



INTEGRITY • COMMITMENT • RESPECT

ST JOHN'S  
SCHOOL

(Languages: French)

### Year 7 – 11 Curriculum rationale



With Languages you will go **FAR**



Fluent

Aware

Ready

Curriculum intent: With Languages you will go F.A.R (Fluent, Aware, Ready)

In Languages there is a constant focus on literacy, grammar and written skills; speaking and listening; reading and translation; phonics and vocabulary

	Autumn	Spring	Summer
Year 7	In the first term students will learn how to: Give their name, age and birthday Describe themselves and others including where they live	In the second term students will learn how to: Describe their personality and the personality of others. Explain how they get on with people Describe jobs that people do and whether they like them. Describe pets that they have or others have	In the third term students will learn how to: Compare themselves to others and compare members of the family. Describe their tastes in food and drink Describe what they have in their school bag
Why?	We want them to learn vocabulary, including: Numbers, months, adjectives to describe and countries We want to introduce the key French structures such as: <b>J'ai</b> ( I have) <b>Je suis</b> (I am) <b>il/elle est</b> (he/she is) and <b>il / elle a</b> (he/she has) <b>mon/ma</b> (my) to introduce the concept of gender and also learn that adjectives go after a noun These are the very foundation building blocks of the language	We want them to learn vocabulary, including: Further numbers, family members, adjectives for personality, jobs, pets We want students to further embed the key French structures such as: <b>j'ai, je suis, il/elle est, il/elle a, mon/ma</b> (my) We want to introduce them to further structures such as: <b>Il y a</b> (there is/are) <b>car</b> (because) so that they can give reasons the comparative <b>plus que/moins que</b> (more/less than) so that they can compare <b>je m'entends</b> (I get on with) negative constructions such as: <b>je n'ai pas</b> (I don't have), New verbs such as <b>je/il/elle travaille</b> (work)	We want them to further embed the vocabulary, including: family, pets and adjectives to describe We want them to learn vocabulary, including: food and items in a school bag. We want students to further embed the key French structures such as: <b>j'ai, je suis, il/elle est, il/elle a, mon/ma</b> and further practice on adjective agreement for masculine and feminine We want to introduce them to further structures such as: <b>j'aime</b> (I like), <b>parce que</b> (because) for linking purposes. <b>ils / elles sont</b> (they are) including combining these with <b>parce que</b> the comparative <b>plus que/moins que</b> (more/less than) so that they can compare Further negative constructions <b>il n'y a pas</b> (there isn't / aren't) <b>je n'aime pas</b> (I don't like)
How parents / carers can support	Parents/carers can support by practising vocabulary and phonics with their child and helping them to research the Geography of France and Christmas traditions. Looking at a map of France and talking	Parents/carers can support by practising vocabulary and phonics with their child and helping them to research Easter traditions and famous French people. Watching French video clips or films would also support them.	Parents/carers can support by practising vocabulary and phonics with their child and helping them to research family life in France and French food. Trying French dishes at home would

	through your experience of visiting France would also support them.		also support them. Parents/carers could really support by organising a trip to France.
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 8</b>	In the first term students will learn how to: Describe their meals and the clothes that they wear under different conditions. They will also describe the free-time activities they do under different weather conditions	In the second term students will learn how to: describe their life at home and their daily routine. They will also describe holiday plans.	In the third term students will learn how to: describe their town, activities they have done and activities they plan to do
Why?	We want them to learn vocabulary relating to mealtimes, weather, activities and clothes. We want to revise and further embed the food vocabulary and colours with appropriate gender We want students to further embed the key verbs <b>j'aime/j'adore</b> (I like/ I love) together with other verbs. We want to introduce them to <b>jouer/faire/aller/rester</b> (to play/do/go/stay) but with the full paradigm – i.e I,you,he,she,we,they We also want to introduce conditions with <b>quand</b> (when)	We want them to learn vocabulary relating to daily routine, the rooms in a house, activities, countries and holiday activities. We want to revise activities and weather. We want students to further embed <b>j'aime</b> (I like) etc with a variety of verbs. We would also like to further embed <b>il y a</b> (there is/are) We want to introduce them to reflexive verbs and verbs for routine. We also want to introduce the future tense with <b>je vais</b> (I am going to) but also add <b>j'aimerais</b> (I would like to) and <b>ce sera</b> (it will be)	We want them to learn vocabulary relating to places in a town and description of a town. We want to revise activities but also help them to adapt the tenses. We want to further embed the verbs <b>jouer,faire,aller,voir,regarder</b> (to play,do,go,see,watch) in the present tense but then structure the production so that they can use the near future and the perfect tense. We would like to revise <b>il y a / il n'y a pas</b> (there is / isn't) but also introduce <b>on peut</b> (one can) In this way their descriptive ability is fully supported and they are also able to move between tenses before they reach Year 9. They will also have knowledge and practice of all the key structures necessary to start GCSE, should they move to a school that starts GCSE in Year 9.
How parents / carers can support	Parents/carers can support by practising vocabulary and phonics with their child and helping them to research food and drink in Switzerland or Belgium and sport in France. Watching a French sporting event on television or trying Swiss or Belgian dishes would support them as well.	Parents/carers can support by practising vocabulary and phonics with their child and helping them to research life in Paris and holidays in France. Arranging a visit to France would really support a child but a virtual visit or watching a video about Paris would really help.	Parents/carers can support by practising vocabulary and phonics with their child and helping them to research French cities and towns other than Paris and Bastille Day celebrations. Arranging a visit to France would still be very supportive but travel videos, even in English, would really help students to understand about France.

	Autumn	Spring	Summer
Year 9	In the first term students will learn how to: describe their town, activities they have done and activities they plan to do	In the second term students will learn how to: describe a past holiday. They will describe where they went, where they stayed, what they did and what they thought of it.	In the third term students will start the first GCSE French topic. Module 1 – <i>Qui suis-je?</i> (Identity and culture)
Why?	<p>We want them to learn vocabulary relating to places in a town and description of a town. We want to revise activities but also help them to adapt the tenses.</p> <p>We want to further embed the verbs <b><i>jouer, faire, aller, voir, regarder</i></b> (to play, do, go, see, watch) in the present tense but then structure the production so that they can use the near future and the perfect tense.</p> <p>We would like to revise <b><i>il y a / il n'y a pas</i></b> (there is / isn't) but also introduce <b><i>on peut</i></b> (one can)</p> <p>In this way their descriptive ability is fully supported and they are also able to move between tenses at the start of Year 9.</p> <p>They will also have knowledge and practice of all the key structures necessary to start GCSE.</p>	<p>We want them to learn vocabulary relating to holidays including new verbs such as <b><i>louer, goûter, nager, visiter, durer</i></b> to make their vocabulary more appropriate for the GCSE topic of holidays next year. We also aim to reinforce the perfect tense using <b><i>être</i></b> and <b><i>avoir</i></b> and including irregular past participles.</p> <p>We want to embed the language of daily routine extend this by using reflexive verbs in the perfect tense. We also want to allow them to talk about what “we” did using the nous form and add imperfect constructions such as <b><i>c'étaient and il faisait</i></b>, whilst also introducing <b><i>je voudrais</i></b> with the infinitive to express future plans</p>	<p>Revising family and describing people Adjectival agreement The present tense: <b><i>avoir</i></b> and <b><i>être</i></b></p> <p>Talking about family relationships Using reflexive verbs in the present tense Reflexive verbs Possessive adjectives</p> <p>Talking about friends and what makes a good friend Using regular -er verbs in the present tense</p> <p>The present tense: regular -er verbs Adjectival agreement: irregular adjectives</p> <p>Making arrangements to go out Using the near future tense</p> <p>Describing a day out Using the perfect tense</p> <p>Discussing role models Using the present and perfect tenses together</p>
How parents / carers can support	Parents/carers can support by practising vocabulary and phonics with their child and helping them to research French cities and towns other than Paris and Bastille Day celebrations. Arranging a visit to France would still be very supportive but travel videos, even in English, would really help students to understand about France.	Parents/carers can support by practising vocabulary and phonics with their child and helping them to research holiday destinations in the wider French-speaking world. A visit to another Francophone country would be a major advantage to students.	Parents/carers can support by practising vocabulary and phonics with their child and helping them to research famous people from the wider French-speaking world. A visit to another Francophone country would be a major advantage to students.

	Autumn	Spring	Summer
<b>Year 10</b>	Module 2 – <i>Le temps de loisirs</i> (Identity and culture) Module 3 – <i>Jour ordinaires, jours de fête</i> (Identity and culture)	Module 3 – <i>Jour ordinaires, jours de fête</i> (Identity and culture) Module 4 – <i>De la ville à la campagne</i> (Local area, holiday and travel)	Module 4 – <i>De la ville à la campagne</i> (Local area, holiday and travel) Module 5 – <i>Le grand large...</i> (Local area, holiday and travel)
Why?	<p><b>Module 2 – <i>Le temps de loisirs</i> (Identity and culture)</b> Revising sport, music, technology, films and TV Using <i>jouer à</i> and <i>jouer de</i> Using <i>aimer, adorer, préférer</i> and <i>détester</i></p> <p>Using the correct article The verb <i>vouloir</i> Asking questions Using <i>depuis</i> + the present tense The verb <i>faire</i> The position of adjectives Talking about your life online Using the comparative <b>The relative pronoun <i>que</i> ('which')</b> Talking about books and reading Using negatives More practice of the imperfect tense Talking about television programmes <b>Using direct object pronouns (<i>le, la, les</i>)</b> Talking about a night out with friends More on the perfect tense Talking about actors and films <b>Using superlative adjectives</b></p>	<p><b>Module 3 – <i>Jour ordinaires, jours de fête</i> (Identity and culture)</b> Describing your daily life Using <i>pouvoir</i> and <i>devoir</i> Asking questions Shopping for clothes Using <i>quel(s) / quelle(s)</i> and <i>ce / cet / cette / ces</i> Talking about shopping for a special meal Using the present and near future tenses Talking about food for special occasions Using the pronoun <i>en</i> Describing family celebrations Using <i>venir de</i> + infinitive <b>Using past, present and future tenses</b></p> <p><b>Module 4 – <i>De la ville à la campagne</i> (Local area, holiday and travel)</b> Talking about your town, village or neighbourhood and what you can do there Using <i>négatives</i> Using the present tense and the imperfect tense together Revising places in a town and asking the way <i>on peut</i> + infinitive The imperative Using the superlative</p>	<p>Finding out tourist information and asking questions Discussing plans and the weather Using <i>si</i> clauses Using the future tense <b>Describing community projects</b> <b>Using the present, perfect and future tenses</b> <b>Module 5 – <i>Le grand large...</i> (Local area, holiday and travel)</b> Saying what you do and did on holiday Using the present and perfect tenses Dealing with a hotel stay Using the <i>nous</i> form of the verb and <i>notre/nos</i> ('our') <b>Booking and reviewing hotels</b> <b>Using reflexive verbs in the perfect tense</b> Talking about travelling More practice of the comparative <b>Using <i>avant de</i> + the infinitive</b> Ordering in a restaurant Using expressions with <i>avoir</i> <b>Using <i>en</i> + the present participle</b> Talking about holiday disasters Using three time frames <b>Using the pluperfect tense</b></p>

		<b>Using the pronoun y</b> <b>Asking questions using</b> <i>quel/quelle/quels/quelles</i>	<b>Buying souvenirs</b> <b>Using demonstrative adjectives and pronouns</b>
How parents / carers can support	Parents/carers can support by providing their child with an electronic device such as a laptop or desktop PC, so that they can access language gym and sentence builders.com. They can also check that their child is keeping up to date with preparations for the final assessment on google docs. In addition, they could help their child access French television, films and books.	Parents/carers can support by providing their child with an electronic device such as a laptop or desktop PC, so that they can access language gym and sentence builders.com. They can also check that their child is keeping up to date with preparations for the final assessment on google docs. In addition, they could help their child experience French food and maybe organise a visit to a French town.	Parents/carers can support by providing their child with an electronic device such as a laptop or desktop PC, so that they can access language gym and sentence builders.com. They can also check that their child is keeping up to date with preparations for the final assessment on google docs. In addition, they could help their child experience French food and maybe organise a visit to a French town.
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 11</b>	Module 5 – <i>Le grand large...</i> (Local area, holiday and travel) Module 6 – <i>Au collège</i> (School)	Module 7 – <i>Bon travail!</i> (Future aspirations, study and work) Module 8 – <i>Un œil sur le monde</i> (International and global dimension)	
Why?	<b>Module 5 – <i>Le grand large...</i> (Local area, holiday and travel)</b> Saying what you do and did on holiday Using the present and perfect tenses Dealing with a hotel stay Using the <i>nous</i> form of the verb and <i>notre/nos</i> ('our') <b>Booking and reviewing hotels</b> <b>Using reflexive verbs in the perfect tense</b> Talking about travelling More practice of the comparative <b>Using <i>avant de</i> + the infinitive</b> Ordering in a restaurant Using expressions with <i>avoir</i> <b>Using <i>en</i> + the present participle</b> Talking about holiday disasters Using three time frames	<b>Module 7 – <i>Bon travail!</i> (Future aspirations, study and work)</b> Discussing jobs and work preferences The conditional The relative pronoun <i>qui</i> Talking about plans, hopes and wishes Understanding the simple future tense ('will' or 'shall') <b>The perfect infinitive</b> <b>The subjunctive</b> Discussing the importance of languages Using adverbs <b><i>en</i> + the present participle</b> Talking about how you earn money Using the present, perfect and conditional	

	<p><b>Using the pluperfect tense</b>  <b>Buying souvenirs</b>  <b>Using demonstrative adjectives and pronouns</b></p> <p><b>Module 6 – Au collège (School)</b>  Revising school subjects and talking about your timetable  School subjects with aimer / adorer / détester  School subjects with avoir  Talking about your school  Using the pronouns il and elle</p> <p>Comparing school in the UK and French-speaking countries  Using the pronouns <i>ils</i> and <i>elles</i>  Discussing rules and regulations  Using <i>il faut</i> and <i>il est interdit de</i>  Talking about school activities  Recognising and using the imperfect tense</p> <p>Talking about successes at school  Using past, present and future time frames  Talking about getting the best out of school  Using the imperative</p> <p><b>Talking about a school exchange</b>  <b>Using past, present and future timeframes</b></p>	<p><b>Understanding case studies</b>  <b>Using verbs followed by à or de</b>  <b>Complex sentences in the future tense (<i>si, quand, lorsque</i>)</b></p> <p>Discussing work experience  Using the perfect and imperfect tenses</p> <p><b>Module 8 – Un œil sur le monde (International and global dimension)</b></p> <p>Discussing the weather and natural disasters  More on the simple future tense</p> <p>Talking about protecting the environment  Using <i>on doit</i> and <i>on peut</i> + the infinitive  <b>Using the modal verbs <i>pouvoir</i> and <i>devoir</i> in the conditional</b></p> <p>Discussing ethical shopping  Understanding the passive</p> <p>Talking about volunteering  Using emphatic pronouns  <b>Using indirect object pronouns</b></p> <p>Discussing big events  Using three time frames  Giving arguments for and against</p>	
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How parents / carers can support	Parents/carers can support by providing their child with an electronic device such as a laptop or desktop PC, so that they can access language gym and sentence builders.com. They can also check that their child is keeping up to date with preparations for the final assessment on google docs. In addition, they could help their child experience a French school and maybe organise a visit to a French town.	Parents/carers can support by providing their child with an electronic device such as a laptop or desktop PC, so that they can access language gym and sentence builders.com. They can also check that their child is keeping up to date with preparations for the final assessment on google docs. In addition, they could help their child investigate career opportunities involving a language and/or discuss environmental problems with them.	