

Curriculum Overview – Year 7 French

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
Autumn Term 1						
<p>Module 1</p> <p>C'est perso: Talking about yourself</p> <ul style="list-style-type: none"> • Likes/ dislikes • Describing yourself • Talking about other people • Classroom instructions in French <p>Cultural lesson: Poem: L'Automne by Maurice Careme</p>	<p>Vocabulary to be able to greet people and give your name, describe yourself and others. Review verbs of opinions aimer, adorer, détester etc. and introduce structures to talk about likes and dislikes and hobbies. Present tense of regular –er verbs of opinion adjective agreement To learn about how to follow instructions in French</p> <p>Vocabulary related to the Autumn season</p>	<p>Learn to introduce and describe yourself and other people and interact with them in a French speaking environment. Developing personal opinions, responses and justifications. Using a range of vocabulary and grammatical structures. Using the imperative.</p> <p>Learning short texts off by heart in French and</p>	<p>4 skills (<i>Listening/ Speaking/ Reading/ Writing</i>) practised and assessed in every lesson by correction of exercises with instant feedback and scores. Exercise books marked with personalised feedback. Neater books competition. Regular peer and self-assessment of work.</p>	<p>One piece of homework per week practising a variety of skills. Worksheets/ Textbooks</p>	<p>Every half term, students are given the opportunity to talk about a person who in their opinion, reflect on the Ursuline value we are focusing on. All in French Loving and compassionate: Develop a sense of community, wishing well on other people United in harmony/ Be attentive to other people's lives and tastes and what makes them happy.</p> <p>Grateful for different writers' contributions to literature.</p>	<p>Vocabulary of hobbies and preferences in preparation for GCSE French specification</p>

<p>Cultural lesson: <i>European Day of Languages (26th September)</i></p>	<p>To participate in a series of activities and competitions celebrating language learning.</p>	<p>performing them in front of the class. Illustrating texts in a creative way.</p> <p>Interpreting meaning and tone in poems in French. Identifying how key themes are revealed through a writer's specific language choices Reading unseen texts for meaning · Using etymology/ English/ Home language/ previous knowledge to understand new vocabulary · Information retrieval · Language analysis · Deduction and inference</p>			<p>Being courageous with public speaking in a foreign language and resilient when making mistakes. <i>Focus on public speaking oration skills and ability to answer questions under pressure (Interview skills / Public speaking)</i> Appreciation of different poetic styles. Art (creating posters for display) English (poetry)</p> <p>Dignity in Work Importance of working to achieve a GCSE in an MFL and how the study of French builds a person's general literacy and work ethic. Appreciation of cultural richness of foreign countries <i>Learning about the advantages of studying languages for future careers.</i></p>	
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Autumn Term 2

Module 1
(Continued)

4 skills
(Listening/
Speaking/
Reading/
Writing)
practised and
assessed in
every lesson by
correction of
exercises with
instant
feedback and
scores.
Regular peer
and self-
assessment of
work.
Exercise books
marked.
End of Module
1 and 2
Assessment
marked
according to
the National
Curriculum
Levels.
Assessment
review and
target setting
for the next
one.
End of Year
target setting.

One piece of
homework per
week
practising a
variety of
skills.
Worksheets/
Textbooks.

<p>Cultural lesson: <i>Christmas in France</i></p> <p>Cross Curricular Project with the Music Department through the opportunities of</p>	<p>To learn about French Christmas customs including food and family gathering through a video and other activities such as writing a letter to Santa recapitulating all the topics learnt so far.</p>	<p>Creative writing using a writing frame (A letter to Santa). Creative Art and craft: Creation of poster for display.</p> <p>Developing cross-curricular skills with Music (singing/ performing)</p>			<p>Family values/ United in Harmony/ being grateful for Christmas gatherings and compassionate for the less fortunate ones.</p> <p><i>Learning about Christmas customs in France.</i></p> <p><i>Contextualising the curriculum with real life examples and visual cultural artefacts and experiences.</i></p> <p>Listening and attentive – students challenged to go beyond customs they are used to and explore different cultures.</p> <p>Dignity of God’s people Discussions about how all people, no matter what their nationality, and customs are equal in the eyes of God and we should be compassionate towards all people.</p> <p>Stewardship – clear reasons as to why empathy is so important.</p> <p>Music (singing) Art (posters)</p>	<p>Vocabulary for Theme 1: Identity and culture (Festivals and traditions) in preparation of GCSE French specification.</p>
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performing a Christmas carol in French during Christmas Assemblies.						Establishing cross-curricular links (Music and Singing)
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Spring Term 1

<p>Module 2</p> <p>Mon collège: My school</p> <ul style="list-style-type: none"> School subjects Timetables Healthy food and drinks. 	<p>Vocabulary to be able to talk about and understand others talking about school subjects, describing the timetable and the school day.</p> <p>Vocabulary to be able to talk about and understand others talking about food and drink and what they eat in the school canteen.</p>	<p>Use of the definite article le, la, l', les</p> <p>Expressing opinions Agreeing and disagreeing Questioning</p> <p>Use of the 12-hour clock</p> <p>Use 'on' to say 'we'</p> <p>Use of present tense</p> <p>Use of the partitive article du/de la/de l'/des</p> <p>Use of different positive and negative sentences</p> <p>Using etymology/ English/ Home language/ previous knowledge to understand new vocabulary ·</p> <p>Information retrieval ·</p> <p>Language analysis ·</p>	<p>4 skills (<i>Listening/ Speaking/ Reading/ Writing</i>) practised and assessed in every lesson by correction of exercises with instant feedback and scores.</p> <p>Exercise books marked with personalised feedback.</p> <p>Neater book competition.</p> <p>Regular peer and self-assessment of work.</p>		<p>Learning about the school system in French speaking countries and making comparisons to the British system.</p> <p>Feel grateful for the opportunities to learn develop knowledge and skills thanks to the education system.</p> <p>Care for Creation Learn about healthy and balanced diets.</p> <p>Fairtrade products in 'Food and drink' topic.</p> <p>Dignity in Work Fairtrade products in 'Food and drink' topic.</p> <p>Food technology</p> <p>Sense of community To appreciate talking and asking other people about their hobbies</p>	<p>Vocabulary of education and healthy lifestyle and food drink to prepare for GCSE French specification</p>
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<p>Cultural lesson: La chandeleur (2nd February: Candlemas and its meaning)</p> <p>Cross Curricular Project with the Art Department: Fauvism through</p>	<p>To learn about French customs during Candlemas through 'the crepe' recipe and enjoying 'crepes' (French version of pancakes)</p> <p>To write a description in French of their artwork depicting a French landmark To practice colours,</p>	<p>Deduction and inference.</p> <p>To practise the imperative tense through following a recipe. Developing cross-curricular skills Food Technology as well as life skills (cooking by following a recipe)</p> <p>Developing cross-curricular skills Art (painting/ analysing, interpreting and</p>			<p>Be attentive to other people's lives and tastes and what makes them happy. Solidarity All nationalities as 'one family' in the eyes of God no matter our nationality, traditions and preferences.</p> <p>Catholics Candlemas and French customs. Peace and Reconciliation Discussing similarities and differences between languages and cultures. Celebrations, Customs and Traditions. Emphasising the importance of peaceful relations. Contextualising the curriculum with real life examples and visual cultural artefacts and experiences. Food technology Art</p>	<p>Vocabulary for Theme 1: Identity and culture (Festivals and traditions) in preparation of GCSE French specification.</p>
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	opinions, agreements and disagreements	describing (in French) artists' work.				
Spring Term 2						
Module 2 (Continued)			<p>4 skills (Listening/ Speaking/ Reading/ Writing) practised and assessed in every lesson by correction of exercises with instant feedback and scores. Exercise books marked. End of Module 3 and 4 Assessment marked according to the National Curriculum Levels. Assessment review and target setting for the next one. Regular peer and self-assessment of work.</p>		<p>Appreciation of facts about France and sites to visit. Develop a sense of awe for the diversity of the world. United in Harmony. Dignity of God's people Discussions about how all people, no matter what their nationality, and customs are equal in the eyes of God and we should be compassionate towards all people.</p> <p>Peace and Reconciliation Discussing similarities and differences between languages and cultures. Celebrations, Customs and Traditions. Emphasising the importance of peaceful relations.</p>	
Easter in France	To learn about Lent and Easter in France					Vocabulary for Theme 1: Identity and culture (Festivals and traditions) in preparation of GCSE French specification.

			Creativity: Display work on Easter		Community and Participation (and the common good) Reminding pupils that we are all part of a local, regional, national and global community – ‘Global Sustainability’ (Environment and Social Issues) Art	
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Summer Term 1

Module 3						
<p>Mes passe-temps</p> <ul style="list-style-type: none"> • My hobbies • Sports • Technology 	Vocabulary to be able to talk about hobbies, sports and other social activities and phones, computers etc.	<p>Present tense of regular –er verbs</p> <p>Use of ‘jouer au/ à la/ à l’/ aux’ and ‘faire du/de la/de l’/ des’</p> <p>Use of verbs of opinion (eg, ‘Aimer’) followed by an infinitive</p> <p>Use of ‘Ils/ Elles’ (They)</p>	<p>4 skills (<i>Listening/ Speaking/ Reading/ Writing</i>) practised and assessed in every lesson by correction of exercises with instant feedback and scores.</p> <p>Exercise books marked.</p> <p>End of Unit Assessment marked according to the National</p>		<p>Sense of community</p> <p>To appreciate talking and asking other people about their hobbies</p> <p>Be attentive to other people’s lives and tastes and what makes them happy.</p> <p>Solidarity</p> <p>All nationalities as ‘one family’ in the eyes of God no matter our nationality, traditions and preferences.</p>	Vocabulary for Leisure (Free time/hobbies/activities), Relationships, family and friends (Meeting up with friends/activities) in preparation of GCSE French specification.

			<p>Curriculum Levels.</p> <p>Assessment review and target setting for the next one.</p> <p>Regular peer and self-assessment of work.</p>			
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Summer Term 2

<p>Module 3 <i>(continued)</i></p>			<p>4 skills <i>(Listening/ Speaking/ Reading/ Writing)</i> practised and assessed in every lesson by correction of exercises with instant feedback and scores.</p> <p>Exercise books marked.</p> <p>End of year assessment marked according to the National Curriculum Levels.</p>			
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<p>Careers Lesson</p> <p>Cultural lesson: La Fête Nationale (Bastille Day: 14th July)</p>	<p>To talk about the different careers relating to Languages and the transferrable skills acquired.</p> <p>To learn about Bastille Day and its origins.</p>		<p>Reviewing End of year targets. Regular peer and self-assessment of work.</p> <p>Learning about careers skills and knowledge acquired when learning languages which lead to different career paths</p>			<p>Vocabulary for Theme 1: Identity and culture (Festivals and traditions) in preparation of GCSE French specification.</p>
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