|  |
| --- |
| **Bridgewater High Key Stage 3 Curriculum Map** |
| French – Year 7  |



|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Intent:6 key principles** | **Implementation** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** | **Feelings** | School | **Self, Family and Friends** | **Self, Family and Friends** | **Free Time** | **Free Time** |
| **Key Knowledge & Concepts (bold used in every KS3 unit from this point)** | **Phonics**, **justifications**, adjectives, **connectives,** **intensifiers** | Gender, **phonics**, **opinions**, **justifications**, **connectives**, time phrases, word order, adjectives, negatives | **Phonics, opinions, justifications**, **connectives,** time phrases, **intensifiers**, key irregular verbs, conditional, word order, gender, number, adjectival agreement, comparisons, negatives | **Phonics, opinions, justifications**, **connectives,** time phrases, **intensifiers**, key irregular verbs, conditional, word order, gender, number, adjectival agreement, comparisons, negatives | **Phonics, opinions, justifications, connectives,** time phrases, **intensifiers**, infinitives, **regular present tense**, key irregular verbs, comparisons | **Phonics, opinions, justifications, connectives,** time phrases, **intensifiers**, infinitives, **regular present tense**, key irregular verbs, comparisons |
| **Clarity around Sequencing** | **Main links across the curriculum** | Starter unit Y8 and Y9 | Y9 beginning of school and jobs and work | Y10 recall and personal identity | Y10 recall and personal identity | Y8 Holidays, Y10 Leisure | Y8 Holidays, Y10 Leisure |
| **Cross – curricular / Authentic Links** |  |  |  |  |  |  |
| **Vocabulary / Literacy** | **Literacy** | **Reading** |  | Short paragraphs | Short paragraphs in simple present | Short paragraphs in simple present | Short paragraphs with greater verb range | Short paragraphs with greater verb range |
| **Ext. Writing** | N/A | N/A | N/A | Writing assessment (c. 50 words) | N/A | Writing work – paragraph development |
| **Key****Vocabulary** | See Knowledge Organiser/Sentence builders | See Knowledge Organiser/Sentence builders | See Knowledge Organiser/Sentence builders | See Knowledge Organiser/Sentence builders | See Knowledge Organiser/Sentence builders | See Knowledge Organiser/Sentence builders |
| **Memory & Cognition** | **Retrieval/ Formative Assessment** | **Start** | Vocabulary building, phonics | Vocabulary building, phonics | Vocabulary building, phonics | Vocabulary building, phonics | Vocabulary building, phonics | Vocabulary building, phonics |
| **On going** | Recall activities, listening activities involving retrieval | Recall activities, listening activities involving retrieval | Recall activities, listening activities involving retrieval | Recall activities, listening activities involving retrieval | Recall activities, listening activities involving retrieval | Recall activities, listening activities involving retrieval |
| **End** | Sentence creation | Sentence creation | Sentence creation | Sentence creation | Sentence creation | Sentence creation |
| **Assessment** | **Summative****Assessment** | Formative assessment (translation) | End of module assessment | Formative Assessment (translation) | Writing test | Formative assessment (translation) | Speaking assessment |
| **Possible misconceptions** | Recall | Recall/ Complex justifications | Avoir use for age + recall | Recall | Regular v irregular verb formation + recall | Full verb paradigm + recall |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** |  |  |  |  |  |  |

|  |
| --- |
| **Bridgewater High Key Stage 3 Curriculum Map** |
| French – Year 8  |



|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Intent:6 key principles** | **Implementation** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** | **Music, TV and Film** | **Music, TV and Film** | **Where I live** | **Where I live** | **Holidays** | **Holidays** |
| **Key Knowledge & Concepts (bold used in every KS3 unit from this point)** | **Phonics, opinions, complex justifications, connectives, intensifiers,** conditional, word order, gender, number, adjectival agreement, comparisons, agreeing and disagreeing, near future tense | **Phonics, opinions, complex justifications, connectives, intensifiers**, conditional, word order, gender, number, adjectival agreement, comparisons, agreeing and disagreeing, near future tense | **Phonics, opinions, justifications, connectives**, time phrases, **intensifiers**, **infinitives,** **regular present tense,** **irregular verbs**, conditional, word order, gender, number, adjectival agreement, comparisons, negatives | **Phonics, opinions, justifications, connectives,** time phrases, **intensifiers,** **infinitives**, **regular present tense,** **irregular verbs,** conditional, word order, gender, number, adjectival agreement, comparisons, **negatives** | **Phonics, opinions, justifications, connectives, time phrases, intensifiers, infinitives, regular present tense, irregular verbs, adjectival agreement, negatives, near future tense, perfect tense** | **Phonics, opinions, justifications, connectives, time phrases, intensifiers, infinitives, regular present tense, irregular verbs, adjectival agreement, negatives, near future tense, perfect tense** |
| **Clarity around Sequencing** | **Main links across the curriculum** | Opinions Y7 Autumn term; Y10 Module 2 freetime | Opinions Y7 Autumn term; Y10 Module 2 freetime | Y10 Spring Term module 4 | Y10 Spring Term module 4 | Y10 Summer term module 5; Y7 leisure | Y10 Summer term module 5; Y7 leisure |
| **Cross – curricular / Authentic Links** |  |  |  |  |  |  |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | Short paragraphs | Short paragraphs | Short paragraphs | Short paragraphs | Short paragraphs | Short paragraphs with present and immediate future |
| **Ext. Writing** | N/A | N/A | N/A | Writing assessment (c. 60 words) | N/A | Paragraph building  |
| **Key****Vocabulary** | See Knowledge Organiser/Sentence builders | See Knowledge Organiser/Sentence builders | See Knowledge Organiser/Sentence builders | See Knowledge Organiser/Sentence builders | See Knowledge Organiser/Sentence builders | See Knowledge Organiser/Sentence builders |
| **Memory & Cognition** | **Retrieval Practice: Focus a*nd Activity*** | **Start** | Vocabulary building, phonics | Vocabulary building, phonics | Vocabulary building, phonics | Vocabulary building, phonics | Vocabulary building, phonics | Vocabulary building, phonics |
| **On going** | Recall activities, listening activities involving retrieval | Recall activities, listening activities involving retrieval | Recall activities, listening activities involving retrieval | Recall activities, listening activities involving retrieval | Recall activities, listening activities involving retrieval | Recall activities, listening activities involving retrieval |
| **End** | Sentence creation | Sentence creation | Sentence creation | Sentence creation | Sentence creation | Sentence creation |
| **Assessment** | **Summative****Assessment** | Formative assessment | End of module assessment | Formative assessment (translation) | Writing Assessment | Formative assessment (translation) | Speaking Assessment |
| **Possible misconceptions** | Recall | Recall/ present tense formation | Recall | Irregular verb aller + recall | Translating “to” + recall | Imperfect and conditional in extended work + recall |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | French music / TV | French music / TV |  |  |  |  |

|  |
| --- |
| **Bridgewater High Key Stage 3 Curriculum Map** |
| French – Year 9 |



|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Intent:6 key principles** | **Implementation** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** | **Jobs and Work** | **Jobs and Work** | **Free Time and Technology** | **Free Time and Technology** | **Health** | **Health** |
| **Key Knowledge & Concepts (bold used in every KS3 unit from this point)** | **Phonics, opinions, justifications, intensifiers, regular present tense, irregular verbs**, conditional, gender, agreeing and disagreeing, **negatives, near future tense** | **Phonics, opinions, justifications, intensifiers, regular present tense, irregular verbs**, conditional, gender, agreeing and disagreeing, **negatives, near future tense** | **Phonics, opinions, justifications, connectives,** time phrases, **intensifiers,** **infinitives, regular present tense, irregular verbs,** comparisons, complex justifications, agreeing and disagreeing, **negatives, near future tense, perfect tense** | **Phonics, opinions, justifications, connectives,** time phrases, **intensifiers,** **infinitives, regular present tense, irregular verbs,** comparisons, complex justifications, agreeing and disagreeing, **negatives, near future tense, perfect tense** | **Phonics, opinions, justifications, connectives,** time phrases, **intensifiers, infinitives, regular present tense, irregular verbs,** gender, number, adjectival agreement, comparisons, complex justifications, agreeing and disagreeing, **negatives, near future tense** | **Phonics, opinions, justifications, connectives,** time phrases, **intensifiers, infinitives, regular present tense, irregular verbs,** gender, number, adjectival agreement, comparisons, complex justifications, agreeing and disagreeing, **negatives, near future tense** |
| **Clarity around Sequencing** | **Main links across the curriculum** | Y7 Autumn term school; Y11 Autumn term school and world of work | Y7 Autumn term school; Y11 Autumn term school and world of work | Y10 Autumn term module 2 | Y10 Autumn term module 2 | Y10 Spring Term module 3; Y11 Autumn term module 6 | Y10 Spring Term module 3; Y11 Autumn term module 6 |
| **Cross – curricular / Authentic Links** |  |  |  |  |  |  |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | Short paragraphs | Short paragraphs | Short paragraphs with more than 1 tense | Short paragraphs with more than 1 tense | Short paragraphs with 3 basic tenses | Short paragraphs with 3 basic tenses |
| **Ext. Writing** | N/A | N/A | N/A | Writing assessment (c. 80 words) |  | Extending beyond a paragraph with tenses |
| **Key****Vocabulary** | See Knowledge Organiser/Sentence builders | See Knowledge Organiser/Sentence builders | See Knowledge Organiser/Sentence builders | See Knowledge Organiser/Sentence builders | See Knowledge Organiser/Sentence builders | See Knowledge Organiser/Sentence builders |
| **Memory & Cognition** | **Retrieval Practice: Focus a*nd Activity*** | **Start** | Vocabulary building, phonics | Vocabulary building, phonics | Vocabulary building, phonics | Vocabulary building, phonics | Vocabulary building, phonics | Vocabulary building, phonics |
| **On going** | Recall activities, listening activities involving retrieval | Recall activities, listening activities involving retrieval | Recall activities, listening activities involving retrieval | Recall activities, listening activities involving retrieval | Recall activities, listening activities involving retrieval | Recall activities, listening activities involving retrieval |
| **End** | Sentence creation | Sentence creation | Sentence creation | Sentence creation | Sentence creation | Sentence creation |
| **Assessment** | **Summative****Assessment** | Formative assessment (translation) | End of module assessment | Formative assessment (translation) | Writing Assessment | Formative assessment (translation) | Speaking Assessment |
| **Possible misconceptions** | Recall | Recall/ Conditional tense formation | Conditional tense use + recall | Perfect tense construction; Conditional tense use + recall | Mixing 3 tenses + recall | Il faut use (impersonal phrases) + recall |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | French school system; careers process | French school system; careers process | Technology platforms | Technology platforms | Food and drink in France | Food and drink in France |

|  |
| --- |
| **Bridgewater High Key Stage 4 Curriculum Map** |
| French – Year 10 |



|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Intent:6 key principles** | **Implementation** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** | Qui suis-je? (Who am I ?) (Theme 1 Identity and Culture) | Le temps des loisirs (Leisure time) (Theme 1 Identity and Culture) | Jours ordinaires, jours de fête (Daily life and celebrations)(Theme 1 Identity and Culture) | Spring term 1 continuation. Change mid-way to De la ville à la campagne (Theme 2 Local, National, International and Global areas of interest) | De la ville à la campagne (Town and country) (Theme 2 Local, National, International and Global areas of interest) | Le Grand Large (Holidays)(Theme 2 Local, National, International and Global areas of interest) |
| **Key Knowledge & Concepts** | Present tense recap; near future tense recap; perfect tense recap; imperfect tense | Depuis + present tense; comparatives and superlatives ; imperfect application with present tense; direct object pronouns | Modal verbs; en as pronoun ; register of address; venir de + infinitive; using several tenses together | Pronoun y; negatives;  | questions with quel; future tensePresent, perfect and future tenses combined | Conditional tense; reflexive verbs in perfect; en + present participle |
| **Clarity around Sequencing** | **Main links across the curriculum** | Y7 – Personal IdentityY7-9 – present tenseY8-9 – perfect tenseY7 term 3-Y9 – near future tense | Y7 – module 3Y8 – module 3Y9 – module 3 | Y7 – module 5 (register and pouvoir)Y8 module 4 – modal verbsY9 module 2 (modal verbs)Tenses from KS3 | Y9 module 4 (negatives)Y8 module 3 (negatives) | Combined tenses : all year groups including Y10 (see previous columns) | Y8 module 4 – reflexive verbsY10 module 1 (imperfect endings)Y10 module 4 (future stem) |
| **Cross – curricular / Authentic Links** | Role models (Malala) | French cinema | French customs for celebrations |  | Describing home area | Ordering in a restaurant |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | Regular reading comprehension activities | Regular reading comprehension activities | Regular reading comprehension activities | Regular reading comprehension activities | Regular reading comprehension activities | Regular reading comprehension activities |
| **Ext. Writing** | 90/150 word writing pieces in preparation for exam | 90/150 word writing pieces in preparation for exam | 90/150 word writing pieces in preparation for exam | 90/150 word writing pieces in preparation for exam | 90/150 word writing pieces in preparation for exam | 90/150 word writing pieces in preparation for exam |
| **Key****Vocabulary** | Use of [Knowledge Organisers](file:///W%3A%5CKnowledge%20Organiser%5CMFL%5CFrench%5CY10%5CAut%5CY10%20French%20Half%20Term%201.pdf) and associated memrise.com course | Use of [Knowledge Organisers](file:///W%3A%5CKnowledge%20Organiser%5CMFL%5CFrench%5CY10%5CAut%5CY10%20French%20Half%20Term%202.pdf) and associated memrise.com course | Use of [Knowledge Organisers](file:///W%3A%5CKnowledge%20Organiser%5CMFL%5CFrench%5CY10%5CSpring%5CY10%20Term%202%20Half%20Term%201.pdf) and associated memrise.com course | Use of [Knowledge Organisers](file:///W%3A%5CKnowledge%20Organiser%5CMFL%5CFrench%5CY10%5CSpring%5CY10%20Term%202%20Half%20Term%202.pdf) and associated memrise.com course | Use of [Knowledge Organisers](file:///W%3A%5CKnowledge%20Organiser%5CMFL%5CFrench%5CY10%5CSpring%5CY10%20Term%202%20Half%20Term%202.pdf) and associated memrise.com course | Use of [Knowledge Organisers](file:///W%3A%5CKnowledge%20Organiser%5CMFL%5CFrench%5CY10%5CSummer%5CY10%20Term%203.pdf) and associated memrise.com course |
| **Memory & Cognition** | **Retrieval Practice: Focus a*nd Activity*** | **Start** | Recall of KS3 tensesVerb sortsQ&A vocab | Recall of KS3 tensesRecall of adjectives/comparativesBrainstorm; verb sorts; Q&A vocab | Recall of KS3 tenses;Brainstorm; verb sorts; Q&A vocab | Recall of KS3 tenses;Brainstorm; verb sorts; Q&A vocab | Recall of KS3 tenses;Brainstorm; verb sorts; Q&A vocab | Recall of KS3 tenses;Brainstorm; verb sorts; Q&A vocab |
| **On going** | Verb sorts; review of tenses; application of tenses (exercises, speaking and writing) | Verb sorts; review of tenses; application of tenses (exercises, speaking and writing) | Verb sorts; review of tenses; application of tenses (exercises, speaking and writing) | Verb sorts; review of tenses; application of tenses (exercises, speaking and writing) | Verb sorts; review of tenses; application of tenses (exercises, speaking and writing) | Verb sorts; review of tenses; application of tenses (exercises, speaking and writing) |
| **End** | Use of Knowledge Organisers and Activelearn Vocabulary testing. QMA | Use of Knowledge Organisers and Activelearn Vocabulary testing. Writing pieces. QMA | Use of Knowledge Organisers and Activelearn Vocabulary testing. | Use of Knowledge Organisers and Activelearn Vocabulary testing. QMA | Use of Knowledge Organisers and Activelearn Vocabulary testing. QMA | Use of Knowledge Organisers and Activelearn Vocabulary testing. QMA |
| **Assessment** | **Summative****Assessment** | Mod 1 takes place just into 2nd Half term | Listening and Reading QMA (Mod 1) | Writing QMA – exam style 90 word essay (Mod 2) | Listening and Reading QMA (mod 3) | Summer mock exam (Writing on Mod 4) | Listening and Reading QMA (Mod 5) |
| **Possible misconceptions** | Mixing of auxiliary verbs between tenses; confusing verb endings between tenses | Word order in comparatives; confusing verb endings between tenses | Mixing up tu and vous; confusing verb endings between tenses | Ne … que negative as it means only (so not an English negative) | Confusing verb endings between tenses | Confusion of future tense and conditional tense; using si clauses; reflexive pronous |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | Family relationships; friendships; role models |  | Different festivals in different cultures |  | Environmental responsibilities | Hotels, restaurants and travel in the French speaking world |

|  |
| --- |
| **Bridgewater High Key Stage 4 Curriculum Map** |
| French – Year 11 |



|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Intent:6 key principles** | **Implementation** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** | Le Grand Large (Holidays) (Theme 2 Local, National, International and Global areas of interest) | Au collège. (school) (Theme 3 Current and Future study and employment) + (Theme 2 Local, National, International and Global areas of interest) | Bon Travail! (World of Work) (Theme 3 Current and Future study and employment) | Un oeil sur le monde (Wider world) ((Theme 2 Local, National, International and Global areas of interest) | Revision and Speaking test |  |
| **Key Knowledge & Concepts** | Avant de + infinitive; demonstrative adjectives and pronouns ; buying | 3rd person verbs ; impersonal phrases ; imperative ; mixing tenses | Irregular comparatives and superlatives ; subjunctive; direct object pronouns in perfect tense; verbs with à/de | Modal verbs in perfect tense; passive voice; indirect object pronouns | All previous in application |  |
| **Clarity around Sequencing** | **Main links across the curriculum** | Y10 summer term – holidaysY7 module 5 – café purchasingY8 module 2 – market purchasing | Y7 – verbsY7 – module 5 (two tenses)Y8 – module 5 (imperative and mixing tenses)Y9 – all modules (mixing tenses)Y10 – module 2, 3, 4 (mixing tenses) | Y8 – module 5 (à/de) (comparatives)Y10 – module 2 (comparatives/superlatives) | Y8 – module 4 (modals)Y10 – module 2 (object pronouns) | All previous work |  |
| **Cross – curricular / Authentic Links** |  | Comparison with French school system |  | Environmental issues |  |  |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | Regular reading comprehension activities | Regular reading comprehension activities | Regular reading comprehension activities | Regular reading comprehension activities | Regular reading comprehension activities |  |
| **Ext. Writing** | 90/150 word writing pieces in preparation for exam | 90/150 word writing pieces in preparation for exam | 90/150 word writing pieces in preparation for exam | 90/150 word writing pieces in preparation for exam | 90/150 word writing pieces in preparation for exam |  |
| **Key****Vocabulary** | Use of [Knowledge Organisers](file:///W%3A%5CKnowledge%20Organiser%5CMFL%5CFrench%5CY11%5CAut%5CY10%20French%20Half%20Term%202.pdf) and associated memrise.com course | Use of [Knowledge Organisers](file:///W%3A%5CKnowledge%20Organiser%5CMFL%5CFrench%5CY11%5CAut%5CY11%20French%20Half%20Term%201.pdf) and associated memrise.com course | Use of [Knowledge Organisers](file:///W%3A%5CKnowledge%20Organiser%5CMFL%5CFrench%5CY11%5CAut%5CY11%20French%20Half%20Term%202.pdf) and associated memrise.com course | Use of [Knowledge Organisers](file:///W%3A%5CKnowledge%20Organiser%5CMFL%5CFrench%5CY11%5CSpring%5CY11%20Term%202%20Half%20Term%201.pdf) and associated memrise.com course | Use of [Knowledge Organisers](file:///W%3A%5CKnowledge%20Organiser%5CMFL%5CFrench%5CY11) and associated memrise.com course |  |
| **Memory & Cognition** | **Retrieval Practice: Focus a*nd Activity*** | **Start** | Recall of KS3 tenses;Brainstorm; verb sorts; Q&A vocab | Recall of KS3 tenses;Brainstorm; verb sorts; Q&A vocab | Recall of KS3 tenses;Brainstorm; verb sorts; Q&A vocab | Recall of KS3 tenses;Brainstorm; verb sorts; Q&A vocab | Recall of KS3 tenses;Brainstorm; verb sorts; Q&A vocab |  |
| **On going** | Verb sorts; review of tenses; application of tenses (exercises, speaking and writing) | Verb sorts; review of tenses; application of tenses (exercises, speaking and writing) | Verb sorts; review of tenses; application of tenses (exercises, speaking and writing) | Verb sorts; review of tenses; application of tenses (exercises, speaking and writing) | Verb sorts; review of tenses; application of tenses (exercises, speaking and writing) |  |
| **End** | Use of Knowledge Organisers and Activelearn Vocabulary testing. QMA | Use of Knowledge Organisers and Activelearn Vocabulary testing. QMA | Use of Knowledge Organisers and Activelearn Vocabulary testing. QMA | Spring mock exam prep (all skills for real exam) |  |  |
| **Assessment** | **Summative****Assessment** | Listening and Reading QMA; Practice writing exam questions | Mock exams; mock speaking | Listening and Reading QMA; Practice writing exam questions | Mock exams | Mock speaking; real speaking |  |
| **Possible misconceptions** | Mixing up of tenses – future and past | Mixing up of tenses when multi-tense use required | Use of subjunctive | Passive voice (literacy work from English) |  |  |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** |  | Healthy living, including alcohol, smoking and drugs | Careers | Environmental issues |  |  |