

What are the aims and intentions of this curriculum?

The aim of our Key Stage 3 Curriculum is to deepen students' knowledge of French culture with discussions in the target language about transport and holidays, house and home, jobs and ambitions. There is also revision of grammar.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Summer 2	Transport and holidays	Using the negative form with <i>ne...jamais/ni...ni</i> Using the present tense of <i>choisir</i> and <i>partir</i> Using the perfect and imperfect tense of regular verbs	Festivals and special occasions in France Taking notes in English when listening Recognising formal/informal language Translation into English Armistice day	Unit 6 assessment Reading / Writing
Autumn 1	<p><u>Transport and holidays</u> To talk about how you travel and compare means of transport.</p> <p>To buy tickets and talk about travel plans.</p> <p>To plan a holiday.</p> <p>To describe a past holiday.</p> <p>To talk about transport in books and films.</p>	<p>Present tense of <i>choisir</i> and <i>partir</i> Correct tenses with <i>si</i> and <i>quand</i> Use of negatives Perfect and imperfect tenses Use the past, present and future tenses <i>l'avion/ le bus/ le train plus que/ moins que cher, rapide, facile Je ne prends pas Je n'ai jamais pris Aller simple/ retour Tarif étudiant Vingt heures dix Je chois/ je pars Si / quand Quand j'aurai /J'irai /Si on peut Je suis allé(e) J'ai passé/ J'ai fait C'était barbant/ fatigant/ relaxant/ J'ai lu/ vu...qui... Les personnages L'histoire /Les animations</i></p>	<p>Using comparisons to develop writing and speaking. Develop confidence using 24 hr clock Translation skills Grammar memorisation strategies Understand more complex reading texts Pronunciation: the r sound; u and ou</p>	<p>On-going regular vocabulary tests and speaking role plays</p> <p>Summative Allez 2 Unit 7 Test covering Listening, Reading and Writing.</p>
Autumn 2	<p><u>House and Home</u> To describe what type of home you live in.</p> <p>To describe rooms in a house.</p>	<p>Use of the pronoun <i>y</i> Use the present tense with <i>depuis</i> Use of regular -re verbs in the present tense Use of prepositions: <i>sur / devant / à côté / entre / sous / en face / derrière</i> <i>se si</i> clauses with the imperfect tense and conditional <i>une péniche / une yourte / une cabane / un igloo</i></p>	<p>Comparing writing styles Phrases to debate a point Translation strategies Use a range of connectives to extend sentences Use memorisation strategies Numbers and dates / years</p>	<p>On-going regular vocabulary tests and speaking role plays</p> <p>Summative Allez 2 Unit 8 Test covering Listening, Reading and Writing.</p>

	<p>To describe a bedroom.</p> <p>To describe the type of home you would like to have .</p> <p>To describe places in detail and express what you feel about them.</p> <p>To understand how Christmas is celebrated and talk about other celebrations.</p>	<p>/ une hutte en terre dans une cité / sur la rivière / dans un bidonville J’y habite depuis / au rez-de-chaussée / à l’étage / en face de / entre ... et / à côté de /d’abord / ensuite / pour finir /je vends / tu vends (...) / ils - elles vendent une table de nuit / une lampe de chevet / un lit / un bureau / une étagère / un ordi /Sur / devant / sous / derrière / Je suis pour/ Si j’avais de l’argent ... Si j’étais riche ... Si je gagnais à la loterie ... J’achèterais ... J’aimerais + infinitive/ Quand je vois ... Quand je vais en ville.../ Ça me fait sourire /Ça me fait rêver /J’entends / tu entends / (...) En France / Au Canada / Aux Antilles... Noël est célébré ... Comme c’est un pays chaud, il n’y a pas de sapin. Dans ma famille / culture ... On ne célèbre pas Noël. Par contre on célèbre l’Aid</p>		
<p>Spring 1</p>	<p><u>Jobs and Ambitions</u></p> <p>To talk about jobs and qualities needed for certain professions.</p> <p>To discuss ideal jobs.</p> <p>To discuss ambitions.</p> <p>To talk about part-time jobs.</p> <p>To talk about success and failure.</p>	<p>Use of masculine and feminine forms of jobs Revise the imperfect tense and the conditional Use different tenses together Use of si clauses Use quand with different tenses archéologue / médecin / journaliste / réalisateur(trice) / chirurgien(ne) / vétérinaire / coiffeur(se) Quel metier fait ton père / ta mère? Il/Elle est ... Il/Elle travaille dans ... C’est un métier qui est... / qui demande ... Pour être ... il faut ... quand j’avais ... ans / je voulais devenir ... si j’étais ... / si je gagnais ... Je voudrais ... / j’achèterais ... / je créerais ... / je donnerais ... / je ferais ... / je construirais ... / j’organiserais ... / j’aurais offre(s) d’emploi la réussite / l’échec pour moi / pour ma part, réussir, c’est ... / ce n’est pas ... je l’admire pour ... un bon métier</p>	<p>Asking and answering questions Using fillers in speaking Combining tenses to improve the productive skills of speaking and writing Using motivation strategies to encourage tenacity</p>	<p>On-going regular vocabulary tests and speaking role plays</p> <p>Summative Allez 2 Unit 9 Test covering Listening, Reading and Writing.</p>
<p>Spring 2</p>	<p><u>Transport and holidays</u></p> <p>To talk about how you travel and compare means of transport.</p> <p>To buy tickets and talk about travel plans.</p>	<p>Present tense of choisir and partir Correct tenses with si and quand Use of negatives Perfect and imperfect tenses Use the past, present and future tenses l’avion/ le bus/ le train plus que/ moins que</p>	<p>Using comparisons to develop writing and speaking. Develop confidence using 24 hr clock Translation skills Grammar Memorisation strategies</p>	<p>On-going regular vocabulary tests and speaking role plays</p> <p>Summative Test covering Listening, Reading and Writing.</p>

	<p>To plan a holiday.</p> <p>To describe a past holiday .</p> <p>To talk about transport in books and films.</p>	<p>cher, rapide, facile Je ne prends pas Je n'ai jamais pris Aller simple/ retour Tarif étudiant Vingt heures dix Je choisis/ je pars Si / quand Quand j'aurai /J'irai /Si on peut Je suis allé(e) J'ai passé/ J'ai fait C'était barbant/ fatigant/ relaxant/ J'ai lu/ vu...qui... Les personnages L'histoire /Les animations</p>	<p>Understand more complex reading texts</p> <p>Pronunciation: the r sound; u and ou</p>	
<p>Summer 1</p>	<p>KS3 revision unit on grammar</p>	<p>Nouns – gender and plural Articles – definite, indefinite and partitive Interrogative words and phrases Number, dates and time</p>		<p>On-going regular vocabulary tests and speaking role plays</p> <p>Summative Test covering Listening, Reading and Writing.</p>