

Curriculum Summary Document

Year 7 French

<p><i>Words in italics won't be on the website but it is important to consider them when producing this document for the website.</i></p>	<p>What will I learn?</p> <p><i>What topics, knowledge and skills do we cover?</i></p>	<p>How will I learn it?</p> <p><i>What lesson activities and learning and assessment strategies are used? Assessment will ensure that students have gained the knowledge by the relevant endpoint.</i></p> <p><i>Don't make this one further detail about what they will learn. Keep the focus on <u>how</u> they will.</i></p>	<p>Why is it important that I learn this?</p> <p><i>What is the purpose of learning this knowledge and skills? (This will link to the curriculum ambition.)</i></p>	<p>Why am I learning this now?</p> <p><i>How does this build on prior learning (inc.KS2)? How does it support future learning in the curriculum (inc. on to A level)? How does it connect with other subjects where relevant?</i></p>
<p>Module 1: La Rentrée (back to school)</p>	<p>The French sound system (phonics)</p> <p>Greetings and introductions</p> <p>Describing siblings and personality</p> <p>Describing a classroom</p> <p>Talking about likes and dislikes</p> <p>Saying what you do</p> <p>The verbs <i>avoir</i> and <i>aimer</i></p> <p>Infinitive verbs</p>	<p>Listening and Reading comprehension activities</p> <p>Paired speaking activities</p> <p>Pronunciation drills and repetition</p> <p>Translation into English and into French</p> <p>Grammar activities</p> <p>Writing practice following a model text or sentence builder</p>	<p>A focus on phonics allows students to decode how to pronounce French words, even as they encounter new words in their later learning</p> <p>Students learn basic elements of sentence structure such as verb formation, the concept of grammatical gender, and word order. As they continue to improve their grammar knowledge, they will build on this basic sentence structure.</p> <p>Students learn to communicate naturally through a range of speaking activities</p>	<p>For students who have experience of French from primary school, this Module uses familiar vocabulary items (<i>bonjour, frère, une table...</i>) to focus on fundamental elements of language learning such as phonics and sentence structure. For students who did not study French in primary, this Module introduces a range of basic words and phrases alongside these skills.</p> <p>Skills which students will later use at GCSE are introduced in this Module, such as translation and describing a photo.</p>
<p>Module 2: En classe (in class)</p>	<p>Telling the time</p> <p>Giving opinions about school subjects</p> <p>Describing school uniform using colours</p>	<p>Listening and Reading comprehension activities</p> <p>Deducing meaning through cognates</p>	<p>Students learn how to give a range of positive and negative opinions on a familiar topic (school subjects). This gives</p>	<p>School is a topic which is directly relevant to students' lives. Many school subjects are cognates meaning that</p>

	<p>(including adjective placement and agreement)</p> <p>Describing a school day</p> <p>Comparing schools in France and the UK</p>	<p>Paired speaking activities</p> <p>Pronunciation drills and repetition</p> <p>Translation into English and into French</p> <p>Grammar activities</p> <p>Using authentic materials (French school website information)</p> <p>Practising listening skills through video interviews</p>	<p>them the tools they need later to give opinions on a variety of topics</p> <p>It is important for students' personal development that they have an awareness of other cultures around the world which they explore through the French school system</p> <p>Students develop their numeracy skills through learning to tell the time in French</p>	<p>students can easily acquire new vocabulary in a familiar context. School is also one of the topics on the GCSE syllabus</p> <p>Giving opinions and reasons is a skill required at all points of study up to A level. Students begin to develop this skill using simple sentence structures with familiar vocabulary in this Module</p> <p>Having learned about infinitive verbs in Module 1, students now learn how to use these familiar verbs in the present tense</p>
<p>Module 3: Mon temps libre (my free time)</p>	<p>Describing the weather</p> <p>Talking what sports and activities you do</p> <p>Sport in French-speaking countries</p> <p>Forming and answering questions</p>	<p>Listening and Reading comprehension activities</p> <p>Deducing meaning through cognates</p> <p>Paired speaking activities</p> <p>Pronunciation drills and repetition</p> <p>Translation into English and into French</p> <p>Grammar activities</p> <p>ICT-based research into French sporting habits and events</p> <p>Interview-style speaking activities</p> <p>Reading and writing French poetry</p>	<p>Through discussion of sports and hobbies, students encounter the verbs <i>jouer</i> (to play) and <i>faire</i> (to do) which are very common verbs in French and with which students need to be familiar</p> <p>Students improve their communication skills by learning how to form questions as well as provide information</p> <p>Students' cultural knowledge is improved through discussion of sport in French-speaking countries</p>	<p>The topic of free time is relevant to students' own lives and contains a lot of cognates, allowing students to easily continue to expand their vocabulary. Free time is also one of the topics on the GCSE syllabus</p> <p>Students use their prior learning of regular verbs in the present tense when they encounter the verb <i>jouer</i> (to play), and build on this knowledge by learning the irregular verb <i>faire</i> (to do)</p> <p>Asking questions is a requirement of the GCSE speaking examination and a key part of students'</p>

				communication skills in French
Module 4: Ma vie de famille (My family life)	<p>Talking about pets</p> <p>Counting to 100 and giving ages</p> <p>Describing different types of family</p> <p>Physical descriptions of people</p> <p>Describing where you live</p> <p>Describing what you eat for breakfast</p> <p>Learning about the French National Holiday (Bastille Day)</p>	<p>Listening and Reading comprehension activities</p> <p>Paired speaking activities</p> <p>Pronunciation drills and repetition</p> <p>Translation into English and into French</p> <p>Grammar activities</p> <p>Numeracy activities in French</p> <p>ICT-based research into French festivals</p>	<p>French numbers are essential to comprehension on a number of topics including prices, times, hotel room numbers etc.</p> <p>The descriptive language taught in this Module is transferrable to a range of topics in a range of different contexts</p>	<p>Students build on their prior knowledge of French adjectives by learning physical descriptions vocabulary</p> <p>Having learned about grammatical gender and ages when learning to describe siblings in Module 1, students now expand their knowledge to cover a range of family members using more descriptive language</p> <p>Family is another topic which is familiar to students and relevant to their lives. It is also a topic on the GCSE syllabus</p> <p>Students will by now have a general understanding of a wide range of grammar points including gender, adjectives, word order and verb conjugation, which they will continue to build on in Year 8 and through to GCSE and A level</p>