

## French Curriculum Overview

The intent of the French department is to create a caring, stimulating, secure and most of all fun learning environment for all pupils, regardless of ability. We want our students to have an understanding of cultural differences and thus have a broader view on the world in general. We provide them with the necessary grammatical tools to learn more languages and at the same time consolidate their understanding and handling of English. As languages are less and less taught in England we are proud to work in a school which underlines the importance of being multilingual in our modern world and we give our best to keep our students enthused.

### Overview:

We aspire to expose our pupils to a broad and ambitious Modern Languages curriculum, which is rich in skills and knowledge, develops self-efficacy, kindles curiosity and promotes diversity and tolerance of other cultures. We will give pupils the opportunity to:

- use language skills, receptively and productively, for communication in the real world, for practical purposes, for their immediate needs, interests and beyond and to express and justify opinions;
- develop their confidence and autonomy to access new and unfamiliar language through the use of decoding skills brought about by the explicit teaching of phonics and sound patterns;
- work towards becoming a fluent and spontaneous speaker of the foreign language.

## KS3 French Curriculum

|                      | Year 7                                                                                                                                                                                                                                      | Year 8                                                                                                                                                                                                                                                              | Year 9                                                                                                                                                                                                          |
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| <b>Autumn Term 1</b> | <ul style="list-style-type: none"> <li>■ Alphabet and key sounds in French</li> <li>■ Talking about family</li> <li>■ Describing yourself</li> <li>■ Talking about likes and dislikes</li> <li>■ Saying what you do</li> </ul>              | <ul style="list-style-type: none"> <li>■ Talking about holidays in the past</li> <li>■ Describing a visit to a theme park</li> <li>■ Talking about a bad day in the past</li> </ul>                                                                                 | <ul style="list-style-type: none"> <li>■ Afterschool activities</li> <li>■ Describing your friends</li> <li>■ Describing birthday celebrations</li> <li>■ Discussing what you are going to wear</li> </ul>      |
| <b>Autumn Term 2</b> | <ul style="list-style-type: none"> <li>■ Talking about school subjects</li> <li>■ Telling the time</li> <li>■ Talking about school uniform</li> <li>■ Talking about your school day</li> <li>■ What a school in France look like</li> </ul> | <ul style="list-style-type: none"> <li>■ Describing festivals and celebrations</li> <li>■ Buying food at the market</li> <li>■ Talking about a future trip</li> </ul>                                                                                               | <ul style="list-style-type: none"> <li>■ What you want to do when you are older</li> <li>■ What your life will be like</li> </ul>                                                                               |
| <b>Spring Term 1</b> | <ul style="list-style-type: none"> <li>■ Weather and seasons</li> <li>■ Talking about sports and activities</li> <li>■ Sports in French speaking countries</li> <li>■ Talking about what you like doing</li> </ul>                          | <ul style="list-style-type: none"> <li>■ Talking about celebrities and tv prog</li> <li>■ Talking about digital technology</li> <li>■ Arranging to go to the cinema</li> <li>■ Talking about leisure activities</li> <li>■ Using 3 verbs tenses together</li> </ul> | <ul style="list-style-type: none"> <li>■ Talking about what you used to be like</li> <li>■ Comparing primary and secondary school</li> <li>■ How things have changed</li> </ul>                                 |
| <b>Spring Term 2</b> | <ul style="list-style-type: none"> <li>■ Animals</li> <li>■ Describing your family</li> <li>■ Where you live</li> <li>■ What you eat at breakfast</li> <li>■ Learning about French celebrations</li> </ul>                                  | <ul style="list-style-type: none"> <li>■ Describing where you live</li> <li>■ Talking about moving house</li> <li>■ How to help at home</li> <li>■ Your routine</li> </ul>                                                                                          | <ul style="list-style-type: none"> <li>■ Discussing eating habits</li> <li>■ Talking about the natural world</li> <li>■ Plastic and environment</li> <li>■ What you would like to do for environment</li> </ul> |
| <b>Summer Term</b>   | <ul style="list-style-type: none"> <li>■ Places in town</li> <li>■ Saying where you go at the weekend</li> <li>■ At the café</li> <li>■ Your plans for next weekend</li> </ul>                                                              | <ul style="list-style-type: none"> <li>■ Giving opinions about sports</li> <li>■ Asking the way and giving directions</li> <li>■ Talking about injuries and illness</li> <li>■ Interview of a sportsperson</li> </ul>                                               | <ul style="list-style-type: none"> <li>■ Talking about future holidays</li> <li>■ Planing future visits and activities</li> <li>■ Study of a film : les choristes</li> </ul>                                    |

## KS4 French Curriculum

|                      | Year 10                                                                                                                                                                                                                              | Year 11                                                                                                                               |
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| <b>Autumn Term 1</b> | <ul style="list-style-type: none"> <li>Members of the family</li> <li>Personality and rapport with family</li> <li>Les familles de nos jours (different types of families)</li> </ul>                                                | <ul style="list-style-type: none"> <li>Travel and tourism</li> <li>Environment and where people live</li> </ul>                       |
| <b>Autumn Term 2</b> | <ul style="list-style-type: none"> <li>School description</li> <li>School systems in France and England</li> <li>Future plans</li> <li>What would you change in your school</li> <li>Advantages and disadvantages of jobs</li> </ul> | <ul style="list-style-type: none"> <li>Technology: advantages and dangers</li> <li>How to save the planet/ the environment</li> </ul> |
| <b>Spring Term 1</b> | <ul style="list-style-type: none"> <li>Health</li> <li>Projects to stay fit</li> <li>Addictions and other dangers</li> </ul>                                                                                                         | <ul style="list-style-type: none"> <li>Preparation for exams</li> </ul>                                                               |
| <b>Spring Term 2</b> | <ul style="list-style-type: none"> <li>Popular culture</li> <li>Cinema</li> <li>Music</li> <li>Sports</li> <li>celebrations</li> </ul>                                                                                               | <ul style="list-style-type: none"> <li>Preparation for exams</li> </ul>                                                               |
| <b>Summer Term</b>   | <ul style="list-style-type: none"> <li>Life of a celebrity: Advantages and disadvantages</li> </ul>                                                                                                                                  |                                                                                                                                       |

## KS5 French Curriculum

|                      | Year 12                                                                                                                                                                                                                                                                                                                                                                                          | Year 13                                                                                                                                                                                                                                                                                                                                   |
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| <b>Autumn Term 1</b> | <p>La famille en voie de changement</p> <ul style="list-style-type: none"> <li>■ Monoparentalité, homoparentalité, familles recomposées</li> <li>■ Grands-parents, parents et enfants : soucis et problèmes</li> </ul> <p>Cinéma : Le septième art</p> <ul style="list-style-type: none"> <li>■ Evolution du cinéma : les grandes lignes</li> <li>■ Le cinéma : une passion nationale</li> </ul> | <p>La politique en France</p> <ul style="list-style-type: none"> <li>■ le systeme politique francais</li> <li>■ Les ados et l'engagement politique : motivés ou démotivés?</li> <li>■ Quel avenir pour la politique?</li> </ul> <p>Study of a book: Un Sac de Billes de Joseph Joff</p> <p>les aspects positifs d'une société diverse</p> |
| <b>Autumn Term 2</b> | <p>Le rôle du bénévolat</p> <ul style="list-style-type: none"> <li>■ Qui sont et que font les bénévoles ?</li> <li>■ Le bénévolat : quelle valeur pour ceux qui sont aidés ?</li> <li>■ Le bénévolat : quelle valeur pour ceux qui aident ?</li> </ul> <p>Study of a film: les 400 coups</p>                                                                                                     | <p>Manifestations/ grèves : a qui le pouvoir?</p> <ul style="list-style-type: none"> <li>■ Le pouvoir des syndicats</li> <li>■ Manifestations et grèves : sont-elles efficaces?</li> <li>■ Attitudes différentes envers ces tensions politiques</li> </ul> <p>Study of a book: Un Sac de Billes de Joseph Joff</p>                        |
| <b>Spring Term 1</b> | <p>La musique francophone contemporaine</p> <ul style="list-style-type: none"> <li>■ La diversité de la musique francophone contemporaine</li> </ul> <p>Study of a film: les 400 coups</p>                                                                                                                                                                                                       | <p>La politique de l'immigration</p> <ul style="list-style-type: none"> <li>■ Solutions politiques</li> <li>■ L'immigration et les partis politiques</li> <li>■ L'engagement politique chez les immigrés</li> <li>■</li> </ul> <p>Study of a book: Un Sac de Billes de Joseph Joff</p> <p>Quelle vie pour les marginalisés?</p>           |
| <b>Spring Term 2</b> | <p>La « cyber-société »</p> <ul style="list-style-type: none"> <li>■ Comment la technologie facilite la vie quotidienne</li> <li>■ Quels dangers la cyber-société pose-t-elle ?</li> </ul> <p>Qui sont les cybernautes ?</p> <p>Study of a film: les 400 coups</p>                                                                                                                               | <p>Comment on traite les criminels</p> <ul style="list-style-type: none"> <li>■ La prison – échec ou succès?</li> <li>■ D'autres sanctions</li> </ul> <p>Study of a book: Un Sac de Billes de Joseph Joff</p> <p>preparation for A Level exam</p>                                                                                         |
| <b>Summer Term</b>   | <p>Research projects</p>                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                           |

