

French overview

French		
Year 7	Topic	Programme of Study
Autumn 1	France and learning French	<p>Why This? Learning French is not just about learning the language, but also understanding about the geography and cultures of the countries in which it is spoken. We devote a significant amount of curriculum time to emphasising that French is not spoken solely in France.</p> <p>We have a discrete lesson on cognates to dispel the myth that French is difficult and encourage students to make links with English.</p> <p>Our lesson on “why learn French?” is important given our demographic. Many of our students are from deprived backgrounds and, given our coastal location, they have limited awareness of other cultures and fewer opportunities to travel abroad. In addition, there is a general reluctance amongst some of our parents and students to see the benefit of learning a language and so we try to address these misconceptions early on. However, we must note that we have a disparate cohort, with a number of students coming from more affluent backgrounds. These lessons are equally applicable to them in fostering a love for language and travel.</p> <p>Why Now? It is important for students to have the cultural context of the language, before they start learning it and through discussing the benefits of learning a language, they will be more engaged and motivated.</p> <p>Key Knowledge The geography of France The names of French speaking countries What is a cognate and false friend The benefits of learning a language</p> <p>Key Vocabulary francophone / la Francophonie Cognate False friend Transferable skills</p> <p>Sources See department resources folder on SOL</p> <p>Curriculum Assessment tasks N/A</p> <p>Personal Development links Transferable skills and links to future careers</p> <p>SMSC Remembrance Day Map of France French speaking countries</p>

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Autumn 2	The Basics	<p>Why This? Our next lessons teach students the basics, so that they get a functional knowledge of French with an expectation that they can ask and answer questions in the target language. By being able to use these basic phrases, students have the ability to introduce themselves in a French speaking country.</p> <p>A series of TL phrase starters reinforce the requirement that our students speak French as much as possible during our lessons and increase their confidence and independent use of the language.</p> <p>Phonic Focus – throughout the module we highlight the pronunciation of different letter strings, in order that students can start to work out the pronunciation of words independently. Learning the alphabet at this stage further supports this.</p> <p>Why Now? To motivate students by seeing they can hold a basic conversation and providing them with some staples like numbers and alphabet, which will allow them to access further topics. We teach the alphabet now to aid pronunciation, but also to enable students to spell names and understand words spelt out to them. Learning numbers allows them to give and understand ages and this knowledge of numbers is needed to be able to give dates, therefore we now also teach days of the week and months. We then link this to the teaching of seasons and birthdays. Teaching seasons links nicely in to discussing the weather, which is important for when on holiday. Finally, we discuss where you live, which gives us the opportunity to revisit compass points and types of weather and seasons.</p> <p>Key Knowledge Relevant vocabulary and phonics</p> <p>Key Vocabulary Greetings and how you are feeling (<i>Bonjour, bonsoir, ça va?</i>) Name and alphabet (<i>Je m'appelle, comment ça s'écrit?</i>) Numbers up to 31 and age Days of the week (<i>lundi, mardi.....</i>) Months (<i>janvier, février</i>) Seasons (<i>le printemps, l'été, l'automne, l'hiver, la saison</i>)</p> <p> Birthday (<i>mon anniversaire</i>) Weather and compass points (<i>il y a du soleil, il pleut etc le nord, le sud</i>) Where you live (<i>J'habite, au bord de la mer, à la campagne</i>)</p> <p>Sources See department resources folder on SOL</p> <p>Curriculum Assessment tasks Speaking assessment Weekly vocabulary learning test</p>
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		<p>Personal Development links</p> <ul style="list-style-type: none"> • Literacy skills including speaking with an appropriate register and improved English grammar and vocabulary • Attention to detail • Communication skills • Highly developed listening skills • Ability to perform well under pressure • Developed memory skills • Problem solving / logical thinking – can see and apply patterns • Creative thinking • “Think on your feet” <p>SMSC Christmas traditions in France</p>
Spring 1	School	<p>Why This? We teach school because it is a relevant accessible topic to year 7. It also lends itself well to teaching opinions and reasons, which allows our students to start using more complex sentences containing connectives. Being able to give and justify opinions is essential for expressing yourself and students will be required to do this, whatever the topic area. In introducing “je voudrais” at this point, students are able to express future intentions, adding further complexity to their range of language. It is also a useful phrase when on holiday and in the classroom. They will also see this in many future topics.</p> <p>Why Now? Expressing opinions and giving reasons for them ensures progression from short, simple statements to extended answers that allow the students some choice over what they say. When teaching the school subjects, we teach the definite article which introduces gender, a key grammatical point that is essential to understand early, as it underpins so much of the grammar they will learn. Moreover, we teach about articles now, as every noun requires one, unlike English. At this point, we teach students how to use a French dictionary in order that they can independently find words and their gender. Teaching numbers 31-69 allows us to make links with numbers 1-30 and equip our students with the knowledge to give and understand the time and to describe their timetable. Numbers and times need to be taught early, as they come up in many subsequent topics.</p> <p>Key Knowledge Relevant vocabulary, phonics and grammar (3 pillars of essential language knowledge)</p> <p>Key Vocabulary</p>

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		<p>School subjects (<i>l'anglais, les maths, les sciences.....</i>) Opinions (<i>J'aime, je n'aime pas, j'adore, je déteste.....</i>) Connectives (<i>et, mais, cependant, car, parce que</i>) Reasons for opinions (<i>c'est intéressant, c'est marrant.....</i>) Numbers up to 69 Telling the time phrases (<i>Il est une heure, et quart, et demie, moins le quart</i>) Definite article (<i>le/la/l'/les</i>) Gender (<i>masculine, feminine</i>) Intensifiers (<i>trop, vraiment, très, assez, un peu.....</i>) Conditional tense (<i>je voudrais</i>)</p> <p>Sources See department resources folder on SOL</p> <p>Curriculum Assessment tasks Listening, reading and writing tasks. Weekly vocabulary learning tests</p> <p>Personal Development links</p> <ul style="list-style-type: none"> • Literacy skills including speaking with an appropriate register and improved English grammar and vocabulary • Numeracy skills – numbers and telling the time • Attention to detail • Communication skills • Highly developed listening skills • Ability to perform well under pressure • Developed memory skills • Problem solving / logical thinking – can see and apply patterns • Creative thinking • “Think on your feet” <p>SMSC Comparing the school systems World Book Day</p>
Spring 2	Family	<p>Why This? Teaching family, is yet another topic which is relevant to our students and would be a point of discussion in conversation with native speakers. Furthermore, it allows them to move away from just talking in the first person singular, as we teach the third person singular and plural form of the verb.</p> <p>Why Now? Having seen the definite article, discussing family members allows us to now look at the indefinite article and revisit the idea of gender. We now also introduce how to say “my”, meaning that students can accurately use nouns, with the correct article or possessive adjective in front of them.</p>

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		<p>At this point we explicitly teach the negative with “avoir”. This links with other negative phrases they have learnt, but also allows us to progress with the article changing to “de”. Being able to use the negative means students can access a greater variety of language, in order to be able to say what they want. This is also an appropriate time to introduce plural nouns.</p> <p>Key Knowledge Relevant vocabulary, phonics and grammar (3 pillars of essential language knowledge)</p> <p>Key Vocabulary Siblings and parents (<i>un frère, une soeur, un demi-frère, mes parents</i>) Indefinite article (<i>un/une</i>) My (<i>mon/ma/mes</i>) The negative (<i>ne...pas</i>) Plural nouns 3rd person singular and plural forms of the verb</p> <p>Sources See department resources folder on SOL</p> <p>Curriculum Assessment tasks Weekly vocabulary learning tests</p> <p>Personal Development links</p> <ul style="list-style-type: none"> • Literacy skills including speaking with an appropriate register and improved English grammar and vocabulary • Attention to detail • Communication skills • Highly developed listening skills • Ability to perform well under pressure • Developed memory skills • Problem solving / logical thinking – can see and apply patterns • Creative thinking • “Think on your feet” <p>SMSC April Fools’ Day Easter</p>
<p>Summer 1</p>	<p>Personality</p>	<p>Why This? Discussing personality is a context in which to teach the verb être, a high frequency verb that will be used in many future topics. Furthermore, through knowing the verb être, students will know the subject pronouns and be able to use them with future verb paradigms. The context of personality means we can revisit family members and now develop the information we can provide about them.</p> <p>Why Now?</p>

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		<p>Teaching feminine adjectival agreement revisits the idea of gender and enables students to use this rule independently when they come across new adjectives. Adjectival agreement feeds into the next topic of physical description. Another grammar point revisited in this topic is the negative. By the end of year 7, we need students to be confident with the use of ne...pas and this topic allows us to use it in another context.</p> <p>Key Knowledge Relevant vocabulary, phonics and grammar (3 pillars of essential language knowledge)</p> <p>Key Vocabulary Personality adjectives (bavard, branché...) Subject pronouns (<i>je, tu, il, elle, on, nous, vous, ils, elles</i>) Verb être Feminine adjectival agreement</p> <p>Sources See department resources folder on SOL</p> <p>Curriculum Assessment tasks Grammar and translation task Weekly vocabulary learning tests</p> <p>Personal Development links</p> <ul style="list-style-type: none"> • Literacy skills including speaking with an appropriate register and improved English grammar and vocabulary • Attention to detail • Communication skills • Highly developed listening skills • Ability to perform well under pressure • Developed memory skills • Problem solving / logical thinking – can see and apply patterns • Creative thinking • “Think on your feet” <p>SMSC Easter (depending when it falls)</p>
<p>Summer 2</p>	<p>Physical description</p>	<p>Why This? By being able to say what themselves and others look like, students will be able to give fuller descriptions meaning they can write and speak at greater length with a wider range of language.</p> <p>Why Now? Having studied feminine adjectival agreement in the previous topic, students now move onto plural adjectival agreement and learn the rule about the position of adjectives. Furthermore, they can apply their learning about the verb</p>

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<p>Summer 2</p>	<p>Café</p>	<p>être to the verb avoir. Students also get to revisit the verb être when discussing height and weight. Once again, we revisit the negative ne.. pas in this new context.</p> <p>Key Knowledge Relevant vocabulary, phonics and grammar (3 pillars of essential language knowledge)</p> <p>Key Vocabulary Avoir Physical description nouns and adjectives (<i>les cheveux, les yeux, grand, petit, les lunettes.....</i>) Plural adjectival agreement The negative (<i>ne...pas</i>)</p> <p>Sources See department resources folder on SOL</p> <p>Curriculum Assessment tasks Weekly vocabulary learning tests</p> <p>Personal Development links</p> <ul style="list-style-type: none"> • Literacy skills including speaking with an appropriate register and improved English grammar and vocabulary • Attention to detail • Communication skills • Highly developed listening skills • Ability to perform well under pressure • Developed memory skills • Problem solving / logical thinking – can see and apply patterns • Creative thinking • “Think on your feet” <p>SMSC French Revolution Tour de France (if time permits)</p> <p>Why this? Teaching prices enables us to revisit numbers 1-60 and then study numbers up to 100. It also allows us to revisit the indefinite article.</p> <p>Why now? Teaching this right before the summer holidays means that any student going to a French speaking country could take part in transactional conversations in a café / restaurant scenario. It provides the opportunity to finish the Year 7 curriculum with</p>
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French overview

a real life context that we hope motivates students to see their study of French as a living language that can be used beyond the classroom.

Key Knowledge

Relevant vocabulary, phonics and grammar (3 pillars of essential language knowledge)

Key Vocabulary

Numbers 1-100

Euro

Indefinite article (*un/une*)

Food and drink vocabulary (*un sandwich au fromage, des frites, un coca.....*)

Café role-play phrases (*la carte, je voudrais, l'addition*)

Sources

See department resources folder on SOL

Curriculum Assessment tasks

Weekly vocabulary learning tests

Personal Development links

- Literacy skills including speaking with an appropriate register and improved English grammar and vocabulary
- Numeracy (prices)
- Attention to detail
- Communication skills
- Highly developed listening skills
- Ability to perform well under pressure
- Developed memory skills
- Problem solving / logical thinking – can see and apply patterns
- Creative thinking
- “Think on your feet”