



Bishop Stopford's School

Curriculum Map Year 7

FRENCH

|                        | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
|------------------------|---|--|---|--|--|--|
| Unit of work           | <p>•Language Learning Skills KS2 to consolidate &amp; Learning Aid, revision in Generic and Basic French.</p> <p>-Meet &amp; Greet - Alphabet- Age &amp; Birthday, counting to 30- Learning days of the week, months of the year.</p> <p>- In classroom commands and my pencil case &amp; colours use of adjectives &amp; dictionary</p> <p>-Animals giving an opinion</p> <p>-Spelling in French - saying what there is/isn't using: un/une/des indefinite article &amp; le/la/es definite article</p> | <p>•Introducing yourself &amp; Module 1 – C'est pers- Why? Foundations for teaching and learning To introduce yourself: say your name, spell it using the alphabet, how old you are, when your birthday is and how you are and asking questions?</p>   | <p>• Introducing My School. Module 2: Mon Collège- Why? Engage students in the wider purpose of School French Timetable &amp; the difference between both by 'telling the time' in French numbers &amp; its concept</p>   | <p>• Sports &amp; Activities Module 3- Mes passetemps Why? Introduce and develop knowledge of a key concept of verbs in sports that determines how we use the verbs. Promote understanding of technology and why?</p>  | <p>• Introducing where you live. Module 4: Ma Zone Why? Introduce and develop knowledge of destinations. student can list the facilities, town, such amazing global destinations and further develop understand of their local area, regional and global</p>                   | <p>• Holidays Introducing Places Module 5- Partez! Why? Inspire students Students can list the facilities town. Holidays Destinations Getting ready to go away Activities during the vacations with the use of Weather</p>         |
| Core Skills            | <ul style="list-style-type: none"> <li>• Initiate and develop conversation</li> <li>• Use cognate vocabulary</li> <li>• Numerical Skills</li> <li>• Literacy Skills</li> <li>• Identify and use tenses with simple structure</li> <li>• Asking Questions and answering</li> </ul>   | <ul style="list-style-type: none"> <li>• Speaking with the correct pronunciation &amp; articulation</li> <li>• Listening skills</li> <li>• Reading Skills</li> <li>• Writing Skills, learning of by heart the vocabulary</li> <li>• Literacy Skills</li> <li>• Numerical Skills</li> </ul>                         | <ul style="list-style-type: none"> <li>• Listening to recognise the gist of the text</li> <li>• Numerical Skills</li> <li>• Reading text</li> <li>• Translation with use of dictionary</li> <li>• Writing a paragraph with opinions and why?</li> </ul>         | <ul style="list-style-type: none"> <li>• Speaking skills</li> <li>• Listening skills</li> <li>• Numerical Skills</li> <li>• Literacy Skills</li> <li>• Translations</li> <li>• Reading skills</li> <li>• Writing</li> <li>• Dictée</li> </ul>                    | <ul style="list-style-type: none"> <li>• Writing Skills</li> <li>• Speaking skills</li> <li>• Dictée</li> <li>• Numerical/statistical Skills</li> <li>• Literacy Skills</li> <li>• Reading Skills</li> <li>• Listening Skills</li> <li>• Research skills</li> </ul>            | <ul style="list-style-type: none"> <li>• Speaking skills</li> <li>• Listening skills</li> <li>• Numerical Skills</li> <li>• Literacy Skills</li> <li>• Reading Skills</li> <li>• Writing Skills</li> <li>• Translations</li> </ul> |
| Core Knowledge         | <p>Build on their knowledge of vocabulary and developing the use to making sentences with opinions, this knowledge is consolidated routinely used in the classroom and building a bank of vocabulary to learn of by heart for dictations. Grammar is reinforce everyday to make simple, accurate sentences.</p>   | <p>Mon autoportrait: Learning how to use the following negative forms: Ne... pas Articles: use of masculine &amp; feminine Le, la, les, l' Un, une, des Adjectives : masc/ fem/plural Plus : beau/belle Adjectives possessives: mon, ma, mes, ton, ta, tes. Present Tense: Regular er opinion verbs avoir être</p> | <p>Mes matieres: opinions School subjects Telling the time Days of the week School day mais, parce que trop, un peu Ne...pas Reinforce: articles in front of nouns Qualifiers Pronoun: on</p>   | <p>Mes passetemps Sports Learning, through the use of detailed: Technology &amp; Sport Activities with verbs: faire et jouer Adjectives Full paradigm of venir &amp; faire On vs. nous Que c'est...-OPINIONS palpitant ! passionnant! énergique ! revigorant</p> | <p>Out &amp; about in town, theme park Going out: weekend Making arrangements What can we do? Directions using prepositions Toute de suite, normalement le weekend, plus tard Numbers Learning, through the use of present tense Present: Regular er pouvoir vouloir aller</p> | <p>Qualifiers Many more time phrases to signpost tenses. Many more adjectives to use after :c'est as an explanation Present and Past tenses Reflexives Perfect As vocab Near future</p>  |
| Assessment & Feedback  | <p>T01 Assessment of current c/w and h/w using Studio 1 Assessment per Term. Once per week vocab test with Self Assessment (SA) using green pen. Next steps to be acted upon and monitored using Dedicated Improvement Reflection Time (DIRT)</p>   | <p>T1.1 Assessment format: Range of skills to consolidate the pre-learning and prepare them for each skills requirements in GCSE: Listening, Reading, Writing and Speaking and Translations. Feedback form to indicate M/S/D based on outcomes.</p>  | <p>T2.1 Assessment of current c/w and h/w using WWW/EBD. Once per week Spelling Test Self Assessment (SA) using green pen. Next steps to be acted upon and monitored using Dedicated Improvement Reflection Time (DIRT) using Studio 1 Assessment per Term.</p> | <p>T3.1 using Studio 1 Assessment per Term. To prepare them for the skills x2 to 3 skills Assessments. Feedback form to indicate M/S/D based on outcomes rather than specific score only</p>   | <p>T4.1 Assessment of current c/w and h/w using Yellow form. Once per week Peer Assessment (PA) and Self Assessment (SA) using green pen. Next steps to be acted upon and monitored using Dedicated Improvement Reflection Time (DIRT)</p>                                     | <p>T5.1 Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future learning. Feedback form to indicate M/S/D based on outcomes rather than specific score only</p> |
| Link to prior learning | <p>Pupils who have prior knowledge in French basics in KS2 would learn with confidence. Pupils who have no prior knowledge can start from scratch using Access Studio!</p>  | <p>After developing the 4 skills in a range of contexts, the students can now apply linguistic knowledge and skills to understand and communicate effectively. Students can recognise that languages differ</p>  | <p>Grammar is fully integrated into the sequence to ensure that students have the opportunity to learn the structures of the French Language.</p>   | <p>Students now identify patterns in the target language and to develop techniques for memorising words, phrases and spelling</p>  | <p>With previous knowledge, context and others clues to work out the meaning of what they hear and read. Students work more independantly.</p>   | <p>students can can now respond appropriately to spoken and written language.</p>  |
| Outside learning/trips | <p>Assembly: Monday, 26 September European Day of Languages.</p>  | <p>L'institut Francais literature and films/cartoons in French</p>   | <p>Pancake day : learning how to make a pancake to use the kitchen in school to make them</p>   | <p>L'institut Francais literature and films/cartoons in French</p>   | <p>L'institut Francais literature and films/cartoons in French. Students would appreciate the richness and diversity of other cultures and places. They can recognise that there are ways of seeing the world, and developing an international outlook.</p>                    | <p>L'institut Francais literature and films/cartoons in French</p>   |