



## French Key Stage 3 Curriculum

	Topic/Big Question	Focus	National Curriculum
Year 7	<b>Quelles sont les choses importantes de ta salle de classe?</b> What are the main items in your classroom?	<b>Unit 1 Introducing myself</b> In this module, students learn a range of expressions to introduce themselves and say how they are, how to pronounce the French alphabet, to count up to 30, name the items in their classroom, understand classroom instructions and use masculine, feminine and plural articles and nouns. Students also learn days of the week and months of the year so they can discuss dates and birthdays.	GV 1, 2, 3, 4 / LC 1, 2, 3, 4, 5, 6, 7, 8
	<b>Qu'est qu'on peut faire dans ta ville?</b> What can you do in your town?	<b>Unit 2 Where I live</b> During this section, students are introduced to some French towns and traditional markets, describe the area they live in + some of <b>Unit 7</b> to describe places in town (C, E, F) and local amenities, plus the verb "aller" to explain where they go in town.	GV 1, 2, 3, 4 / LC 1, 2, 3, 4, 5, 6, 7, 8
	<b>Comment est ta famille?</b> What is your family like?	<b>Unit 3 My family, friends and my home.</b> Students learn to describe family members, the verb 'avoir' and how to say 'my' and 'your'. They explore different types of homes in France and French-speaking countries and learn to describe rooms of the house, their belongings, how to say there is/are, prepositions, numbers up to 70. Students will also explore French fashion and describe their clothes (5F).	GV 1, 2, 3, 4 / LC 1, 2, 3, 4, 5, 6, 7, 8
	<b>Quel est ton animal préféré et pourquoi?</b> What is your favourite animal and why?	<b>Unit 4 Pets.</b> This topic enables students to learn a range of animals and how to describe them including colours and adjective agreement, negatives, plurals. They also learn how to ask formal and informal questions. + <b>Unit 5</b> Students learn the verb 'etre' + personal descriptions (5F) plus items of clothing (5G) + adjectives to describe personality.	GV 1, 2, 3, 4 / LC 1, 2, 3, 4, 5, 6, 7, 8
	<b>Quels sont les meilleurs sports à faire en hiver et en été?</b> What are the best sports to do in winter and summer?	<b>Unit 6 Weather &amp; hobbies.</b> In this module (A&C+E), students are introduced to a range of regular -er verbs to describe the sports they and others play and where and when they play them. Time permitting, they learn the verb "faire" (10A) to describe the sports they do and explore some new sports that are popular in France.	GV 1, 2, 3, 4 / LC 1, 2, 3, 4, 5, 6, 7, 8

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<b>Year 8</b>	How can you be responsible consumers? Unit 1 <b><i>En ville</i></b>	In this unit students will learn about the different activities in town with a focus on where, what and how to buy food and drinks. They will learn about shopping by exploring the vocabulary related to shops, food and drinks. They will revise the partitive articles " du/de la/ de l/ des" and negative form. They will also revise regular -ER verbs and learn and use new -IR and -RE verbs. They will enhance their knowledge on quantities and numbers up to 1000.	GV 1, 2, 3, 4 / LC 1, 2, 3, 4, 5, 6, 7, 8
	Why is routine important in your lives? Unit 3 <b><i>De jour en Jour</i></b>	This topic will allow pupils to discuss school life in France. They will be introduced to a range of school subjects, using the verbs "apprendre" and "comprendre". They will be able to make comparisons and express opinions on the subject(s) they like and dislike. Moreover, they will study reflexive verbs with the view of describing their daily routines, as well as the verbs "lire", "dire" and "écrire" to explain what they do at school. They will also use the verb "vouloir" + infinitive to describe the kind of activities they want or do not want to do outside of the school environment.	GV 1, 2, 3, 4 / LC 1, 2, 3, 4, 5, 6, 7, 8
	How is the French lifestyle different from the English one? Unit 5 <b><i>Bon appétit!</i></b>	This unit focuses on cafés in France and using the perfect tense to talk about actions in the past. Students will learn the irregular verb "boire" and express opinions about what they like or not to drink. They will be introduced to the "passé composé" with "avoir" and the time phrases related to that tense. They will also learn an extensive list of irregular verbs in the perfect tense as well as using negative form of the perfect tense. Students will discuss menus, express likes and dislikes, and order a meal.	GV 1, 2, 3, 4 / LC 1, 2, 3, 4, 5, 6, 7, 8
	Why is travelling essential in developing tolerance? Unit 6 <b><i>En voyage</i></b>	Pupils will discuss travel plans and revise the 24-hour clock. They will practise vocabulary related to travelling. They will understand and ask for rail information, describe a journey and a day out. They will also revise the present tense of "être" and will be introduced to the past tense with "être", which will allow them to talk about a journey in the past and practise creative writing.	GV 1, 2, 3, 4 / LC 1, 2, 3, 4, 5, 6, 7, 8

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Year 9	<b><i>What defines you as an individual?</i></b> (Unit 3)	Leisure activities are important and enjoyable, especially whilst considering who you want to be as a person. They allow us to develop new skills, be creative, learn new things and grow as an individual. In this section students talk and express opinions about leisure activities, TV programmes, cinema and books. They do so by using comparative adjectives, expression of time, the imperfect and present tense.	GV 1, 2, 3, 4 / LC 1, 2, 3, 4, 5, 6, 7, 8
	<b><i>Is making plans for the future an important skill?</i></b> (Unit 5)	Making plans can be fun, but it is also about making choices and taking more responsibilities. What is important to take into account when planning a family activity or a day out with friends? In this section students learn to talk about leisure activities, theme parks in France, hotel facilities, modes of transportation and weather forecast whilst using the future tense and the pronoun [y].	GV 1, 2, 3, 4 / LC 1, 2, 3, 4, 5, 6, 7, 8
	<b><i>What does it mean to be part of la francophonie?</i></b> (Unit 1)	The francophone world is wide and diverse. In this section special attention is given to French Guyana. Students will learn about the french-speaking world and reflect about their own personal background: how to talk about technology, the internet and learn to talk about personal information, relationships, families and friends. This is done by using adjectives, qualifiers and reflexive verbs.	GV 1, 2, 3, 4 / LC 1, 2, 3, 4, 5, 6, 7, 8
	<b><i>How is History reflected in architecture and sights?</i></b> (Unit 2)	When learning about a new city or town, we are drawn towards sights of historical significance (i.e. monuments, museums, squares, etc...). In this section we talk about places in a town or a city, travelling by metro and understanding tourist materials with a special emphasis. This is done by using the perfect tense with "avoir" and "etre" (both in the affirmative and the negative forms), expression of past time and by answering questions.	GV 1, 2, 3, 4 / LC 1, 2, 3, 4, 5, 6, 7, 8
	<b><i>What does it mean to be healthy nowadays and what might be the obstacles to achieve it?</i></b> (Unit 7)	In this section students talk about healthy eating, lifestyles and general fitness. In doing so they use the "depuis" with the present tense, the imperative, reflexive verbs and some expressions with the verb avoir.	GV 1, 2, 3, 4 / LC 1, 2, 3, 4, 5, 6, 7, 8