

LHEA - MFL Department, Key Stage 3 Curriculum Map 2017-18

| | <i>Term 1</i> | <i>Term 1.5</i> | <i>Term 2</i> | <i>Term 2.5</i> | <i>Term 3</i> | <i>Term 3.5</i> |
|---|--|--|--|--|--|---|
| Year 7 C'est Perso Mon Collège Mes Passetemps Ma Zone 3...2...1 Partez ! Studio Découverte | Mon autoportrait <ul style="list-style-type: none"> Talking about likes and dislikes Mon kit de survie <ul style="list-style-type: none"> Talking about your school survival kit Comment je me vois <ul style="list-style-type: none"> Describing yourself Et les autres ? <ul style="list-style-type: none"> Describing others Il est hypercool ! <ul style="list-style-type: none"> Describing a celebrity | Mes matières <ul style="list-style-type: none"> Talking about school subjects C'est genial! <ul style="list-style-type: none"> Giving opinions and reasons J'ai cours! <ul style="list-style-type: none"> Describing your timetable Au collège en France <ul style="list-style-type: none"> Describing your school day Miam-miam ! <ul style="list-style-type: none"> Talking about food | Mon ordi et mon portable <ul style="list-style-type: none"> Talking about computers and mobiles Tu es sportif/sportive? <ul style="list-style-type: none"> Talking about which sports you play Qu'est-ce que tu fais ? <ul style="list-style-type: none"> Talking about activities J'aime faire ça ! <ul style="list-style-type: none"> Saying what you like doing Ils sont actifs! <ul style="list-style-type: none"> Describing what other people do | Là où j'habite <ul style="list-style-type: none"> Talking about your town Perdu dans le parc d'attractions! <ul style="list-style-type: none"> Giving directions Le weekend <ul style="list-style-type: none"> Talking about where you go Coucou ! <ul style="list-style-type: none"> Asking someone to go somewhere Qu'est-ce qu'on peut faire à... ? <ul style="list-style-type: none"> Saying what you can do in town | Les vacances, mode d'emploi <ul style="list-style-type: none"> Talking about your holidays Je me prépare <ul style="list-style-type: none"> Talking about getting ready to go out Au Café de la Plage <ul style="list-style-type: none"> Buying drinks and snacks Je vais aller en colo ! <ul style="list-style-type: none"> Talking about holiday plans Mes rêves <ul style="list-style-type: none"> Saying what you would like to do | Animaux Poésie Peintures |

| | | | | | | |
|--|--|---|---|--|--|---|
| | | | | | | |
| Key learning skills emphasized in lessons and in tests | Skills: Listening Reading Writing Speaking Grammar: Using opinions Understanding simple 'er' verb grammar Using the verb <i>avoir</i> Understanding adjective agreements Using the present tense | Skills: Listening Reading Writing Speaking Grammar: Asking questions Agreeing and disagreeing Telling the time Using 'on' Describing food | Skills: Listening Reading Writing Speaking Grammar: Using regular 'er' verbs Using <i>jouer à</i> with sports Using the verb <i>faire</i> Using the structure <i>aimer</i> + infinitive Using 'ils' and 'elles' | Skills: Listening Reading Writing Speaking Grammar: Using <i>il y a</i> and <i>il n'y a pas de</i> Learning to use 'tu' and 'vous' correctly Using <i>à</i> + <i>the definite article</i> Using the structure of <i>vouloir</i> + infinitive Using <i>pouvoir</i> + infinitive | Skills: Listening Reading Writing Speaking Grammar: Using 'nous' Using singular reflexive verbs Learning complex numbers Understanding the near future Using <i>je voudrais</i> + infinitive | Skills: Listening Reading Writing Speaking Grammar: Talking about animals and the environment Creating a poem in French Describing paintings Grammar focus |
| Reading lists | Studio 1, Pearson | | | | | |
| Additional study materials/links/ | www.languagesonline.org.uk | | | | | |

| | | |
|--|---|--|
| activities to do outside of school | www.languagesfun.com http://funwithlanguages.vacau.com/ Duolingo – a free downloadable application for mobile technology | |
|--|---|--|

LHEA - MFL Department, Key Stage 3 Curriculum Map 2017-18

| | <i>Term 1</i> | <i>Term 1.5</i> | <i>Term 2</i> | <i>Term 2.5</i> | <i>Term 3</i> | <i>Term 3.5</i> |
|---|---|---|--|--|--|--|
| Year 8 T'es branché? Paris, je t'adore! Mon identité Chez moi, chez toi Quel talent ?! Studio découverte | La télé <ul style="list-style-type: none"> Talking about television programmes J'ai une passion pour le cinéma <ul style="list-style-type: none"> Talking about films La lecture <ul style="list-style-type: none"> Talking about reading Que fais-tu quand tu es connecté ? <ul style="list-style-type: none"> Talking about the internet Qu'est-ce que tu as fait hier soir ? <ul style="list-style-type: none"> Talking about what you did | Une semaine à Paris <ul style="list-style-type: none"> Saying what you did in Paris Mon album photos <ul style="list-style-type: none"> Saying when you did things C'était comment les catacombes ? <ul style="list-style-type: none"> Understanding information about a tourist attraction 24 heures chrono ! <ul style="list-style-type: none"> Saying where you went and how | Mon caractère <ul style="list-style-type: none"> Talking about personality On se dit tout <ul style="list-style-type: none"> Talking about relationships Quelle musique écoutes-tu ? <ul style="list-style-type: none"> Talking about music Mon style <ul style="list-style-type: none"> Talking about clothes De quoi es-tu fan ? <ul style="list-style-type: none"> Talking about your passion | Là où j'habite <ul style="list-style-type: none"> Describing where you live Dans mon appart' <ul style="list-style-type: none"> Describing your home A table, tout le monde! <ul style="list-style-type: none"> Talking about meals Il faut faire les crêpes ! <ul style="list-style-type: none"> Discussing what food to buy On est allés au carnaval ! <ul style="list-style-type: none"> Talking about an event | La France a du talent ! <ul style="list-style-type: none"> Talking about talent and ambition Je dois gagner ! <ul style="list-style-type: none"> Encouraging or persuading someone Ne fais pas ça ! <ul style="list-style-type: none"> Using instructions C'est qui le meilleur ? <ul style="list-style-type: none"> Describing who is the best, the most and the least Et le gagnant est | Le monde et les pays francophones <ul style="list-style-type: none"> Learning about world geography and French-speaking countries La Révolution française <ul style="list-style-type: none"> Learning about the French Revolution Revision <ul style="list-style-type: none"> Revising key grammar points Revising key topic points |

| | | | | | | |
|--|--|--|---|--|---|--|
| | yesterday evening | | | | <ul style="list-style-type: none"> Describing using infinitive structures and different tenses | |
| Key learning skills emphasized in lessons and in tests | Skills: Listening Reading Writing Speaking Grammar: The present tense of 'er' verbs The present tense of <i>avoir</i> and <i>être</i> 'ir' and 're' verbs in the present tense <i>aller</i> and <i>faire</i> in the present tense | Skills: Listening Reading Writing Speaking Grammar: The past (perfect) tense of regular verbs The past (perfect) tense of irregular verbs Using <i>c'était</i> and <i>j'ai trouvé ça</i> | Skills: Listening Reading Writing Speaking Grammar: Adjectival agreement Reflexive verbs Agreeing, disagreeing and giving reasons The near future tense (<i>je vais</i> + infinitive) | Skills: Listening Reading Writing Speaking Grammar: Comparative adjectives – plus...que, moins...que Prepositions <i>boire</i> and <i>prendre</i> in the present tense Using <i>il faut</i> | Skills: Listening Reading Writing Speaking Grammar: Infinitive verbs and the verb <i>vouloir</i> The verbs <i>pouvoir</i> and <i>devoir</i> Using the imperative form Using superlative adjectives | Skills: Listening Reading Writing Speaking Grammar: Revision of all grammar points studied |

| | | | | | | |
|---|---|--|---|--------------------|-------------------------------|--|
| | The past tense – <i>the passé composé</i> | Understanding the past (perfect) tense with <i>être</i> Forming questions | Revision of all three tenses – past, present and future | Using three tenses | Revision of a range of tenses | |
| Reading lists | Studio 2, Pearson | | | | | |
| Additional study materials/links/activities to do outside of school | www.languagesonline.org.uk www.languagesfun.com http://funwithlanguages.vacau.com/ Duolingo – a free downloadable application for mobile technology | | | | | |

LHEA - MFL Department, Key Stage 3 Curriculum Map 2017-18

| | <i>Term 1</i> | <i>Term 1.5</i> | <i>Term 2</i> | <i>Term 2.5</i> | <i>Term 3</i> | <i>Term 3.5</i> |
|--|--|---|---|---|--|---|
| Year 9 Ma vie sociale et d'ado Bien dans sa peau A l'horizon Spécial Vacances Moi dans le monde | Planète Facebook <ul style="list-style-type: none"> Talking about how you use Facebook and other social media Comment tu trouves...? <ul style="list-style-type: none"> Giving your opinions on people Tu viens aussi? <ul style="list-style-type: none"> Arranging to go out Ça c'est bien passé ? <ul style="list-style-type: none"> Describing a date Fou de musique ? | Touché! <ul style="list-style-type: none"> Learning the parts of the body Le sport et le fitness <ul style="list-style-type: none"> Talking about sport and fitness Mes résolutions pour manger sain <ul style="list-style-type: none"> Learning about healthy eating Je serai en forme ! <ul style="list-style-type: none"> Making plans to get fit Es-tu en forme ? <ul style="list-style-type: none"> Describing levels of fitness | Es-tu fait pour ce métier? <ul style="list-style-type: none"> Describing jobs Le monde est un village <ul style="list-style-type: none"> Learning languages Quand j'étais plus jeune <ul style="list-style-type: none"> Saying what you used to do Ta vie sera comment ? <ul style="list-style-type: none"> Describing your future and your past Mon boulot <ul style="list-style-type: none"> Talking about your job | Question de vacances <ul style="list-style-type: none"> Discussing holidays J'adore les sensations fortes! <ul style="list-style-type: none"> Imagining adventure holidays C'est indispensable! <ul style="list-style-type: none"> Talking about what you take on holiday Mes vidéos de vacances <ul style="list-style-type: none"> Describing what happened on holiday À la base de loisirs | Mes Droits <ul style="list-style-type: none"> Discussing what you are allowed to do Mes priorités <ul style="list-style-type: none"> Explaining what's important to you Tu vas l'acheter? <ul style="list-style-type: none"> Talking about things that you buy Le bonheur, c'est... <ul style="list-style-type: none"> Describing what makes you happy | Projet: Moi <ul style="list-style-type: none"> Describing yourself – GCSE preparation project |

| | | | | | | |
|--|---|---|---|---|--|--|
| | <ul style="list-style-type: none"> Describing a music event | | | <ul style="list-style-type: none"> Visiting a tourist attraction | | |
| Key learning skills emphasized in lessons and in tests | <p>Skills:</p> <p>Listening</p> <p>Reading</p> <p>Writing</p> <p>Speaking</p> <p>Grammar:</p> <p>Revision of the present tense</p> <p>Using the near future tense</p> <p>Revising the perfect (past) tense – the <i>passé composé</i></p> | <p>Skills:</p> <p>Listening</p> <p>Reading</p> <p>Writing</p> <p>Speaking</p> <p>Grammar:</p> <p>Using à + the definitive article</p> <p>Using <i>il faut</i></p> <p>Using the futur simple</p> <p>Using three tenses</p> | <p>Skills:</p> <p>Listening</p> <p>Reading</p> <p>Writing</p> <p>Speaking</p> <p>Grammar:</p> <p>Using masculine and feminine nouns</p> <p>Using modal verbs</p> <p>Using the imperfect tense</p> | <p>Skills:</p> <p>Listening</p> <p>Reading</p> <p>Writing</p> <p>Speaking</p> <p>Grammar:</p> <p>Asking questions with inversion</p> <p>Using the conditional</p> <p>Using reflexive verbs</p> <p>Combining different tenses</p> <p>Using emphatic pronouns</p> | <p>Skills:</p> <p>Listening</p> <p>Reading</p> <p>Writing</p> <p>Speaking</p> <p>Grammar:</p> <p>Using expressions with <i>avoir</i></p> <p>Using direct object pronouns</p> <p>Using <i>si</i> in complex sentences</p> <p>Using complex structures</p> | <p>Skills:</p> <p>Listening</p> <p>Reading</p> <p>Writing</p> <p>Speaking</p> |
| Reading lists | Studio 3: Pearson | | | | | |
| Additional study materials/links /activities to | www.languagesonline.org.uk www.languagesfun.com | | | | | |

do outside of
school

<http://funwithlanguages.vacau.com/>

Duolingo – a free downloadable application for mobile technology

LHEA - MFL Department, Key Stage 4 Curriculum Map 2017-18

| | <i>Term 1</i> | <i>Term 1.5</i> | <i>Term 2</i> | <i>Term 2.5</i> | <i>Term 3</i> | <i>Term 3.5</i> |
|--|---|---|--|---|--|---|
| Year 10 | Theme 1: Identity and culture | Theme 1: Identity and culture | Theme 1: Identity and culture | Theme 1: Identity and culture | Theme 2: Local, national, international and global areas of interest | Theme 2: Local, national, international and global areas of interest |
| | Unit 1 – Me, my family and friends | Unit 2 – Technology in everyday life | Unit 3 – free-time activities | Unit 4 – Customs and festivals | Unit 5 – Home, town, neighbourhood and region | Unit 1 – Social issues |
| Key learning skills emphasized in lessons and in tests | Skills: Listening Reading Writing Speaking Learning vocabulary Understanding near-cognates | Skills: Listening Reading Writing Speaking Memorising phrases Coping strategies Extending sentences | Skills: Listening Reading Writing Speaking Using visual clues Creating more complex sentences | Skills: Listening Reading Writing Speaking Using a mnemonic Confidence in speaking | Skills: Listening Reading Writing Speaking Using adjectives to enhance descriptions Recognising key topics words in | Skills: Listening Reading Writing Speaking Using resources effectively Using verbal context when listening |

| | | | | | | |
|----------------------------------|--|---|---|---|---|---|
| | <p>Grammar:</p> <p>Using <i>avoir</i> and <i>être</i></p> <p>Reflexive verbs</p> <p>Adjectives</p> <p>The immediate future and the future tense</p> | <p>Building speaking and writing skills</p> <p>Grammar:</p> <p>The present tense of regular 'er' verbs</p> <p>The present tense of common irregular verbs</p> <p>'it' and 'that'</p> <p><i>Aller, faire</i> and other common irregular verbs</p> | <p>Inferring information</p> <p>Listening and reading for detail</p> <p>Spotting patterns between French and English</p> <p>Grammar:</p> <p>Revision of the present tense</p> <p>The perfect (past) tense – the <i>passé composé</i></p> <p>Quantities</p> <p>Verb + infinitive</p> <p>Using subordinating conjunctions</p> <p>Using <i>quand, lorsque</i> and <i>si</i></p> | <p>Making use of social and cultural context when reading</p> <p>Grammar:</p> <p>Revision of the perfect (past) tense – <i>le passé composé</i> – with <i>être</i></p> <p>Reflexive verbs in the past tense</p> <p>The imperfect</p> | <p>listening and reading</p> <p>Using verbs that start with a vowel</p> <p>Paraphrasing and simplification</p> <p>Grammar:</p> <p>Adjective agreement and positioning</p> <p>Negative phrases followed by de</p> <p><i>Habiter</i> and <i>vivre</i></p> <p>Demonstrative adjectives</p> | <p>Using adverbs to enhance writing and speaking</p> <p>Recognising common patterns in French when listening</p> <p>Grammar:</p> <p><i>Vouloir</i> + infinitive</p> <p>The conditional of <i>vouloir</i> and <i>aimer</i></p> <p><i>Devoir</i> and <i>pouvoir</i> + infinitive</p> <p>The imperfect tense of <i>être, avoir</i> and <i>faire</i></p> |
| Reading lists | GCSE AQA French, for the Grade 9-1 Course, The Revision Guide: CGP | | | | | |
| Additional study materials/links | www.languagesonline.org.uk www.languagesfun.com | | | | | |

| | |
|--|--|
| <p>/activities to do outside of school</p> | <p>http://funwithlanguages.vacau.com/</p> <p>www.quizlet.com</p> <p>www.memorizenow.com</p> <p>Duolingo – a free downloadable application for mobile technology</p> |
|--|--|