

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 9</p>	<p><u>Mon Monde à Moi</u></p> <p>Students begin the year recalling and extending previously learnt topics where they can describe their likes, activities, friends, preferences for clothes, relationships but on a more complex level.</p>	<ul style="list-style-type: none"> • Talking about likes and dislikes using opinion verb + infinitive or + definite article and noun • Talking about extracurricular activities using regular and irregular present tense verbs • Describing friends - appearance and how well you get on using reflexive verbs in the present tense and negatives • Describing past birthdays using the perfect tense with avoir and être • Describing what you are going to wear using the near future tense 	<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 9</p>	<p><u>Projets d'avenir</u></p> <p>Students will be able to discuss their plans for the future in terms of careers and lifestyle plans, giving students the perfect opportunity to use the simple future tense to say what they 'will' do. They will be able to combine this</p>	<ul style="list-style-type: none"> • Talking about ways of earning pocket money using modal verbs pouvoir and devoir • Talking about what you want to do after Year 11 using the modal verb vouloir • Talking about future career / lifestyle plans using the simple future tense 	<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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	<p>knowledge of tenses to narrate their opinions of what life was, has been and will be like in the future.</p>	<ul style="list-style-type: none"> Talking about what life will be like in the future using the simple future tense Talking about inventors and asking and answering questions using the present, perfect and simple future tenses 	<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 9</p>	<p><u>Le monde est petit</u></p> <p>Students will talk about their taste in music and be able to describe how life 'used to' using comparatives. They will combine this to describe 'used to be' situations and how they have changed. Students will cover the global topic of refugees developing their knowledge of why people become displaced around the world.</p>	<ul style="list-style-type: none"> Talking about tastes in music using direct object pronouns le, la and les Describing what you used to be like the imperfect tense Comparing primary and secondary schools using comparative structures Talking about how life has changed from 50 years ago to now using the present and imperfect tenses together Talking about refugees and asking and answering questions using the present, perfect and simple future tenses 	<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 9</p>	<p><u>Le Meilleur des Mondes</u></p> <p>Students will learn about the global issue of environmental problems in different countries and endangered species. They will learn to express their ideas on what could be done to change the world for the better.</p>	<ul style="list-style-type: none"> Talking about what people eat in different countries using comparative structures and describing photos Discussing eating habits using a range of negatives Talking about animals and the natural world using the superlative Talking about plastic and the environment using different time frames Talking about what you would like to do to change the world using the conditional tense 	<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 9</p>	<p><u>Le monde francophone</u></p> <p>Students will learn about cultural aspects of the French-speaking world including many historical and cultural sites. They will develop their knowledge of cultural heritage and understand why it is important to protect these sites. In addition, student continue to develop speaking, listening, reading and writing skills in preparation for the End of Year exams. Extension materials to stretch and challenge students will be provided as they prepare for the End of Year exams.</p>	<ul style="list-style-type: none"> • Discussing where you would like to go using indefinite and definite articles • Discussing impressive sites and monuments using adjectival agreements and adjectives that go before the noun • Discussing what you like and dislike doing using infinitives with modal verbs • Learning about French-speaking countries using the superlative • Discussing young French-speaking people you would like to meet using the regular present tense • Discussing plans for the future using the near and simple future tenses 	<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 9</p>	<p><u>Qui suis-je?</u></p> <p>Students will have a full review of the present tense family, town and favourite activities. They will give opinions relationships with friends and family using reflexive verbs and practising complex language.</p>	<ul style="list-style-type: none"> • End of Year Assessment (weeks may vary) • Describing family members using adjectival agreements • Describing family members using the present tense • Revising places in town and activities using the definite and indefinite articles as well as prepositions • Revising places in town and activities using aller in the present tense and the prepositions au / à la / à l' / aux 	<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%)</p>

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			<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>
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