

Key Stage 3 Curriculum Map: French

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Year 7	Y7 Topic: C’est perso		Y7 Topic: Mon collègue		Y7 Topic: Mes passe-temps		Y7 Topic: Ma zone		Y7 Topic: 3, 2, 1, partez!		Y7 Topic: Les emplois Film Study – last two weeks	
	Unités 1.Mon auto- portrait 2.Mon kit de survie 3.Comment je me vois? 4.Et les autres 5.Il est hypercool	Grammaire Present tense for - er verbs (je, tu, il, elle) Present tense – avoir and être Adjectival agreement Possessive adjectives (my, your) Negative structures (ne...pas)	Unités 1.Mes matières 2.C’est génial! 3.J’ai cours! 4.Au collègue en France 5.Miam miam	Grammaire Asking questions Present tense –er verbs and –ir verbs (je, tu, il, elle, on) Present tense – avoir and être Partitive articles Opinions and reasons Using twelve-hour clock	Unités 1.Mon ordi et mon portable 2.Tu es sportif? 3.Qu’est-ce que tu fais? 4.J’aime faire ça! 5.Ils sont actifs!	Grammaire Present tense –er verbs (full paradigm) Present tense – faire Jouer à Using aimer + infinitive Using ils / elles for they for –er verbs, être, avoir and faire	Unités 1.Là où j’habite 2.Perdu dans le parc d’attractions 3.Le weekend 4.Coucou! 5.Qu’est-ce qu’on peut faire à...?	Grammaire Using il y a and il n’y a pas de Present tense - aller Understanding when using tu and vous Using à + definite article Modal verbs (vouloir, pouvoir) + infinitive Adjectival agreement	Unités 1.Les vacances mode d’emploi 2.Je me prépare 3.Au café de la plage 4.Je vais aller en colo! 5.Mes rêves	Grammaire Using nous to say we – present tense of previous verbs Present tense – reflexive verbs (singular) Using high numbers Near future tense Je voudrais + infinitive	Unités 1.Les métiers 2.Les ambitions 3.Les qualités et opinions	Grammaire Not using definite articles to say what job people do Je voudrais + infinitive Negative structures (ne...pas) Il faut / il ne faut pas + infinitive Adjectival agreement Adverbs
	Baseline assessment to assess French understanding and current knowledge. Assessment: Listening, Reading, Writing		Assessment: Listening, Reading, Speaking (5 questions)		Mid Year Assessment: Listening, Speaking Reading, Writing		Assessment: Listening, Reading, Speaking (Role-Play)		End—of-year Assessment- Listening, Reading, Speaking (Presentation), Writing		Formative Assessments in class Speaking presentation – peer-assessed	

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Year 8	Y8 Topic: T'es branché(e)?		Y8 Topic: Paris je t'adore		Y8 Topic: Mon identité		Y8 Topic: Chez moi, chez toi		Y8 Topic: Quel talent!		Y8 Topic: L'environnement Film Study – last two weeks	
	Unités 1.La télé 2.J'ai une passion pour le cinéma 3.La lecture 4.Que fais-tu quand tu es connecté(e)? 5.Qu'est-ce que tu as fait hier soir?	Grammaire Present tense –er, -ir, -re verbs (full paradigm) Present tense – avoir, être, aller, faire Negative structures (ne...pas , ne...jamais) Introduction to perfect tense with avoir	Unités 1.Une semaine à Paris 2.Mon album photo 3.C'était comment les catacombes? 4.24h chrono! 5.Qui a volé la Joconde?	Grammaire Perfect tense of regular verbs with avoir Perfect tense of voir, boire, faire, prendre Negative structures with perfect tense (ne...pas) Perfect tense with être Asking questions in the perfect tense Opinions in the past	Unités 1.Mon caractère 2.On se dit tout 3.Quelle musique écoutes-tu? 4.Mon style 5.De quoi es-tu fan?	Grammaire Adjectival agreement Present tense – reflexive verbs (full paradigm) Agreeing / disagreeing and giving reasons Near future tense Possessive adjectives (my, your, his/her, our)	Unités 1.Là où j'habite 2.Dans mon appart' 3. À table tout le monde! 4.Il faut faire des crêpes 5.On est allé au carnaval	Grammaire Comparative adjectives Prepositions of place Present tense and perfect tense of boire and prendre Partitive articles Il faut / il ne faut pas + infinitive Using three tenses together (present, perfect, near future)	Unités 1. La France a du talent! 2. Je dois gagner! 3. Ne fais pas ça! 4. C'est qui le meilleur? 5.Et le gagnant est...	Grammaire Modal verbs (vouloir, pouvoir, devoir) + infinitive Using infinitives after aimer, adorer and modal verbs Imperative form with tu, negative structures and reflexive verbs Superlative adjectives Using three tenses together (present, perfect, near future)	Unités 1.Le commerce équitable 2. La météo 3. L'environnement 4. Pour protéger l'environnement	Grammaire Ce qui est bien Ce qui est mal Il fait, il y a... On devrait Il faut / il ne faut pas + infinitive On pourrait Negative structures
	Assessment: Listening, Reading, Writing		Assessment: Listening, Reading, Speaking (Role-Play)		Mid Year Assessment: Listening, Speaking, Reading, Writing		Assessment: Listening, Reading, Speaking (Role-Play)		End—of-year Assessment- Listening, Reading, Speaking (Presentation), Writing		Formative Assessments in class Speaking presentation – peer-assessed	

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Year 9	Ma vie sociale d'ado		Bien dans sa peau		À l'horizon		Spécial vacances		Moi dans le monde		Getting Ready : Les choristes
	Unités	Grammaire	Unités	Grammaire	Unités	Grammaire	Unités	Grammaire	Unités	Grammaire	Unités Grammaire
	1.Talking about social media and it's uses in French. 2.Giving your opinion about someone 3.Arranging to go out with a friend 4.Describing a date and how it went 5.Describing a music event, activities and how it went. 6.Taking part in a 'blind date' speed-dating event in French	1.Using present tense verbs 2.regular – er – ir – re ending verbs in the present tense 3. Using direct object pronouns 4. Practising and revisiting adjective agreement 5. Revisiting the near future tense 6. Revising and consolidating the perfect tense 7. Reinforcing the perfect tense with avoir/être 8. Using three tenses 9. present, perfect and near future tenses 10. two meanings of il y a	1. Learning the parts of the body 2.Talking about sport 3. Learning about healthy eating 4. Making plans to get fit 5. Describing levels of fitness 6. Deciding to adopt a healthier lifestyle	1.Using à + the definite article 2. Practiisng using the nous form of the present tense (and all other forms) 3.Using il faut 4. depuis + present tense 5. Using the future tense 6. talking about the future (both real and immediate future tenses) 7. negatives: ne ... pas and ne ... jamais 8. Practising the future tense 9. Using three tenses together present, perfect and future tenses + il y avait, c'était il faut	1. Describing jobs and giving your opinion on your job 2. Learning languages and seeing how languages can help you in the future. 3. Saying what you used to do 4. Discussing your future and your past 5.Talking about your job narrating a day in the past, and talking about your professional and personal ambitions for the future.	1. Recapping masculine and feminine nouns 2. Recapping and consolidating modal verbs pouvoir, vouloir, devoir (full paradigms). 3. Using the imperfect tense (regular verbs and recapping irregular verbs) 4. Practising the future and imperfect tenses 5. Using different tenses together question forms	1.Discussing holidays 2.Imagining adventure holidays 3.Talking about what you take with you on holiday 4.Describing what happened on holiday 5.Visiting a tourist attraction	1.the pronoun y 2.How to form questions in different ways 3. How to conjugate the conditional 4. To reinforce and consolidate reflexive verbs 5. Consolidating the the perfect tense (irregular past participles & verbs taking être) 6. emphatic pronouns 7. Practising using three tenses together.	1.Discussing what you are allowed to do 2.Explaining what's important to you 3.Talking about things you buy 4.Describing what makes you happy 5.Talking about what is important to them, what concerns them and what makes them happy 6.Giving a three-minute video presentation	1.expressions with avoir 2. Using the informal imperative 3. direct object pronouns (me, te, nous, vous) 4. pronouns (le/la/l', les) 5. si ... sentences 6. meilleur 7. Using different time frames 8. present, perfect, imperfect and future tenses 9. How to extend and develop sentences	Film Study : Les choristes Class teachers will develop a discreet class SOW that will address any misconceptions seen in the End of year assessments Leading to a film and script creation : short film production. How to use IT to support language learning.
Assessment: Listening, reading and writing		Mid Year Assessment: Listening, Speaking, Reading and Writing		Assessment: Listening, reading and Speaking		Assessment: Listening, Reading and Writing		End of Year Assessment- Listening, Speaking, Reading and Writing		Assessment: Project work	