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.
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