

French Curriculum Map

Term	YEAR 7 - Studio 1	YEAR 8 - Studio 2 rouge	YEAR 9 – Transition	YEAR 10 – Studio GCSE	YEAR 11 – Studio GCSE
HT1	<p>Topic: T L + C'est perso Skills: spontaneous use of TL & expressing preferences Content to cover -Classroom language -Greetings -Physical description (hair/eyes/height etc) -Personality description -Likes and dislike -Family description Grammar -Verb être(1st, 2nd, 3rd person) -Verb avoir (1st, 2nd, 3rd person) -Feminine of adjectives IP: Writing- detailed paragraph about yourself including: -Physical & personality description -Likes and dislikes -Family description SA: End of Module 1 test Mark Scheme: Studio 1 EOM1 Homework: Studio 1 workbook p. 2-5</p>	<p>Topic: T'es branché Skills: Building confidence in using the present and the past tense to talk about various activities Content to cover -Likes & dislikes of TV programmes -Reading habits + opinions -Internet activities Grammar -Present tense of ER verbs (all persons) -Present tense of IR & RE verbs (all persons) -Definite & indefinite articles IP: Writing- about your use of media in two tenses and give opinion. SA: End of Module 1 test Mark Scheme: Studio 2 EOM1 Homework: Studio 2 workbook p</p>	<p>Topic: Qui suis-je? Skills: revising adjective agreement, using the near future and the perfect tense. IP1: -Writing about what makes a good friend and describe family relations - Exam pro- Reading & listening topic test Content to cover -Revisiting personality adjectives, family members, family members, clothes, places in town and physical description -Describing friendship -Describing family relationship -Talking about going out (past, present and future) -Talking about when you were younger -Talking about role model Grammar -Adjectival agreement -Revisiting present tense (avoir, être, porter) -Reflexive verbs -Using imperfect tense SA: End of Module 1 test Mark Scheme: Studio AQA higher EOM1 Homework: Pearson GCSE Revision workbook & practice + Collins AQA GCSE revision</p>	<p>Topic : De la ville à la campagne Skills: using the negative form and the future tense IP: -Mind map + writing on your area and what there is to do -Exam pro- Reading & listening topic test Content to cover -Revisiting areas, transport and weather -Revisiting places in town and directions -Describing town and region -Talking about what there is to do Grammar -Various ways of saying "in" in French -Using "il y a/il n'y a pas de..." -Using "On peut.../On ne peut pas...+ infinitive verbs -Using the negative SA: End of Module 4 test Mark Scheme: Studio AQA higher EOM4 Homework: Pearson GCSE Revision workbook & practice + Collins AQA GCSE revision</p>	<p>Topic: Revision (au collège) + school exchange Skills: using past, present and future time frames IP: Reading and understanding Content to cover -Revisiting school subjects, rules, and school systems -Benefits of school exchange Grammar -Past, present and future time frames SA: End of Module 7 test Mark Scheme: Studio AQA higher EOM7 Homework: Pearson GCSE Revision workbook & practice + Collins AQA GCSE revision</p>
HT2	<p>Topic: Mon collège Skills: Expressing preferences and giving opinion and reason Content to cover -School subjects -Opinions and reasons on subjects -Telling the time -Timetable & school day -Talking about food -Christmas content Grammar -Using "on" -Revision of être & avoir -Present of ER verbs -Partitive article IP: Design a poster on the differences in the school systems in England and France</p>	<p>Topic: Mon identité Skills: using adjectives, reflexive verbs and variety of tenses. Content to cover -personality description -Describing relationship -Types of music -Clothes & colours + styles -Talking about your passion Grammar -Adjectival agreement -Using reflexive verbs -Possessive adjectives -agreeing/disagreeing -Present & near future tense of porter -Using present, past and future IP: Reading comprehension</p>	<p>Topic : Les temps de loisirs Skills: The position of adjectives. Using comparative adjectives & relative pronoun "que" IP: -Mind map & writing on what you do in your spare time -Exam pro- Reading & listening topic test Content to cover -Revisiting sports, films, TV programmes and books and reading -Talking about preferences of TV, books, films and sports -Internet and social media (past, present and future) Grammar -Time phrases -Revisiting past SA: End of Module 2 test</p>	<p>Topic : Un œil sur le monde Skills: Making connection between word types IP: -Reading and responding – Exampro topic test -Mind map and writing about environment issue and what you do to protect the environment Content to cover -Range of words about environmental issues -Problems facing the environment -How to protect the environment -Social issues and volunteering Grammar Using modal verbs: pouvoir/devoir in present and conditional SA: End of Module 4 test</p>	<p>Topic : Bon travail + un œil sur le monde Skills: using modal verbs, passive and indirect object pronouns IP1: Writing – What have you done recently to earn money & future education & career plans IP2: Exam pro- Reading & listening topic test Content to cover -Job titles & work places -Expressing preferences -Discussing career choices -Plans/hopes and wishes Grammar -Masculine & feminine of jobs -Conditional -Using better/worst, the best/the worst thing -subjunctive SA: End of Module 7 test Mark Scheme: Studio AQA higher EOM7</p>



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	<p>SA: End of Module 2 test Mark Scheme: Studio1 EOM2 Homework: Studio1 workbook p.</p>	<p>SA: End of Module 3 test Mark Scheme: Studio 2 EOM3 Homework: Studio 2 workbook p</p>	<p>Mark Scheme: Studio AQA higher EOM2 Homework: Pearson GCSE Revision workbook & practice + Collins AQA GCSE revision. Target 9 Reading & Writing</p>	<p>Mark Scheme: Studio AQA higher EOM4 Homework: Pearson GCSE Revision workbook & practice + Collins AQA GCSE revision</p>	<p>Homework: Pearson GCSE Revision workbook & practice + Collins AQA GCSE revision</p>
HT3	<p>Topic: Mes passe-temps Skills: Using infinitive verbs</p> <p><u>Content to cover</u> -online activities -Sport activities -Hobbies -Saying what you like doing</p> <p><u>Grammar</u> -Using regular ER verbs -Using jouer+ au/à la/aux Using faire + du/de la/de l' -Using "aimer + infinitive"</p> <p>IP: Reading comprehension. SA: End of Module 3 test Mark Scheme: Studio 1 EOM 3 Homework: Studio 1 workbook p.</p>	<p>Topic: chez moi chez toi Skills: using irregular adjectives, preposition and partitive article.</p> <p><u>Content to cover</u> -Types of accommodations -Rooms in the house -Prepositions of position -Describing your furniture and appliances in the house -Food and meals</p> <p><u>Grammar</u> -Descriptive adjectives -Comparatives -Manger/prendre/boire in the present tense</p> <p>IP: Writing-Description of your home & area, and what you have at meal time SA: End of Module 4 test Mark Scheme: Studio 2 EOM4 Homework: Studio 2 workbook p</p>	<p>Topic: Jours ordinaires, jours de fête Skills: using a wide range of vocabulary IP: -Writing about your celebrations in 3 tenses" -Exam pro - Listening and responding topic test</p> <p><u>Content to cover</u> -Revisiting food and meals -Revisiting clothes -Family celebrations -Festivals and traditions in France -Talking about eating habits (past present and future)</p> <p>Grammar -Revisiting partitive adjectives -Using "venir de..." -Time phrases (past, present and future)</p> <p>SA: End of Module 2 test Mark Scheme: Studio AQA higher EOM2 Mark Scheme: Studio AQA higher EOM2 Homework: Pearson GCSE Revision workbook & practice + Collins AQA GCSE revision. Target 9 Reading & Writing</p>	<p>Topic: le grand large Skills: Using different time frames including the conditional IP: -Mind map and writing about holiday habits, past, present and future -Exam pro- Reading & listening topic test</p> <p><u>Content to cover</u> -Revisiting weather -Holiday destinations and transport -Key verbs to talk about holidays -Holiday habits -Past holidays -Future holidays -Ideal holidays</p> <p><u>Grammar</u> -Revisiting past, present and future tense -Conditional -Reflexive verbs</p> <p>SA: End of Module 5 test Mark Scheme: Studio AQA higher EOM5 Homework: Pearson GCSE Revision workbook & practice + Collins AQA GCSE revision</p>	<p>Topic: Revisions and prep. for Speaking exam Skills: SPEAKING -Teacher to ensure students understand the details and technicalities of speaking exams -Teachers to ensure students have made their choice of theme for general conversation -Teachers to ensure students have speaking booklet completed -Lesson time spent on actively preparing for exam</p> <p>SA: Mark Scheme: GCSE Homework: Teachers to set regular learning tasks for students to learn and carry out mini low stakes tests in class</p>
HT4	<p>Topic: Ma zone Skills: Describing a place and giving direction</p> <p><u>Content to cover</u> -Different areas -Types of housing -Rooms in a house -Furniture & appliances - Places in town& giving directions -Going out -Saying what you can do in town</p> <p><u>Grammar</u> -Using il y a/il n'y a pas -Present tense of aller all persons</p>	<p>Topic: Bien dans sa peau (From Studio 3 vert Module 2) Skills: Talking about healthy lifestyle using two time frames</p> <p><u>Content to cover</u> -Parts of the body -Saying where it hurts using "j'ai mal" -Sport activities -Healthy eating -Making plans to get fit</p> <p><u>Grammar</u></p>	<p>Topic: La santé Skills: Using a combination of tenses IP: -reading & understanding- Exampro topic test -Mind map on healthy living</p> <p><u>Content to cover</u> -Describing healthy living -Using a combination of tenses -Using a range of time phrases</p> <p>Grammar -Using "pour+ infinitive" -Using "il faut.../il ne faut pas..."</p> <p>SA: End of Module 3 test</p>	<p>Topic: Le grand large/General revision to prepare for Mock 2 Skills: Talking about holiday disasters using the pluperfect tense. IP: -Writing- Narate a memorable event during a past holiday Exam pro- Reading & listening topic test (if available)</p> <p><u>Content to cover</u> -Holiday disasters</p> <p><u>Grammar</u> -Using pluperfect tense</p> <p>SA: End of Module 5 test</p>	<p>Topic: Preparation for public exam Skills: -Reading and listening exam techniques -Confidence in writing -Catch up on content missed</p>



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	<p>-Using à + definite article -Using je veux/tu veux -Using pouvoir (1st/2nd and 3rd person) IP: Writing-Describe your local area and what there is to do. Giving opinion SA: End of Module 4 test Mark Scheme: Studio 1 EOM 4 Homework: Studio 1 workbook p</p>	<p>-Using à + definite articles -Using “il faut” -Revisiting partitive articles du/de la/des -Using the near future IP: Healthy living poster SA: End of Module 5 test (Studio 1) Mark Scheme: Studio 1 EOM 5 Homework: Studio 1 workbook p</p>	<p>Mark Scheme: Studio AQA higher EOM3 Homework: Pearson GCSE Revision workbook & practice + Collins AQA GCSE revision. Target 9 Reading & Writing</p>	<p>Mark Scheme: Studio AQA higher EOM5 Homework: Pearson GCSE Revision workbook & practice + Collins AQA GCSE revision</p>	
HT5	<p>Topic: Les vacances Skills: Describing a holidays Content to cover -Holiday destinations -Holiday habits (destination, accommodation & what activities) -Getting ready for holiday -Past holiday (destination, accommodation & activities) -Holiday plans (destination, accommodation & activities) -Dream holiday Grammar -Using “nous form of aller & faire in the present tense” -Using reflexive verbs -Using the past tense -Near future tense -Using “Je voudrais + infinitive” IP: Reading comprehension Mark Scheme: Homework:</p>	<p>Topic: Spécial vacances (From Studio 3 vert Module 4) Skills: using the near future and the conditional tense Content to cover Revising holiday destinations -Revising holiday activities -Adventure holidays -Holiday disasters -Describing levels of fitness Grammar -using question words -Using “Je voudrais + infinitive” -Revisiting the perfect tense -Using the negative -Using present and future IP: Holiday mind map on holiday habits and holiday plans. SA: End of Module 5 test (Studio 1) Mark Scheme: Studio 1 EOM 5 Homework: Studio 1 workbook p</p>	<p>Topic: Sous influence Skills: Using a combination of tenses IP: -Reading and responding- Exampro topic test -Writing about healthy living including content from HT4 Content to cover -Discussing vices Grammar -Using present, past and future -Using time phrases (past, present and future) SA: End of Module 3 test Mark Scheme: Studio AQA higher EOM3 Homework: Pearson GCSE Revision workbook & practice + Collins AQA GCSE revision</p>	<p>Topic: Au college Skills: use of subject pronouns third person singular and plural. Use of imperative IP: -Mind map & writing on Comparing school systems in England and France -Listening & reading – Exampro topics Content to cover -School subjects and expressing preferences -Revisiting time and talking about school day -School rules -Difference between school systems Grammar SA: End of Module 6 test Mark Scheme: Studio AQA higher EOM6 Homework: Pearson GCSE Revision workbook & practice + Collins AQA GCSE revision</p>	<p>Topic: Preparation for public exam Skills: -Reading and listening exam techniques -Confidence in writing -Catch up on content missed</p>
HT6	<p>Topic: On prépare les oraux Skills: practicing their speaking skills on topics covered IP: Students engage in active speaking activities in pairs, one-to-one with teacher FA: Learning how to prepare and respond to questions for the General conversation and photocard exam Mark Scheme: N/A</p>	<p>Topic: On prépare les oraux Skills: practicing their speaking skills on topics covered IP: Students engage in active speaking activities in pairs, one-to-one with teacher FA: Learning how to prepare and respond to questions for the General conversation and photocard exam Mark Scheme: N/A</p>	<p>Topic: On prépare les oraux Skills: practicing their speaking skills on topics covered IP: Students engage in active speaking activities in pairs, one-to-one with teacher FA: Learning how to prepare and respond to questions for the General conversation, photocard and role-play exam Mark Scheme: AQA GCSE speaking MS</p>	<p>Topic: On prépare les oraux Skills: practicing their speaking skills on topics covered IP: Students engage in active speaking activities in pairs, one-to-one with teacher FA: Learning how to prepare and respond to questions for the General conversation, photocard and role-play exam Mark Scheme: AQA GCSE speaking MS Homework: Complete speaking booklets.</p>	



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	Homework: Complete speaking booklets.	Homework: Complete speaking booklets.	Homework: Complete speaking booklets.		
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CURRICULUM INTENT

1. Description

This curriculum has the following key characteristics:

- It recognises that there are varying levels of abilities with each student working to achieve a specific minimum target grade, therefore, enables students to access the learning regardless of ability. And this is achieved with the provision of knowledge organisers and sentence builders
- It places the emphasis on skill practice by ensuring key skills are recycled with every content taught and for every year of pupils' secondary learning.
- Emphasis is placed upon acquiring information for future use by way of careful selection of the content we teach. Three important factors underpin our decision making: **interest, engagement** and **relevance**. In addition, we make opportunities for pupils to practice the skills and content to bring about the needed change in long term memory.
- It measures progress by how much of the subject a pupil has learnt given their starting point. And this is measured by their ability to meet the key DPR objectives for their specific pathway.

2. Broad and balanced curriculum

This curriculum ensures the provision helps the spiritual, moral, social and cultural development of our students. This is done through carefully selected content based on the national curriculum for languages and covering a breadth of topics, which are relevant to the daily realities of our pupils and which give them the cultural capital needed. Example of topics involve:

3. What do we want our people to do by the time they leave school?

This curriculum is designed with the long term in mind. We want our pupils to develop as language learners by acquiring the necessary skills to enable them to go on and learn other languages in the future. This is one of the objectives that underpin the rational curriculum for languages.

We live in a rapidly changing world where communities and cities have become ever more multicultural and the need to understand and live with other cultures is greater. Employment market has become more and more competitive, so language skills are sought after now more than ever before.

4. Organisation and sequencing of learning

Learning is sequenced long-term by ensuring that contents and skills are revisited and built upon right from year 7 through to year 11, ensuring that when students arrive at their GCSE they are fully confident in the skills and content they are going to be assessed for. Learning is also organised weekly and half-termly by ensuring a logical sequence and link between modules and lessons, to help our pupils make use of prior knowledge to easily access future learning.

5. Developing pupils' knowledge, understanding, skills and attitude to learning

Teachers have produced comprehensive knowledge organisers and sentence builders for all topics and accessible to students in lesson. Adherence to the school "no hands up" policy means that we adopt an inclusive teaching style whereby all pupils in the classroom are included in the learning process. Targeted questioning, thinking time and paired discussion form parts of the broader strategy for teaching and learning in the department.

6. Planning for progress

To ensure that students make good progress from their starting point, we ensure pupils can access the work by means of differentiation while at the same time providing a good level of challenge for all abilities. Pupils have access to a comprehensive knowledge organiser and sentence builders to foster independence and improve their confidence regardless of their ability. Sequencing of lessons also supports the progress of all students.

7. How successful is the curriculum for languages @ compass?

The curriculum for languages is successful in that it allows pupils to acquire the knowledge they need for the next stage of their learning and this is apparent in what pupils are able to do now and in the growing confidence among pupils.

It allows students to achieve **greater depth** in grammar: our pupils are taught to identify and use tenses or other structures which convey the present, past and future, use and manipulate a variety of key grammatical patterns, develop and use a wide-ranging and deepening vocabulary and use accurate grammar and punctuation. And in **linguistic competence**: We teach our pupils to listen to a variety of forms of spoken language to obtain information and respond appropriately, transcribe words, short sentences, express and develop ideas clearly with increase accuracy in writing, read and show comprehension of original and adapted and write using an increasingly wide range of grammar and vocabulary.

It prepares pupils well and provides a good basis for them to study a language at KS5 if they choose to do so.

8. The evidence base for curriculum decision, assessment, workload and data.



9. Innovative curriculum

In designing this curriculum, we have innovation in mind and some of the ways we show innovation is through the use of digital platforms such as Seneca, Quizlet, Blooket, languagesonline etc. These platforms foster pupils' independence, allow teacher to tailor work to pupils' needs, cater for different learning styles and allow pupils to practice the important skills. Another way in which the curriculum shows innovation is learning about different cultures. There are built in opportunities to make cultural links when appropriate and using authentic material. In the same way, the curriculum also shows that we value diversity by using material and sources from different background (religious, ethnic, sexual, racial, etc). We also want to stay up-to-date in our teaching practice so we make connections between theory and practice and some the ways we do so is through the use of formative assessment, reducing cognitive load through the use knowledge organisers and sentence builders, knowledge recall. We have also opted a model of curriculum design which is a blend of the learner-centred and problem-centred models. Learner-centred because we recognise that each pupils is an individual so we adopt an inclusive approach with a broad range of strategies and resources to involve all pupils in learning processes. And we do so by making knowledge organisers and sentence builders available to all, by using yellow background and images so SEND pupils can access the work, by differentiating the tasks through pathways, by building formative assessment in learning processes to teacher can address misconception and ensure all pupils are making expected progress. Problem-centred because we identified that low attainment was attributable to lack of vocabulary as students did not spend enough time practising their vocabulary independently, so Knowledge organisers and sentence builders focus not only on topic-related content but recycles generic vocabulary and grammatical concepts with every topic therefore giving pupils greater exposure to those important parts of language.



