

FRENCH

KS3 Curriculum Map

	Year 7	Year 8	Year 9
	Self, Family, Relationships	School, Studies + Future Plans	Free Time, Celebrations + Holidays
	Speaking (GC) + Listening	Speaking (PC) + Listening	Reading and Listening
T1	<p>Students are able to:</p> <ul style="list-style-type: none"> - use strategies to learn vocabulary independently at home (passive and active) - understand/say greetings + feelings - understand key classroom instructions + objects - say basic classroom phrases - understand/say letters of the alphabet - understand colours, numbers, days and months - say their name, age and birthday - describe their appearance + personality - describe family members - say/write simple opinion language - give opinions of family members - understand vocabulary to describe relationships with family members - pronounce phonics sounds 1-8 and words containing these sounds 	<p>Students are able to:</p> <ul style="list-style-type: none"> - use strategies to learn vocabulary independently at home (passive and active) - understand/use key classroom language on a routine basis - understand infinitives of essential verbs related to the topic of school - say/write their name, age, school and school year - understand/produce key adjectives to describe and give opinions of school - understand school facilities and describe what is in their school - understand school rules - understand clothes and describe school uniform - understand/produce school subjects - use adjectives to describe subjects and teachers - give justified opinions of subjects and teachers - describe relationships with teachers - use a variety of quality phrases and conjunctions to link ideas - include complex structures in their responses (Higher) - understand jobs - use key modal verbs and infinitives to describe future plans - manipulate key verbs in the near future tense (Higher only). - use their knowledge of phonics to pronounce new words independently - learn the differences between schools in France and UK 	<p>Students are able to:</p> <ul style="list-style-type: none"> - use strategies to learn vocabulary independently at home (passive and active) - understand infinitives of essential verbs - understand vocabulary to describe leisure activities, special occasions and festivals. - understand/use key transactional language to make travel arrangements - understand/use transactional language to arrange to meet - give key details about a holiday (where, when, who with, how long for) - understand key vocabulary to describe accommodation - understand key vocabulary to describe transport - understand key vocabulary to describe weather - understand/use perfect tense forms of key verbs - manipulate key verbs in the perfect tense (Higher only). - understand/use near future tense forms of key verbs - manipulate key verbs in the near future tense (Higher) - use key verbs in different tenses and time indicators to describe past and future holidays and holiday activities - use a variety of adjectives to describe aspects of a holiday - give justified opinions in different tenses - use their knowledge of phonics to pronounce new words independently - learn about holiday preferences of the French - learn about different festivals in France

	Year 7	Year 8	Year 9
	Self, Family, Relationships continued	Town + Local Area	Free Time, Celebrations + Holidays
	Reading + Listening (+ Speaking)	Reading and Writing (50/90 French rubrics)	Writing (90/150 French rubrics)
T2	<p>Students are able to:</p> <ul style="list-style-type: none"> - use strategies to learn vocabulary independently at home (passive and active) - understand/produce key words - understand/say greetings + feelings - understand key classroom instructions + objects - understand the concept of infinitives and conjugated verbs - describe family members - say/write simple opinion language - give opinions of family members - understand vocabulary to describe relationships with family members - use a variety of quality phrases and conjunctions to link ideas - include complex structures in their responses (Higher) - understand the concept of two verbs together – modal + infinitive - pronounce phonics sounds 1-16 and words containing these sounds 	<p>Students are able to:</p> <ul style="list-style-type: none"> - use strategies to learn vocabulary independently at home (passive and active) - understand/use key classroom language on a routine basis - say/write where they live - understand/produce vocabulary to describe where they live - understand key prepositions to describe position/location - understand directions - understand/produce places in town and shops - use definite and indefinite articles - understand/use quantity phrases - describe what facilities there are for different groups of people in town - use modal verbs + infinitives to describe activities you can do in town - use adjectives to describe places in town - apply grammatical knowledge of adjectival agreements and position - give justified opinions of their town. - use a variety of quality phrases and conjunctions to link ideas - include complex structures in their responses (Higher) - use key modal verbs and infinitives to describe where they would like to live in the future - manipulate key verbs in the near future tense (Higher only). - use their knowledge of phonics to pronounce new words independently - recognise famous towns/city names in France 	<p>Students are able to:</p> <ul style="list-style-type: none"> - use strategies to learn vocabulary independently at home (passive and active) - understand/use key classroom language on a routine basis - understand infinitives of essential verbs - understand/use perfect tense forms of key verbs - manipulate key verbs in the perfect tense (Higher only). - understand/use near future tense forms of key verbs - manipulate key verbs in the near future tense (Higher only) - use key verbs in 3 different tenses and time indicators to describe events - understand/produce key leisure activities and places - understand/use reflexive verbs (Higher) - understand/use modal verbs and infinitives - use a variety of adjectives to describe past and future events - use a variety of quality phrases and conjunctions to link ideas in different tenses - give justified opinions in different tenses - understand/use idiomatic expressions to describe their feelings (Higher) - use their knowledge of phonics to pronounce new words independently

	Year 7	Year 8	Year 9
	Leisure	Healthy + Unhealthy Living	Preparing for GCSE
	Reading + Writing (50/90 English rubrics)	Speaking (GC) + Listening	Reading + Listening
13	<p>Students are able to:</p> <ul style="list-style-type: none"> - use strategies to learn vocabulary independently at home (passive and active) - understand/use key classroom language on a routine basis - understand/produce sports and leisure activities - understand the concept of infinitives and conjugated verbs - understand/produce key infinitives of leisure verbs - understand/produce key leisure verbs in the present tense (je) - understand/produce key modal verbs - understand the concept of two verbs together – modal + infinitive - understand key question words - produce opinion language and adjectives - give justified opinions of leisure activities - use present tense verbs to describe what they do in their spare time - use time indicators to say when/how often - use conjunctions and quality phrases to link ideas - start to include complex structures in their responses (Higher) - start to manipulate key verbs in the near future tense to describe what they plan do (Higher) - pronounce phonics sounds 1-23 and words containing these sounds 	<p>Students are able to:</p> <ul style="list-style-type: none"> - use strategies to learn vocabulary independently at home (passive and active) - understand/use key classroom language on a routine basis - understand/produce different food and drink items - Give justified opinions of food and drinks. - use definite and indefinite articles - understand/use quantity phrases - understand infinitives of essential verbs linked to the topic of health - use modal verbs + infinitives to describe diet and healthy lifestyles - use present tense verbs to describe diet and healthy lifestyles - use time indicators to describe their diet - use adjectives to describe their diet and lifestyle - understand/use vocabulary to describe impact of diet/lifestyle choices on health (Higher) - use a variety of quality phrases and conjunctions to link ideas - include complex structures in their responses (Higher) - use key modal verbs and infinitives to describe what they should/will do to eat healthily in the future - manipulate key verbs in the near future tense (Higher only). - use their knowledge of phonics to pronounce new words independently - learn about French food 	<p>Students are able to:</p> <ul style="list-style-type: none"> - use strategies to learn vocabulary independently at home (passive and active) - understand/use key classroom language on a routine basis - understand/produce key words - understand/produce key verbs - understand/use question words - understand imperative forms of verbs used in exam rubrics - understand core vocabulary featured in comprehension exams (numbers, time, days, months) - understand high frequency vocabulary and the impact they can have on meaning - understand concept of cognates, false friends and synonyms/antonyms - recognise cognates and understand common false friends - recognise common synonyms - understand common time indicators and recognise which tense they refer to - understand infinitives of essential verbs and their conjugated forms. - understand/produce key verbs in present, past and future tenses - recognise high frequency verbs in a range of tenses (Higher) - use a range of exam techniques and strategies for reading and listening