

## MFL: French KS3 Curriculum Map

\*please note that the Spanish curriculum across stages follows the same structure, concepts and ideas. The main changes are found in the materials used.

		Autumn term		Spring term		Summer term			
Year	Cultural links	Module 1		Module 2		Module 3			
<p style="text-align: center;"><b>Year 7</b></p> <p>In Year 7, we revisit the foundations and core vocabulary/ grammar of the French language. Students have opportunities to revisit KS2 topics while adding a layer of complexity to it (depth and breadth). Students are able to use the variety of subject pronouns and to recognise them in translations tasks. They Communicate in spoken and written French, with a focus on narrating events in the present tense and near future tense using all pronouns.</p> <p>By the end of Year 7, students know and understand the grammatical and phonetic differences between English and French. Finally, through the study of poetry and reading short stories, they understand initial cultural differences between France and UK (schools, towns, sports, food, media, French speaking world); and get to compare their lifestyle to those of children living in French speaking countries in Africa(Congo, Senegal and Mauritius).</p>	<p style="text-align: center;"><b>September</b> European Day of Languages: <i>*special assembly</i> <i>*special menu at the canteen</i></p> <p style="text-align: center;"><b>October</b> Black History Month: Leopold Sédar Senghor: Racism, tolerance and the perception of others. Poem : <i>Mon cher frère blanc (My dear white brother)</i></p> <p style="text-align: center;">Descriptions of a famous black individuals in the French Speaking world.</p> <p style="text-align: center;"><b>December</b> Noel en Francophonie (Christmas) <i>Visit to Lille famous Christmas market for y7-8 pupils</i></p>	<p style="text-align: center;"><b>Theme 1:</b> Identity &amp; Culture <i>Short Stories in French (Anthology) by Olly Richards</i> <i>Poème a mon cher frère blanc by Léopold Sédar Senghor</i></p>		<p style="text-align: center;"><b>Theme 3:</b> Current Studies <i>Le Petit Nicolas by Sempé / Goscinny</i></p>		<p style="text-align: center;"><b>Theme 1:</b> Identity &amp; Culture <i>Les Sports d'Hiver by Jean Tardieu and Poetry Anthology</i> <i>A la Salle de Sport (An Anthology of Short Stories)</i></p>			
		<p style="text-align: center;"><b>Unit 1:</b> All About Me</p>		<p style="text-align: center;"><b>Unit 2:</b> People around Me`</p>		<p style="text-align: center;"><b>Unit 1:</b> My School Subjects</p>		<p style="text-align: center;"><b>Unit 2:</b> My School Life</p>	
		<p style="text-align: center;"><b>Knowledge Content</b></p> <ul style="list-style-type: none"> <li>Greetings</li> <li>Classroom instructions</li> <li>Introduce yourself</li> <li>Numbers, Age using verb <b>AVOIR</b></li> <li>Key phonics</li> <li>Birthday and Months</li> <li>Different word categories: nouns, verbs, adjectives</li> <li>Vowel sounds</li> <li>Consonant sounds</li> <li>Talking about my personality</li> <li>Give personality descriptions of you and your family using <b>ETRE (To be)</b></li> <li>Animals and <b>indefinite/definite articles</b></li> </ul> <p style="text-align: center;"><b>Threshold Concepts:</b></p> <ul style="list-style-type: none"> <li>Different characters play different roles in stories.</li> <li>Idioms</li> </ul> <p style="text-align: center;"><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Nouns have a gender</li> <li>Infinitives verbs only have a meaning once conjugated</li> <li>Articles vary according to the gender and number of a noun</li> <li>Adjectives agree with nouns according to their gender number</li> <li>The use of different subject pronouns to refer to different person in oral or writing.</li> <li>In French some letters are <b>silent letters:</b></li> <li>Concept of <b>liaison</b> and understanding how it works with with vowels.</li> </ul> <p><b>Link to Prior Learning:</b> Builds on understanding how to introduce myself (name, age, birthday).</p> <p><b>Enquiry Question:</b> Quelle type de personne es-tu? (What type of person are you?) Qui es-tu? (Who are you?)</p>		<p style="text-align: center;"><b>Knowledge Content</b></p> <ul style="list-style-type: none"> <li>Describing my family using <b>possessive adjectives.</b></li> <li>Talking about family relationships</li> <li>Detailed descriptions of personality with <b>adjectival agreements</b> patterns using auxiliary verb <b>ETRE</b></li> <li>Comparisons of people's personalities using <b>comparative</b> "plus...que"</li> <li>Descriptions of physical appearance using auxiliary verb <b>AVOIR (To have)</b></li> <li>Narrating a description in the 1<sup>st</sup> singular person vs the 3<sup>rs</sup> singular person.</li> <li>Consolidation</li> </ul> <p style="text-align: center;"><b>Threshold Concepts:</b></p> <ul style="list-style-type: none"> <li>Language and structure shapes how readers and audiences respond to texts.</li> <li>Idioms</li> </ul> <p style="text-align: center;"><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Conjugation and grammar are powerful tools to create a meaningful piece of writing.</li> <li>Negative structures</li> <li>The use of different subject pronouns to refer to different person in oral or writing. Concept of varying translations.</li> </ul> <p><b>Link to Prior Learning:</b> Builds on understanding how to introduce myself (name, age, description) using the 1<sup>st</sup> singular pronoun to now using the same structure with a variety of subject pronouns. Builds on using grammatical structures to describe not only oneself but others using the auxiliary verb Etre and Avoir.</p> <p><b>Enquiry Question:</b> Comment est ta famille? What is your family like?</p>		<p style="text-align: center;"><b>Knowledge Content</b></p> <ul style="list-style-type: none"> <li>Talking about school subjects I study</li> <li>Giving <b>opinions</b> on different subjects.</li> <li>Describing teachers</li> <li>Describing my school timetable.</li> <li>Revisions on days, months and numbers.</li> <li>Daily routine using <b>reflexive verbs</b></li> </ul> <p style="text-align: center;"><b>Threshold Concepts:</b></p> <ul style="list-style-type: none"> <li>Different characters play different roles in stories.</li> </ul> <p style="text-align: center;"><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Subject pronouns replace nouns in a sentence.</li> <li>Gender of nouns</li> <li>Regular verbs follow a pattern</li> <li>Irregular verbs do not follow a pattern</li> <li>Regular verbs are split in 3 categories</li> <li>Conjugation</li> <li>Infinitive verbs</li> </ul> <p><b>Link to Prior Learning:</b> Builds on understanding the role of gender in the language. Students have able to use articles and to understand key grammatical concepts such as regular verbs.</p> <p><b>Enquiry Question:</b> Tu étudies quoi au collège? What do you study at school? Quelles sont tes matières préférées? What are your favourite school subjects?</p>		<p style="text-align: center;"><b>Knowledge Content</b></p> <ul style="list-style-type: none"> <li>Describing my school equipment</li> <li>Describing my uniform</li> <li>Describing extra-curricular and free time activities at school</li> <li>Describing school facilities.</li> <li>Comparing School system in France with School system in the UK using comparatives</li> </ul> <p style="text-align: center;"><b>Threshold Concepts:</b></p> <ul style="list-style-type: none"> <li>Different characters play different roles in stories.</li> </ul> <p style="text-align: center;"><b>Grammar</b></p> <ul style="list-style-type: none"> <li>The use of indefinite articles in narrative vs the use of definite articles.</li> <li>Regular verbs follow a pattern</li> <li>Irregular verbs do not follow a pattern</li> <li>Regular verbs are in 3 categories</li> <li>Conjugation</li> <li>Infinitive verbs</li> <li>Gender of nouns</li> <li>Negative structures</li> </ul> <p><b>Link to Prior Learning:</b> Builds on understanding the use of comparative and narrating using the 1<sup>st</sup> singular person and 3<sup>rd</sup> singular person. Builds on understanding the use of regular ER verbs so that students can now use the same principle for IR and RE verbs.</p> <p><b>Enquiry Question:</b> Comment est ton collège? What is your school like?</p>	
		<p style="text-align: center;"><b>Unit 1:</b> My Free Time</p>		<p style="text-align: center;"><b>Unit 2:</b> World of Sports</p>		<p style="text-align: center;"><b>Unit 1:</b> My Free Time</p>		<p style="text-align: center;"><b>Unit 2:</b> World of Sports</p>	
<p style="text-align: center;"><b>Knowledge Content</b></p> <ul style="list-style-type: none"> <li>Weather and activities</li> <li>using verbs in the present tense</li> <li>talking about which sports you play</li> <li>talking about activities you do</li> <li>using the verb faire (de + definite articles)/ using verb jouer à + <b>definite articles</b></li> <li>using verb aimer + <b>infinitive</b></li> <li>Talking about preferences</li> <li><b>Roland Garros ('The French Open', Understanding the competition and its popularity in the world of sport)</b></li> </ul> <p style="text-align: center;"><b>Threshold Concepts:</b></p> <ul style="list-style-type: none"> <li>What is the purpose of a biography? (biographies of sportsmen)</li> </ul> <p style="text-align: center;"><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Partitive articles change according to the gender of a noun</li> <li>Articles are compulsory in French before a nouns at all time</li> <li>Regular verbs follow a pattern</li> <li>Irregular verbs do not follow a pattern</li> <li>Regular verbs are in 3 categories</li> <li>Conjugation</li> <li>Infinitive verbs</li> <li>Gender of nouns</li> </ul> <p><b>Link to Prior Learning:</b> Revisit description and the use of comparative.</p> <p><b>Enquiry Question:</b> Quel sport aimes-tu?</p>		<p style="text-align: center;"><b>Knowledge Content</b></p> <ul style="list-style-type: none"> <li>talking about healthy lifestyle using <b>modal verbs + infinitives</b></li> <li>discovering sport in French-speaking countries ; using cognates in context</li> <li>Creating a profile and an interview about a French speaking sportsman/sportswoman</li> <li>Talking about activities, you are going to do next weekend.</li> <li><b>Tour de France (Understanding the Tour, its importance in the world &amp; some key places in France where the Tour is taking place)</b></li> </ul> <p style="text-align: center;"><b>Threshold Concepts:</b></p> <ul style="list-style-type: none"> <li>Poems create meaning as much through forms and structure as they do through language.</li> </ul> <p style="text-align: center;"><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Partitive articles change according to the gender of a noun</li> <li>The irregular verb ALLER and its patterns</li> <li>The near future tense</li> </ul> <p><b>Link to Prior Learning:</b> Revisit opinions, describing someone in the 3<sup>rd</sup> person.</p> <p><b>Enquiry Question:</b> Quel sport aimes-tu?</p>							

<p><b>Year 8</b></p> <p>Having established the traditional rules and pillars of conjugation in the present tense in Year 7 in order to narrate situations that connect directly to their familiar world; pupils in Year 8 are encouraged to develop their narrative ability using two new tenses (future and past).</p> <p>They Communicate in spoken and written French, with a focus on explaining and understanding past and future events while learning more about the French-speaking world and the traditions it holds. Students are also encouraged to use creative skills through role-play.</p> <p>Finally, they are able to express themselves through various support such as poetry.</p>	<p><b>January</b> La Galette Des Rois</p> <p><b>February</b> Journée de la langue maternelle (International Mother tongue day): Students are encouraged to take part in a poetry competition in preparation to the Stephen Spender Trust.</p> <p><b>La Saint Valentin</b> Who was Valentin? Why do we celebrate Saints in France?</p> <p><b>March</b> Journée Internationale de la Femme (International Women's Day)- <b>(Marie Curie: first woman to become a professor at the university of Paris)</b></p> <p><b>Semaine de la Francophonie</b> (French Speaking World Week) <b>special assembly</b> <b>Only included in Year 8 and 10.</b> <b>Residential trip to Paris for Y10 pupils</b></p>	<p><b>Curriculum Skills:</b> Term 1- <b>Listening</b> and <b>Translation</b> (dialogue) skills: All about Me Term 2- <b>Reading</b> and <b>Writing</b> 'Parle-moi de toi et de ta famille' <b>MILESTONE:</b> Oral presentation on the topic of family.</p>		<p><b>Curriculum Skills</b> Term 1: <b>Speaking</b> and <b>Reading</b> My subjects and my day at school+ Term 2: <b>Listening</b> assessment skill <b>MILESTONE</b> Writing: My school life + Grammar skills</p>		<p><b>Curriculum Skills</b> <b>MILESTONE</b> MILESTONE - Writing or Speaking: My hobbies + Listening skill</p>	
		<p><b>Theme 2:</b> Local, national, international &amp; Global areas of interest <i>Dans Paris by Paul Eluard</i></p>		<p><b>Theme 2:</b> Local, national, international &amp; Global areas of interest <i>Les Vacances du Petit Nicolas by Sempé / Goscinny</i></p>		<p><b>Theme 1:</b> Identity &amp; Culture <i>Short Stories in French (Anthology) by Olly Richards</i></p>	
		<p><b>Unit 1:</b> Where I live / my town</p>	<p><b>Unit 2:</b> Around the World</p>	<p><b>Unit 1:</b> My Holidays</p>	<p><b>Unit 2:</b> My Last Holidays</p>	<p><b>Unit 1:</b> The World of Social Medias vs Traditional means</p>	<p><b>Unit 2:</b> The world of cinema</p>
		<p><b>Knowledge Content</b></p> <ul style="list-style-type: none"> <li>Describing where you live</li> <li>Talking about places in town and what activities one can do</li> <li>Talking about plans for the weekend</li> <li>Discussing going out and activities</li> <li>Question words.</li> </ul> <p><b>Threshold Concepts:</b></p> <ul style="list-style-type: none"> <li>Poems create meaning as much through forms and structure as they do through language.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Describing where you live</li> <li>Understanding there are 2 present tense in French</li> <li>Negative structures</li> </ul> <p><b>Link to Prior Learning:</b> Builds on using a variety of regular verbs and subject pronouns, near Future tense. Talking about hobbies in a different context.</p> <p><b>Enquiry Question:</b> Où habites-tu? <i>Where do you live?</i> Qu'est-ce qu'il y a dans ta ville? <i>What is in your town?</i></p>	<p><b>Knowledge Content</b></p> <ul style="list-style-type: none"> <li>Talking about where you live (house/flat)</li> <li>Visiting towns in France</li> <li>Talking about places, you are going to visit in Paris.</li> <li>Ordering food in café in France</li> <li>Talking about future plans for the weekend.</li> </ul> <p><b>Threshold Concepts</b></p> <ul style="list-style-type: none"> <li>Poems use metaphors as powerful tool to encourage one's creativity and imagination</li> <li>Concept of "Faux amis" in French language</li> <li>Idioms</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Understanding the use of 2 tenses to narrate events.</li> <li>Revisiting the meaning of infinitives</li> </ul> <p><b>Link to Prior Learning:</b> Revisiting town description and the near future</p> <p><b>Enquiry Question:</b> Comment est ta maison? <i>What does your home look like?</i></p>	<p><b>Knowledge Content</b></p> <ul style="list-style-type: none"> <li>Talking about what you usually do during Christmas break</li> <li>Saying what you did during your Christmas break using the perfect tense with auxiliary verb Avoir and regular verbs verbs</li> <li>Talking about what you usually do during your Summer Holidays.</li> </ul> <p><b>Threshold Concepts</b></p> <ul style="list-style-type: none"> <li>Context influences how texts are written and how texts are read.</li> <li>Contexts influence the language and grammatical structure of a story.</li> <li>Idioms</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Understanding the use of 2 tenses to narrate events.</li> <li>Revisiting the meaning of infinitives</li> </ul> <p><b>Link to Prior Learning:</b> Builds on the use of regular verbs in the present tense and the use of the near future.</p> <p><b>Enquiry Question:</b> Comment as-tu passé les vacances? <i>How did you spend the holidays?</i></p>	<p><b>Knowledge Content</b></p> <ul style="list-style-type: none"> <li>Describing your last summer holidays</li> <li>Discussing your plan for next summer</li> <li>Comparing holidays and giving opinions with a variety of subject pronouns.</li> </ul> <p><b>Threshold Concepts</b></p> <ul style="list-style-type: none"> <li>Readers can interpret texts and characters in different ways</li> <li>Idioms</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Understanding the use of 2 tenses to narrate events.</li> <li>Introducing the perfect tense with the auxiliary verb ETRE and regular verbs.</li> </ul> <p><b>Link to Prior Learning:</b> Family and relationships, opinions.</p> <p><b>Enquiry Question:</b> Comment étaient ton été? <i>How was your summer?</i></p>	<p><b>Knowledge Content</b></p> <ul style="list-style-type: none"> <li>Saying what you did during your Christmas break using the perfect tense with auxiliary verb Avoir and with ER/IR verbs</li> </ul> <p><b>Threshold Concepts</b></p> <ul style="list-style-type: none"> <li>Short stories hide meaning everywhere.</li> <li>Idioms</li> </ul> <p><b>Link to Prior Learning</b> Reinforce on the concept of subject pronouns, character perspective in a text.</p> <p><b>Enquiry Question:</b> Comment utilises tu les réseaux sociaux? Tu es plutôt vieux jeu...ou accro a la technologie?</p>	<p><b>Knowledge Content</b></p> <ul style="list-style-type: none"> <li>Types of programmes</li> <li>Cinema in France</li> <li>Opinions on films</li> <li>Talking about a film I have recently watched</li> </ul> <p><b>Threshold Concepts</b></p> <ul style="list-style-type: none"> <li>Short stories hide meaning everywhere.</li> <li>Celebrations hold a deep cultural significance across the World</li> <li>Individuals find their identity in celebrations</li> </ul> <p><b>Link to Prior Learning:</b> Talking about family relationships, giving opinions and reasons. Revisiting key vocabulary on family.</p> <p><b>Enquiry Question:</b> Comment célèbres-tu en famille? <i>How do you celebrate as a family?</i></p>
<p><b>Curriculum Skills:</b> Term 1- <b>Listening</b> and <b>Translation</b> (dialogue) skills Term 2- <b>Reading</b> and <b>Grammar</b> <b>MILESTONE:</b> Essay on My Town vs a French speaking cities.</p>		<p><b>Curriculum Skills:</b> Term 1: <b>Speaking</b> and <b>Reading</b> Term 2: <b>Listening</b> assessment skill+ Writing <b>MILESTONE:</b> Oral presentation</p>		<p><b>Curriculum Skills:</b> <b>MILESTONE</b> MILESTONE - Writing or Speaking: TBC + Listening skill</p>			

Year 9		Theme 1: Identity & Culture <i>Le Petit Prince</i> , by St Exupery ( extracts) <i>Grandir</i> (Anthology of Short Stories)		Theme 1: Identity & Culture Anthology of short stories: <i>Jour de Marche</i> , <i>La Fete Forraine(6)</i> , <i>La Salle de Sport</i> , <i>La Liste des Courses (9)</i>					
<p>Carrying on their journey to “seize greatness”, pupils in Year 9 engage in short stories writing and in two new literary form-epistolary and fairy tale. <i>Le Petit Prince</i> one of the most well-know piece os literature in theFrench literature, will be used as support to introduce the topic of Childhood and the imperfect tense.</p> <p>Students are challenged to think outside of the box by using their inferring skills to become successful readers of the language.</p> <p>Poetry is at the heart of this year and pupils are given opportunities to engage in it through writing, listening and translation competitions such as with the Stephen Spender Prize.</p> <p>As they get ready to enter in KS4 and sit the GCSE, the curriculum challenge their thinking and encouraged to have more cultural awareness by studying poems denouncing immigrations and illegal travellers in France.</p> <p>Finally, they will start to produce pieces of writing for their two portfolios: Speaking and Writing in preparation to Year 10.</p>	<p><b>Journée Mondiale du Livre</b> (World Book Day) Pupils will describe the covers of some of the most famous French book</p> <p><b>June</b> <b>Fête de la Musique</b> (Make Music Day) <b>special assembly</b></p> <p><b>July</b> <b>La Fête de la Bastille</b> (Independence Day) Pupils wil discuss the concept of freedom across the World and in some of the poorest French Speaking world. They will study two poems: <i>Liberté</i> by Paul Eluard and <i>Gibraltar</i> by Abd Al Malik <b>Residential trip to Boulogne or La Rochelle for Y9 pupils</b></p>	<p><b>Module 1: Family Relationships &amp; Friendships</b></p> <p><b>Knowledge Content</b></p> <ul style="list-style-type: none"> <li>Revision on family description</li> <li>Friendships</li> <li>What is a good friend</li> <li>Family and relationship</li> </ul> <p><b>Threshold Concepts:</b> Speakers, personas and voices are not the same as writers of short stories and writers of fairytales.</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Reflexive verbs</li> <li>Abstract nouns</li> </ul> <p><b>Link to Prior Learning:</b> Builds on previous structures, vocabulary seen in Year 7 Term. Revisit opinion phrases.</p> <p><b>Enquiry Question:</b> Avec qui t’entends-tu? Selon toi, c’est quoi un bon ami?</p>	<p><b>Module 1: Childhood Memories and My Heroes</b></p> <p><b>Knowledge Content</b></p> <ul style="list-style-type: none"> <li>Childhood</li> <li>Comparing the person I was to who I am now</li> <li>Talking about a person I admire and why</li> </ul> <p><b>Threshold Concepts:</b></p> <ul style="list-style-type: none"> <li>Fairytales and childhood perception.</li> <li>Fairytales vs Short stories</li> <li>The use of imperfect vs perfect tense inform the readers on the storyline and the context of a text.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Imperfect tense in 1<sup>st</sup>,3<sup>rd</sup> and 1<sup>st</sup> plural subject pronouns.</li> </ul> <p><b>Link to Prior Learning:</b> Topic “All About Me” revisited but with an increased level of complexity.</p> <p><b>Enquiry Question:</b> Comment étais-tu petit? Comment était ton enfance?</p>	<p><b>Module 2: Healthy Mind, Healthy Lifestyle!</b></p> <p><b>Knowledge Content</b></p> <ul style="list-style-type: none"> <li>Describing my diet</li> <li>Comparing healthy vs unhealthy diet</li> <li>Revisiting daily routine</li> <li>Revisiting sport</li> <li>Looking at the school canteen menu</li> </ul> <p><b>Threshold Concepts:</b> Speakers, personas, and voices are not the same as writers and poet</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Present ,perfect,near future and imperfect tense.</li> </ul> <p><b>Link to Prior Learning:</b> Revisiting food and daily routines.</p> <p><b>Enquiry Question:</b></p> <ul style="list-style-type: none"> <li>As-tu une vie saine? <i>Do you have a healthy lifestyle?</i></li> </ul>	<p><b>Module 3: Free time</b></p> <p><b>Knowledge Content</b></p> <ul style="list-style-type: none"> <li>TV habits</li> <li>Revisiting the use of social medias</li> <li>Teenagers and social medias addiction</li> <li>Taking about the type of music you like and why</li> </ul> <p><b>Threshold Concepts:</b> Speakers, personas, and voices are not the same as writers and poet</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Present ,perfect,near future and imperfect tense.</li> </ul> <p><b>Link to Prior Learning:</b> Revisiting types of TV programs and the time.</p> <p><b>Enquiry Question:</b> Quels sont tes passe-temps? <i>What are your hobbies?</i></p>				
		<p><b>Curriculum Skills:</b> Term 1- <b>Listening and Translation</b> (dialogue) skills +Weekly Grammar skills test <b>MILESTONE:</b>Essay on Family and Relationships</p>		<p><b>Curriculum Skills:</b> <b>All four skills assessed end of Autumn term.</b></p> <p><b>MILESTONE:</b> Sitting a GCSE type speaking exam in class.</p>		<p><b>Curriculum Skills:</b> Term 1- <b>Listening and Translation</b> (dialogue) skills Term 2- <b>Reading and Grammar</b> <b>MILESTONE:</b> Writing an article on healthy lifestyle to be published in the school newsletter.</p>		<p><b>Curriculum Skills:</b> <b>All four skills assessed in a GCSE type mock exam in class.</b></p>	