

## KS3 Curriculum Overview French

### Year 7

	TOPIC	*Key Skills/Subject Links	*Career links & BV
<b>TERM 1</b>	<b><i>Introduction to the French language</i></b>		
<b>Week 1</b>	Greetings	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Greetings</li> <li>- Talking about yourself (name, age, where you live, and come from).</li> <li>- Key words of the classroom rules</li> <li>- School equipment and objects in the classroom</li> <li>- Days of the week, months, and numbers from 0 to 100</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Indefinite articles: masculine, feminine, singular, and plural (agreeing articles and nouns)</li> <li>- Verbs “to be” and “to have” in the present tense</li> </ul> <p><b>Language structures</b></p> <ul style="list-style-type: none"> <li>- What do you have and do not have in your bag</li> <li>- Constructing negative sentences</li> <li>- Being able to say when your birthday is and asking others about their birthday</li> </ul> <p><b>Culture and traditions</b></p> <p>How Halloween is celebrated in France and make comparisons with England.</p> <p><b>This unit of work has cross curricular links with RE: the catholic faith is shared by most of the French speaking countries around the world and in this term the students will learn about “All Saints’ Day”.</b></p>	<p>We can find in this topic several British values starting by <b>the rule of law</b>, being necessary to set a list of <b>rules and expectations</b> for the students to follow from lesson one.</p> <p>The <b>mutual respect</b> and the ability of <b>working as part of a group</b> will be in those “classroom rules”.</p> <p>The students will be learning about <b>different cultures</b> in almost every lesson, which will make them understand how important it is <b>to be tolerant</b> with others and always listen to their points of view.</p>
<b>Week 2</b>	Introducing yourself		
<b>Week 3</b>	School vocabulary and classroom objects		
<b>Week 4</b>	Numbers and dates (birthdays)		
<b>Week 5</b>	<i>Revision</i>		
<b>Week 6</b>	<b>MILESTONE 1/BASELINE</b>		
<b>Week 7</b>	PM PF T and culture lesson on how Halloween is celebrated in France		
<b>TERM 2</b>	<b>TOPIC: Everyday life</b>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Telling the time in French</li> <li>- Daily routine activities</li> <li>- Key vocabulary of Christmas celebrations</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Sentence structure of how to tell the time</li> </ul> <p><b>Language structures</b></p> <ul style="list-style-type: none"> <li>- Using adverbs of frequency and time expressions to enrich descriptions of daily routine</li> </ul>	<p>The students will also learn about <b>tolerance</b> and <b>diversity</b>, for example, talking about the different ways that Christmas is celebrated around the world.</p> <p>In this term there is a great activity to <b>encourage students to take part and be engaged with the</b></p>
<b>Week 1</b>	Telling the time (minutes past)		
<b>Week 2</b>	Telling the time (minutes to)		
<b>Week 3</b>	Daily routine activities		
<b>Week 4</b>	Using the time and daily routine activities to describe a typical day		

<b>Week 5</b>	General revision of content and speaking practice (dialogue) about	<b>Culture and traditions</b> How Christmas is celebrated in France and French speaking countries – listening to French Christmas carols  <b>This unit of work has cross curricular links with RE: the catholic faith is shared by most of the French speaking countries around the world and they will have similar Christmas celebrations</b>	<b>community (value of democracy).</b>
<b>Week 6</b>	Christmas <i>Culture: how Christmas is celebrated in France and French speaking countries</i>		
<b>TERM 3</b>	<b>Free time</b>	<b>Vocabulary</b> - Free time activities - Hobbies - Adjectives  <b>Grammar</b> - Talking about hobbies and interests using regular and irregular verbs such as Faire = to do, jouer = to play and aller = to go.  <b>Language structures</b> - Using opinion words and adjectives to give opinions about free time activities and hobbies and justifying them.  <b>Culture and traditions</b> - Learning how Valentine’s Day is celebrated in France and French speaking countries and making comparisons with England.  <b>This unit of work has cross curricular links with PE, where the students will realize how important it is to have an active life and practice sport frequently.</b>	<b>Describing our daily routine and being aware of what time we do each activity everyday will help the students develop a sense of discipline and self-government, both essential qualities that they will require in the future for any job or endeavor that they want to undertake.</b>
<b>Week 1</b>	Free time activities and hobbies		
<b>Week 2</b>	Talking about free time activities and hobbies by using adverbs of frequency.		
<b>Week 3</b>	Giving opinions about free time activities and hobbies by using opinion words and adjectives.		
<b>Week 4</b>	Revision		
<b>Week 5</b>	<b>MILESTONE 2</b>		
<b>Week 6</b>	PM PF T  Valentine’s Day <i>Culture: how Valentine’s Day is celebrated in France and French speaking countries.</i>		
<b>TERM 4</b>	<b>Family and relationships</b>	<b>Vocabulary</b> - Key words of member of the family - Key words to describe someone’s physical appearance and personality traits  <b>Grammar</b> - Using the verbs to have and to be in the present tense - Changing the ending of adjectives (physical features): Adjectival agreement  <b>Language structures</b> - Being able to describe someone’s appearance and personality using the correct sentence structures and grammar rules. - Saying what someone is like (Basic structures) Être (to be) - Used for permanent characteristics such as appearance and personality.	<b>The students will focus once more in the importance of respect and tolerance towards others. Even if someone’s physical appearance or personality are different from ours, it does not really matter because we will still treat others as we would like to be treated.</b>  <b>We can find different career links in this</b>
<b>Week 1</b>	Members of the family		
<b>Week 2</b>	My family tree		

		<p>-</p> <p>- Justifying positive/negative relationships.</p> <p><b>We find in this unit a curricular link with PSHE, where the students will learn about physical and emotional wellbeing, including body image.</b></p>	<p><b>topic. Firstly, we are talking about people's physical appearance: hair style and colour, shape and colour of eyes, beard, mustache, make-up... It can encourage students who are already thinking on taking this path into jobs like hairdresser, barber, wig-maker, make-up artist, stylist, etc.</b></p> <p><b>On the other hand, we will be talking about personality traits, which could interest students who are curious about the world of Psychology and psychiatry.</b></p>
<b>Week 3</b>	Physical description		
<b>Week 4</b>	Personality description		
<b>Week 5</b>	<i>Describing our family: What is their physical appearance? What is their personality like? Do you get on well with members of your family and why?</i>		
<b>Week 6</b>	Holy Week <i>Culture: how Easter and is celebrated in France and French speaking countries.</i>		
		<p><b>Culture and traditions</b></p> <p>How Easter is celebrated in France and French speaking countries.</p> <p><b>This unit of work has cross curricular links with RE.</b></p>	

<b>TERM 5</b>	<b>TOPIC: The world around us</b>	<b>Vocabulary</b> - Countries, capital cities and nationalities in French	<b>We will be promoting and celebrating diversity with this topic, sharing with the class where we (or our families) are from. It's great to see how all the students want to know the name of their country of origin in French.</b>
<b>Week 1</b>	Countries and Capitals	<b>Grammar</b> - Changes in the ending of nationalities (agreeing to the noun in gender and number) - Revision of the verbs "to be" and "to live" in the present tense - Using prepositions: de ("from") and en ("in")	
<b>Week 2</b>	Nationalities		
<b>Week 3</b>	Where do you live?	<b>Language structures</b>	
<b>Week 4</b>	Revision	- Saying where someone is from - Être + de / Être + <b>nationality adjective</b>	
<b>Week 5</b>	<b>MILESTONE 3</b>	<b>This unit has cross curricular links with Geography, because the students will learn the countries of the world in French.</b>	

<b>TERM 6</b>	<b>Where I live</b>	<b>Vocabulary</b> - Compass points in French and how to read a map - List of adjectives to describe a house (appearance, size, style, age, colour...) - Vocabulary of rooms and floors in the house	<b>Describing a house with as many details as possible, focusing on decoration and furniture and being able to say the area where the house is located and the type</b>
<b>Week 1</b>	Types of houses	- Key vocabulary of objects and furniture in the bedroom	
<b>Week 2</b>	Description of house	- Adverbs and prepositions of place to say where objects are located in a room and in relation to each	
<b>Week 3</b>	Rooms of the house		

<b>Week 4</b>	Do you live on the coast or the countryside?	<p>other.</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Using “there is/are” or “there isn’t/aren’t”</li> <li>- Changes in the endings of adjectives (agreeing with the noun in gender and number)</li> <li>- Revising the verb “to have”, in the present tense</li> </ul> <p><b>Language structures</b></p> <ul style="list-style-type: none"> <li>- Describing our house using different forms of the verb <i>to have</i> in the present tense and the verbal form <i>il y a</i> (“there is/are”)</li> <li>- Asking and being able to answer where something is located in the room</li> <li>- Asking and being able to locate their house/ area they live in</li> </ul>	<p>of house that it is, could be useful qualities for a career in a real estate company, property developer, architecture or interior designer.</p>
<b>Rollover</b>			
<b>Week 5</b>	<b>TOPIC: My city</b>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Key words of places in town such as facilities and different areas within a city</li> <li>- Revision of compass points</li> </ul>	<p>In this topic we can develop plenty of skills for someone eager to work in the touristic industry: being able to understand a map, give directions to help others, or to have the ability of describing a city promoting the beauty of its sights and cultural elements.</p>
<b>Week 6</b>	Places in town: facilities	<ul style="list-style-type: none"> <li>- Adjectives used to describe a city/town (touristic, lively...)</li> </ul> <p><b>Grammar</b></p>	
<b>Week 7</b>	Describing the town	<ul style="list-style-type: none"> <li>- Using <i>il y a</i> and <i>il n’y a pas</i></li> </ul> <p><b>Language structures</b></p> <ul style="list-style-type: none"> <li>- Using the correct sentence structures whilst describing what the town they live in is like, giving their opinion and justifying it with the use of adjectives.</li> </ul> <p><b>Culture and traditions</b></p> <p>Learning about the French geography (regions).</p> <p><b>This unit of work has cross curricular links with Geography, as the students will learn about French cities.</b></p>	

**YEAR 8**

TERM 1	TOPIC: Directions	*Key Skills/Subject Links	*Career links & BV
Week 1	Revision of facilities in a town and describing where you live from Y7	<b>Vocabulary</b> - Giving and asking for directions to find different places in town - Names for facilities found in a city or town - Names of shops in French  <b>Grammar</b> - Prepositions of place  <b>Language structures</b> - Using the polite form of the language (vous) when addressing strangers.	<b>Careers link - Learning how to give and understand directions links to jobs where communication, clarity, and problem-solving are essential.</b>  <b>Mutual respect &amp; tolerance - Helping someone who is lost promotes kindness, cooperation, and respect.</b>  <b>Understanding that people may not speak English encourages tolerance of different cultures and languages.</b>  <b>Individual liberty - Being able to ask for and understand directions helps people travel independently and safely.</b>  <b>Language skills empower pupils to communicate confidently abroad.</b>
Week 2	<i>Asking for and giving directions</i>		
Week 3	Names of shops		
Week 4	Real-life scenario of going to a shop to buy something (speaking)		
Week 5	<i>Revision</i>		
Week 6	<b>MILESTONE 1</b>		
<b>TERM 2</b>		<b>Vocabulary</b> - Items of clothing - Colours - School rules - School subjects  <b>Grammar</b> - Verb porter = to wear in the present tense - Adjectival agreement - Position of adjectives  <b>Language structures</b> - Talking about rules and obligation - Il faut / On doit (we must/we have to)  - Comparing uniform and free time clothes - Je préfère... = I prefer	<b>With this topic the students will be reflecting on their school subjects and what subjects are their favourite and why, encouraging their passion or interest towards them and making them think on their future career if they follow the path of that subject.</b>  <b>The last week's topic would be very useful for those who want to become teachers and maybe go to teach abroad (they will be able to compare how different or how similar education is in England and in France).</b>
Week 1	<b>PM PFT</b> - Clothing		
Week 2	School uniform – describing it, and giving positive/negative opinions and justifying them		
Week 3	School rules – learn to express obligation, giving opinions on the rules and justifying them		
Week 4	School subjects – expressing opinions about the subjects, justifying them, and using the time (learned in Y7)		

<b>Week 5</b>	Describe the timetable and a typical school day by saying at what time lessons start/finish.		
<b>Week 6</b>	Pen-Pal project with College St Louis (French school).		

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<b>TERM 3</b>			
<b>Week 1</b>	The seasons The weather forecast	- Seasons - Weather conditions	<p><b>Careers links - Learning to talk about weather and weather forecasts in French develops skills that are used in many real-life jobs, especially those involving international communication and public safety.</b></p> <p><b>Rule of law - Weather warnings (storms, heatwaves, flooding) link to following official advice and safety rules. Understanding forecasts supports compliance with public safety guidance.</b></p>
<b>Week 2</b>	<i>Talking about the weather in the area we live in</i>	- Review of clothing	
<b>Week 3</b>	<i>Weather and appropriate clothing – revisiting</i>	- Future tense	
<b>Week 4</b>	<i>Weather forecast – saying what the weather is going to be like next week</i>	<b>Grammar</b>  - Talking about the weather - Il fait + adjective - Used for most weather expressions.	
<b>Week 5</b>	<i>Revision</i>	- Language structures  Il y a + noun - Used with weather nouns.	
<b>Week 6</b>	<b>MILESTONE 2</b>	Saying what you wear depending on the weather - Quand... / S'il... (when/if...) Used to link weather and clothing.  - Immediate future (aller + infinitive) - used to say what the weather is going to be. - Time expressions (Forecast language)	

<b>TERM 4</b>			
<b>Week 1</b>	Breakfast food		<p><b>Promoting a healthy diet and lifestyle is the main purpose of this topic: students need to understand the importance of a balanced diet in order to stay healthy.</b></p> <p><b>Several jobs are related to this topic, where the students would have to work with food, like cooks, or would have to know about the nutrients in the different food groups like, for example, nutritionists.</b></p>
<b>Week 2</b>	Lunch and dinner food		
<b>Week 3</b>	Do you eat in the school canteen? Comparing food at home and at school.		

<b>Week 4</b>	Healthy/unhealthy foods and balanced diet		
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		<b>Culture and traditions</b> - Learning about typical French recipes	
<b>Week 5</b>	<i>Revision</i>		
<b>Week 6</b>	Research project – Research traditional French food with the intent to try the recipes at home	<b>This unit of work has cross curricular links with Food tech because this time they will try to follow Spanish recipes and become cooks for the day</b>	

<b>TERM 5</b>		<b>Vocabulary</b> - Reusing vocabulary of food - Key vocabulary of the restaurant: staff, customers, dishes, and cutlery.	<b>This topic could get students involved in the catering industry and restaurant business.</b>
<b>Week 1</b>	<i>At the restaurant - Starters, mains and desserts</i>	- Expressions of politeness to speak to the staff/customers at a restaurant	
<b>Week 2</b>	<i>Making a reservation</i>	- Reusing numbers to calculate the bill	
<b>Week 3</b>	<i>Dialogue at the restaurant</i>	<b>Grammar</b> - Using the formal way of “you” in French with the appropriate verbal forms	
<b>Week 4</b>	<i>Revision</i>	<b>Language structures</b> - Being able to write a conversation at the restaurant and reproduce it in front of their peers in French	
<b>Week 5</b>	<b>END OF YEAR EXAM</b>		

<b>TERM 6</b>		<b>Vocabulary</b>	<b>Individual liberty - Pupils develop the confidence to express their own opinions about traditional foods and celebrations. They learn to choose what they like or prefer, respecting personal taste and culture.</b>
<b>Week 1</b>	<b>PM PF T</b>	- Names of different French festivals	
<b>Week 2</b>	<i>Festivals and special meals</i>	<b>Grammar</b> - À + festival / time expression - Used to say when something happens.	
<b>Week 3</b>	<i>Comparing French and British traditional meals</i>	- Present tense of the verbs manger = to eat and boire = to drink	
<b>Week 4</b>	<i>Cultural knowledge pupils should know</i>	- Partitive articles (Essential food grammar) - Used to talk about food in general.	

**Rule of law - National celebrations like Le 14 juillet link to laws and civic rules (e.g., public holidays, national events). Understanding how traditions follow rules in different countries promotes awareness of civic responsibilities.**

	<p><b>La Chandeleur</b> = pancake day in France (2 February)</p> <p><b>Le 14 juillet</b> = national day, picnics and celebrations</p> <p>Food is an important part of French identity and traditions</p>	<p><b>Language structures</b></p> <ul style="list-style-type: none"> <li>- Giving opinions about traditional food</li> </ul> <p>J'aime / Je n'aime pas</p> <p>C'est + adjective</p> <ul style="list-style-type: none"> <li>- Comparing French and British traditional meals - En France / En Angleterre</li> </ul> <p><b>Cross-curricular links with Geography - Food, culture, and place</b></p> <p><b>Food traditions vary depending on: climate, agriculture, local produce</b></p> <p><b>French regional foods help pupils understand how geography influences diet.</b></p>	<p><b>Media &amp; Journalism - Careers in journalism, travel writing, or TV/radio broadcasting benefit from cultural awareness and the ability to describe events and food in French.</b></p> <p><b>International Business &amp; Marketing - Understanding cultural differences in food and celebration is valuable for: International companies, Product marketing, Event planning.</b></p>
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