

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 8L2</p>	<p><u>Ma famille, mes amis et moi</u></p> <p>Students begin the year with an intensive introduction to French. They will be able to describe themselves and their families, give personal information such as talking about their birthdays, their favourite hobbies and what they do at school. They will be able to discuss what they like or do not like to do, as well as give descriptions of other people's personalities.</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 8L2</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"> • Learning colours, telling the time and saying what subjects you like and dislike and why using an opinion verb followed by the definite article • Describing and giving opinions about your 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"> • Talking about a typical school day routine in France using regular -er verbs in the present tense • Talking about what facilities there are and are not in your school using il y a and il n'y a pas de • Talking about what games you play in different types of weather and seasons using jouer à • Talking about what sports you do using faire de • Talking about about what activities you like to do using aimer followed by an infinitive verb 	<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 8L2</p>	<p><u>Les fêtes en ville</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. 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"> • Describing places in town and where you go at the weekend using the verb aller in the present tense • Inviting people to go out to places in town using the verb venir in the present tense • Talking about what you are going to do at the weekend and on a trip to Paris using the near future tense • Talking about what holidays and celebrations you like and dislike and why. • Talking about how you celebrate different holidays using regular -IR and -RE verbs in the present tense 	<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 8L2</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</p>	<ul style="list-style-type: none"> • Describing what you did during the holidays using regular verbs in the perfect tense with avoir • Describing what you did at a theme park using the perfect tense with irregular past participles • Talking about where you went on holiday and how you travelled there using the perfect tense with être • Talking about a disastrous holiday using negatives in the perfect tense 	<p>Speaking - Photocard 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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	<p>holidays in the past and look forward to holidays in the future.</p>	<ul style="list-style-type: none"> Comparing a typical holiday to last year's holiday using the present and perfect tenses together 	<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>Summer Term 3A Year 8L2</p>	<p><u>À loisirs, le monde est petit</u></p> <p>Students will be able to discuss their free time activities and hobbies using expressions of opinion to communicate what they like do and how frequently, building upon knowledge from Year 7. Students will move onto discussing their likes and dislikes around celebrities, cinema, TV, technology and leisure activities whilst using a range of tenses. Students will be able to discuss their daily lives and routines, the housework they do at home, what it is like to live in different places and how their routines changes when they are on holiday. They will further develop skills of using the main three tenses and their ability to narrate.</p>	<ul style="list-style-type: none"> Talking about the celebrities and TV programmes you like and why using adjectival agreements Asking and answering questions about how you use technology Talking about different types of films and making plans to go to the cinema using the near future tense and venir Talking about a recent shopping trip in the perfect tense Talking about what you can do where you live using pouvoir in the present tense followed by an infinitive verb Talking about what chores you have to do using devoir in the present tense followed by an infinitive verb Talking about your daily routine using reflexive verbs Talking about moving to a new area using irregular adjectives beau, nouveau and vieux 	<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 8L2</p>	<p><u>Le sport en direct</u></p> <p>Students will be able to describe their weekend activities and what they like to</p>	<ul style="list-style-type: none"> Giving opinions about sport using jouer à and faire de, also using comparatives Asking the way and giving directions using the imperative 	<p><u>Assessment Schedule - EOY Exam</u> Reading & Listening Speaking - Answering to unexpected Questions Translation both ways</p>

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	<p>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">• Talking about what you must do to be a successful sportsperson using il faut + infinitive• Talking about illnesses and injuries using j'ai mal au / à la / à l' / aux• Interviewing a sportsperson using questions in three tenses	<p>Memrise %</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>
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