



***“A community of inspiration, excellence and opportunities for all to grow”***

### **A Coherent & Knowledge-Rich Key Stage Three Curriculum**

This document gives a simple overview of the **knowledge, understanding, skills and language** that a student should have mastered to meet ‘**age-related expectations**’ at each of the 9 Assessment Points (APs) across Years 7 to 9 at Shirebrook Academy.

The expectations are **cumulative**, so that students build and retain in their **long-term memory the knowledge and cultural capital** required to become educated citizens and make informed choices about their futures.

A student meeting these expectations by the end of Year 9 has developed the **foundations in this subject required to study successfully at GCSE level**.

A more detailed breakdown can be found in departmental schemes of work and individual lesson objectives.

## Outline of Course of Study for KS3 FRENCH

### **Purpose of Study:**

To enable students to grasp the skills needed to continue with KS4 language study and beyond by using language in real-life contexts. To allow students to become both confident linguists and more culturally aware with a heightened appreciation for other ways of life. To allow students to develop linguistic and grammatical skills (such as being able to communicate in, and understand, 3 tenses), as well as inter-personal skills such as increased self-confidence, communication, perseverance, resilience and adaptability, and to continually develop a growth mind-set through regular exposure to challenging content. To prepare students for the world of work and further study, with colleges and universities often favouring students who have knowledge of a language, which can be useful in a range of careers, such as: travel and tourism, hotel catering, management, business, leisure, education and translation/interpreting – to name just a few.

### **Aims of the course:**

- For students to regularly learn skills in listening, speaking, reading, writing and translation to prepare them for the rigour of KS4 language study
- For students to learn how to speak and write to a high level, and translate confidently and accurately and develop the skills to read and listen to real life French and Spanish in a range of different settings
- For students to study a range of topics which link directly to the GCSE programme with KS3 topics linking to the three GCSE themes: 'Identity and culture', 'home, town, neighbourhood and region' and 'current and future study and employment'
- For students to develop cultural awareness and appreciation by studying topics such as the differences between French/British school systems, French Christmas, French festivals/traditions and analysing cultural aspects of Francophone countries
- For students to develop skills in growth mind-set/BLP such as reasoning and debating, by studying topics such as human rights activists, religion in France and world issues, analysing different lifestyles
- For students to have exposure to language in real-life contexts by studying topics such as at the market, at the pharmacy, reserving a room in a hotel, complaining, making plans with friends and ordering in a restaurant
- For students to have exposure to six tenses and be able to use 2-3 accurately and confidently
- For students to have exposure to opinions/justifications and be able to use a range confidently and accurately
- For students to have exposure to a range of complex grammatical structures such as comparatives, direct object pronouns and imperatives and be able to use some confidently and accurately

<b>Subject: FRENCH (DYNAMO 1 MODULE 1-4*)</b>				
<b>Year</b>	<b>AP</b>	<b>Knowledge &amp; Understanding</b>	<b>Skills &amp; Application</b>	<b>Subject Specific Language</b>
<b>Seven</b>	<b>1 28/9/20</b>	Be able to understand and use some basic greetings Be able to recognise some family members Be able to recite numbers 1-20 Be able to recognise some animals Be able to recognise some colours Be able to recite the alphabet Be able to recognise some months	Listening, speaking, reading, writing and translation in a range of contexts/situations	Nouns Adjectives Verbs Masculine/ Feminine/ Plurals Indefinite article Definite article Negatives Accents
	<b>2 5/1/21</b>	Be able to recite the alphabet Be able to recognise and recite numbers 1-30 Be able to name some French festivals/traditions Be able to describe your family and recognise family members Be able to describe your classroom and recognise items Be able to describe like/dislikes Be able to say your birthday/age and produce dates Be able to understand and form some questions	Listening, speaking, reading, writing and translation in a range of contexts/situations	3 <sup>rd</sup> person 1 <sup>st</sup> person Auxilliary verbs Adjectives Nouns Infinitives Regular verbs Masculine/ Feminine/ Plurals Indefinite article Definite article Negatives Prepositions Connectives Qualifiers Cognates
	<b>3 19/4/21</b>	Be able to name some famous French historical figures Be able to recognise and use colours Be able to tell the time on and past the hour Be able to recognise some clothes and describe what school uniform you wear Be able to recognise school subjects and give some opinions Be able to describe a typical school day Be able to name some differences between UK/French schools	Listening, speaking, reading, writing and translation in a range of contexts/situations	Nouns Masculine Feminine Connectives Qualifiers Sentence starters Singular Plural Adjectives Adjective endings Adjective agreements Infinitives Regular verbs 1 <sup>st</sup> person 3 <sup>rd</sup> person

		Be able to describe parts of an ideal school Be able to name some aspects of a French Christmas  Be able to name some Francophone countries Be able to name some sports in French speaking countries Be able to name some weathers/describe weather in some seasons Be able to describe some sports/free-time activities you do Be able to describe some online activities you do Be able to form and answer some questions		Sequencers Expressions of time Reading for gist Reading for detail Word order Negatives Connectives Role-play Cognates Irregular verbs Context Pronouns Pronunciation Intonation Decode
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<b>Subject: FRENCH (DYNAMO 1 MODULES 4-5, DYNAMO 2 MODULES 1-3*)</b>				
<b>Year</b>	<b>AP</b>	<b>Knowledge &amp; Understanding</b>	<b>Skills &amp; Application</b>	<b>Subject Specific Language</b>
<b>Eight</b>	<b>1 2/11/20</b>	Be able to name some Francophone countries Be able to name some sports in French speaking countries Be able to name some weathers/describe weather in some seasons Be able to describe some sports/free-time activities you do Be able to describe some online activities you do Be able to form and answer some questions Be able to name some French tourist attractions Be able to name some French foods Be able to describe some details about your town Be able to say some places where you go at the weekend Be able to make an order in a café Be able to ask someone to go out	Listening, speaking, reading, writing and translation in a range of contexts/situations	Irregular verbs Regular verbs Auxilliary verbs 1st person 3rd person Question words Perfect tense Past tense Infinitives Past participles Adjectives Opinions Masculine Feminine Plurals Verb endings Negatives Vowels Distractors TRAPS Positive form Negative form Decode Present tense Context Time expressions Time frame

		Be able to describe some types of weather Be able to describe some things you will do next weekend		Tense Exclamations Pronunciation Cognates Nouns Gender
	<b>2</b> <b>11/1/21</b>	Be able to name some Francophone holiday destinations Be able to describe your holiday habits Be able to recognise more complex holiday vocabulary Be able to understand how to form the past tense Be able to describe some past tense activities Be able to understand information about French theme parks Be able to describe what you did on holiday Be able to understand how to form the past tense with 'etre' Be able to describe where you went on holiday Be able to recognise problems on holiday Be able to describe a disastrous holiday Be able to use some negatives Be able to ask and answer some questions about holidays Be able to describe what you normally do Be able to describe what you did last year Be able to understand some information about holiday resorts	Listening, speaking, reading, writing and translation in a range of contexts/situations	Similarities Differences Saints' Day Infinitives Translation Consonants Silent Pronunciation Conjugate Present tense Infinitives Regular verbs Irregular verbs 1 <sup>st</sup> person 3 <sup>rd</sup> person Verb endings Time phrases Cognates Syllables Indefinite article Definite article Formal Unexpected questions Role-play Conditional Partitive article Predict Perfect tense Near future tense Question words Sequencers Present tense TRAPS Gist Connectives

		<p>Be able to recognise some famous celebrations in French</p> <p>Be able to describe opinions on famous celebrations</p> <p>Be able to describe some details about famous French celebrations</p> <p>Be able to recognise some fruit and vegetables</p> <p>Be able to recognise some quantities</p> <p>Be able to have a conversation in a market</p> <p>Be able to ask and answer some questions</p>		
	<p><b>3</b></p> <p><b>26/4/21</b></p>	<p>Be able to name and describe some traditional French dishes</p> <p>Be able to understand how to form the near future</p> <p>Be able to understand information about French towns/traditions</p> <p>Be able to describe a future school trip</p> <p>Be able to compare the present and future tense</p> <p>Be able to describe your New Years' resolutions</p> <p>Be able to describe what you normally do at New Year</p> <p>Be able to understand some New Year traditions in a Francophone country</p> <p>Be able to name and recognise some countries, continents and cities</p> <p>Be able to describe where you live</p> <p>Be able to describe a town or city</p> <p>Be able to describe what you can/can't do in a region</p> <p>Be able to name some facts about a French speaking country</p> <p>Be able to describe life in Mali</p> <p>Be able to recognise some household chores</p>	<p>Listening, speaking, reading, writing and translation in a range of contexts/situations</p>	<p>Pronunciation</p> <p>Question words</p> <p>Intensifiers</p> <p>Infinitives</p> <p>Regular verbs</p> <p>Irregular verbs</p> <p>Modal verbs</p> <p>1<sup>st</sup> person</p> <p>3<sup>rd</sup> person</p> <p>Silent letters</p> <p>Negatives</p> <p>Traps</p> <p>Translate</p> <p>Reflexive verbs</p> <p>Reflexive pronouns</p> <p>Glossary</p> <p>Adjectives</p> <p>Irregular adjectives</p> <p>Maculine noun</p> <p>Feminine noun</p> <p>Masculine plural</p> <p>Feminine plural</p> <p>Vowel</p> <p>Time frames</p> <p>Present tense</p> <p>Past tense</p> <p>Perfect tense</p> <p>Near future tense</p> <p>Gender</p> <p>Unexpected question</p> <p>Sound spelling</p> <p>Question words</p>

		<p>Be able to describe what you do to help at home</p> <p>Be able to understand how lifestyles differ across the world</p> <p>Be able to understand some daily routine activities</p> <p>Be able to describe your routine</p> <p>Be able to understand how routines differ across the world</p> <p>Be able to understand some vocabulary related to moving house</p> <p>Be able to answer some questions about moving house</p> <p>Be able to understand some details about a region in France</p> <p>Be able to ask and answer some questions about a region in France</p> <p>Be able to describe a region in France</p> <p>Be able to describe some characteristics of paintings</p> <p>Be able to describe what some French cities are famous for</p>		
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<b>Subject: FRENCH (DYNAMO 2 MODULES 4-5, DYNAMO 3 MODULES 1-3)</b>				
<b>Year</b>	<b>AP</b>	<b>Knowledge &amp; Understanding</b>	<b>Skills &amp; Application</b>	<b>Subject Specific Language</b>
<b>Nine</b>	<b>1 2/11/20</b>	Be able to name and recognise some countries, continents and cities Be able to describe where you live Be able to describe a town or city Be able to describe what you can/can't do in a region Be able to name some facts about a French speaking country Be able to describe life in Mali Be able to recognise some household chores Be able to describe what you do to help at home Be able to understand how lifestyles differ across the world Be able to understand some daily routine activities Be able to describe your routine Be able to understand how routines differ across the world Be able to understand some vocabulary related to moving house Be able to answer some questions about moving house	Listening, speaking, reading, writing and translation in a range of contexts/situations	Modal verbs, infinitives, irregular verbs, negatives, TRAPS, reflexive verbs, reflexive pronouns, adjectives, masculine, feminine, masculine plural, feminine plural, time frames, present tense, conjugate, regular verbs, perfect tense, past participle, noun, gender, near future tense, unexpected questions
	<b>2 27/1/21</b>	Be able to understand some details about a region in France Be able to ask and answer some questions about a region in France Be able to describe a region in France Be able to describe some characteristics of paintings Be able to describe what some French cities are famous for Be able to name some hobbies Be able to name some French inventions	Listening, speaking, reading, writing and translation in a range of contexts/situations	Noun, infinitive, connectives, extended sentences, questions, opinion phrases, negatives, present tense, irregular verbs, time phrases, reflexive verbs, 3 <sup>rd</sup> person, 1 <sup>st</sup>



		<p>Be able to give opinions on hobbies</p> <p>Be able to describe some extracurricular activities</p> <p>Be able to describe some people</p> <p>Be able to describe some aspects of relationships</p> <p>Be able to use some past tense to describe a celebration</p> <p>Be able to recognise some clothes</p> <p>Be able to describe what you will wear</p> <p>Be able to give some opinions of clothes</p> <p>Be able to recognise some jobs</p> <p>Be able to say what job someone does</p> <p>Be able to recognise some ways to earn money</p> <p>Be able to describe some things you buy</p>		<p>person, adjectives, plural, singular, perfect tense, verbs, past participle, TRAPS, near future tense, positive, negative, time expressions, extended writing, qualifiers, Modal verbs, infinitives, TRAPS, articles, masculine, feminine, synonym, justifications, future tense, stem, endings</p>
	<p><b>3</b></p> <p><b>4/5/21</b></p>	<p>Be able to describe what job you want to do</p> <p>Be able to describe some future plans</p> <p>Be able to ask some questions</p> <p>Be able to describe some aspects of future life</p> <p>Be able to list some French inventors</p> <p>Be able to describe some information about French inventors</p> <p>Be able to recognise some musical instruments</p> <p>Be able to recognise some types of music</p> <p>Be able to list some French speaking musicians</p> <p>Be able to give some opinions on different types of music</p> <p>Be able to describe what you used to be like</p> <p>Be able to describe some things about your primary school</p>	<p>Listening, speaking, reading, writing and translation in a range of contexts/situations</p>	<p>proverb, 1st person, 3rd person, transcription, question word, perfect tense, Direct object pronouns, masculine, feminine, plural, verb, abbreviate, vowel, adjectives, agreements, singular, plural, imperfect tense, present tense, endings, infinitive, stem, irregular, regular, comparative,</p>

		<p>Be able to make a comparison between the past and today</p> <p>Be able to understand some facts about life as a refugee</p> <p>Be able to ask and answer some questions</p>		<p>adjectives, nouns, TRAPS, questions, 1<sup>st</sup> person, 3<sup>rd</sup> person, perfect tense, pronouns</p>
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**DETAILS OF ASSESSMENTS FOR ALL YEAR GROUPS CAN BE FOUND AT THE BOTTOM OF SCHEMES OF WORK WHICH ARE SHARED ON THE T DRIVE**