



# FRENCH

Curriculum Map (Years 7-11)

## Intent Statement

Our department is committed to creating and developing enthusiastic learners who are not only effective independent thinkers but also collaborative workers. Communication is at the heart of everything we do, and our pupils are encouraged to use their language skills to take risks. They develop informed opinions and gain an insight into cultural differences enabling them to challenge preconceptions and be global citizens. Our curriculum focuses on learning, rather than teaching; we want pupils to reflect on and enhance their skills, ask questions and enjoy challenge. Our learners are encouraged to extend their skills beyond the classroom in order to better prepare them for life after Bishop Vesey's Grammar School.

Within the MFL department at Bishop Vesey's Grammar School we actively promote the key values of mutual respect, democracy, the rule of law and individual liberty. Within MFL lessons we aim to create a safe and trustworthy environment in which every student feels comfortable to learn about, debate and reflect on the countries where the language they study are spoken. Students are encouraged to appreciate the need for tolerance and injustice throughout the world and, in turn, develop an understanding of what it means to be a global citizen. As well as studying the culture and customs of these countries, our students also come to understand and value the rule of law and their democratic systems.

		MICHAELMAS TERM	LENT TERM	SUMMER TERM
KEY STAGE 3	Year 7 and Year 8 for 2022	<p>Introductions; pronunciation (phonics); family, likes and dislikes, describing yourself; colours; numbers; time, clothing, school uniform, subjects, the school day.</p> <p><b>Grammar:</b> Using the verb avoir. Using the verb aimer + the definite article. Using adjective agreement. Understanding infinitives and regular -er verbs. Using adjectives after nouns. Using new -er verbs.</p>	<p>Weather; seasons; sport and hobbies; animals; family; where you live; breakfast.</p> <p><b>Grammar:</b> Jouer à, using the verb faire; using cognates and context; using aimer + infinitive. Using possessive adjectives my and your. Using the nous form of -er verbs. Using the partitive article.</p>	<p>Places in a town or village; invitations; ordering food and drinks and talking about future plans/activities.</p> <p><b>Grammar:</b> Using the verbs aller and vouloir. Using the tu and vous forms of the verb. Use of near future.</p>



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	<p><b>Year 8</b></p>	<p>School holidays; describing a visit to a theme park; festivals and celebrations; likes and dislikes; using transactional language</p> <p><b>Grammar:</b> Re-cap of etre and avoir. Using the perfect tense of regular –er verbs. Using perfect tense of verbs that take etre. Re-cap of present tense with –er and –ir verbs. Re-cap of future tense</p>	<p>Talking about celebrities and TV programmes; talking about digital technology, arranging to go to the cinema; talking about leisure activities; where you live; weather, helping at home; daily routine; moving house.</p> <p><b>Grammar:</b> Using singular and plural adjective agreement. Forming and answering a range of questions. Using negatives. Spotting synonyms. Negative and possessive adjectives. Using pouvoir plus infinitive. Expressions of quantity (with de). Using reflexive verbs. Using irregular adjectives. Using three tenses in writing.</p>	<p>Sports; opinions about sports; asking the way and giving directions; talking about injuries and illness.</p> <p><b>Grammar:</b> Using jouer à and faire de. Using the comparative. Using the imperative. Using Il faut.</p>
	<p><b>Year 9</b></p>	<p>Likes and dislikes. Talking about after school clubs and activities. Describing your friends. Describing birthday celebrations. Discussing what you are going to wear. Talking about what you want to do when you are older and what things will be like in the future.</p> <p><b>Grammar:</b> Using aimer, adorer, détester + indefinite article + noun/+ infinitive.</p>	<p>Music; describing what you used to be like; comparing your primary and secondary schools; talking about how things have changed; interviewing a young refugee; talking about food; describing a photo; animals; plastic and the environment.</p> <p><b>Grammar:</b> Using direct object pronouns. Using the imperfect tense. Using the comparative. Using the present and</p>	<p>Discussing where you would like to go; discussing impressive sites and monuments; excursions, francophone countries</p> <p><b>Grammar:</b> Understanding how to use perfect and imperfect tenses along with near future and simple future tenses.</p>



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		Re-cap of perfect and near future. Using pouvoir and devoir. Modal verb. Asking questions in past, present, future.	imperfect together. Using the conditional. Expansion of comparative to include superlative.	
KEY STAGE 4	Year 10	Who Am I? Leisure and Past times	Festivals and Celebrations Where people live	Holidays
	Year 11	School Work	The environment	Exams / Study leave