



Chellaston Academy

French	Year 7 Curriculum
Intent	<p>We aim to deliver a Year 7 French curriculum which is accessible to all students, irrespective of starting points, where students will start to understand the importance of learning about other countries and other cultures. Students will start to build confidence with the four language learning skills (writing, speaking, reading and listening) through a range of exercises provided for them. We will provide opportunities for our students to appreciate the similarities and differences between different cultures and start to break down some of the stereotypes that can exist. We hope to equip our students with the skills needed for the world of work. This should lead to a respect for all through a deeper compassion and empathy with different identities. We hope that students will enjoy their French lessons, learning about the language and the culture.</p>
Implementation	<p>We want to develop independent learners; students will be inquisitive in the way that they learn about other languages and how to equip themselves with the skills which build resilience. We will give students the opportunity to work on their own, in pairs and in groups. We expect students to respect and then understand the cultural differences that exist in our world. We also expect students to facilitate the learning of others by contributing to class discussions, group tasks and work in a productive and ambitious manner. We will provide structure and frameworks to support students in the development of their 4 language learning skills providing balance across the 4 skills and ensuring learning is differentiated to enable all students to make excellent progress. Accuracy and attention to detail (no matter which level pupils are working at) are important to us and will become more refined as students grow in confidence. All learners will have access to quality first teaching which adopts a consistent approach to lesson delivery and utilises common resources. Students will be given home learning activities to promote supported self-study. Long term memory will be developed through retrieval practice and knowledge organisers.</p>
Impact	<p>Language learning skills will enable students to succeed in later life and they will start to understand how the skills they are learning in the French curriculum link to potential future careers and/or skills that they will need in their chosen profession. We will enable our students to be the best versions of themselves through understanding and appreciating differences in other cultures. Regular assessments will take place in year 7 to check on students' progress. These will identify where students are experiencing success and where the curriculum may need to be adjusted. Students will move into year 8 as more confident linguists who have made good progress towards their end of Key Stage academic targets.</p>
Links to prior learning	<p>The year 7 curriculum builds on the language skills learned in KS2 by consolidating and reinforcing the vocab and skills that they have covered. Students will revisit some of the grammatical differences that exist between the two languages. They will also revisit the vocab covered in KS2 but will do so using all 4 language learning skills.</p>
Links to future learning	<p>The Year 7 Curriculum introduces some crucial grammar points that underpin a lot of the work that is covered again both within the rest of the KS3 curriculum but also within Key Stage 4 and 5. Students will cover vocabulary and grammar points that will be important throughout their language learning at Chellaston. The understanding and learning of these elements will be reinforced and revisited in the Key Stage 3 curriculum, where learners will be encouraged to build on these basics and work with more complexity and yet still maintain the accuracy in their work.</p>
Links to other subjects and the wider curriculum	<p>The year 7 curriculum links to other subjects through developing a broad awareness and understanding</p>

of the wider curriculum. The development of students' oracy and their writing skills will link in with the work done in other subjects. Attention to detail and the development of resilience, when work isn't immediately understandable, are again skills that can help students across the wider Chellaston curriculum.

Topics

<p>Autumn 1 – Personal Information</p> <p>Reading Information Retrieval Translation skills</p> <p>Speaking Regular sound patterns Developing confidence to speak out loud</p> <p>Writing Attention to detail Basic translation</p> <p>Listening Information retrieval Awareness of different phonics</p>		<p>Home Learning</p> <p>Vocab learning</p> <p>Grammar exercises testing understanding</p> <p>Written pieces working on developing accuracy</p> <p>Online web-based content exercises</p>	
<p>Topics covered in Unit 1</p> <ul style="list-style-type: none"> ▪ Introduce yourself ▪ Say where you live, what languages you speak and your nationality (understanding gender) ▪ Learn numbers (1-31) and the months of the year ▪ Describe your appearance and that of another person ▪ European Day of Langs ▪ Name and describe your favourite object – use of préféré ▪ Name some French-speaking parts of the world ▪ Grammar, language strategies and pronunciation ▪ Reinforcement and extension; reading material; activities based on video material; revision and assessment 			
<p>Assessment Eng</p>	<p>Writing – longer written piece / Translation Eng to Fre Reading - Look at a range of reading texts and retrieve information / Translation Fre to Eng</p> <p>Completed after Unit 1 and 2</p>		
<p>Wider curriculum</p>			
<p>Literacy</p> <ul style="list-style-type: none"> • Reading/writing skills 	<p>Numeracy</p> <p>Numbers 1-30</p>	<p>British Values</p> <ul style="list-style-type: none"> • respect and tolerance of others 	<p>Employability</p> <ul style="list-style-type: none"> • cultural understanding • verbal

			communication <ul style="list-style-type: none"> • listening carefully • attention to detail • selecting key information
SMSC <ul style="list-style-type: none"> • cultural similarities and differences • French speaking parts of the world. 	Cultural Capital Developing academic language (nouns / verbs / gender etc)	Character Education <ul style="list-style-type: none"> • Resilience to complete a task • Working independently • Participation 	Personal Development Taking responsibility for learning

Autumn 2 – Personality, Family and school		Home Learning
Reading Information Retrieval Translation skills	Writing Attention to detail Basic translation	Vocab learning Grammar exercises testing understanding Written pieces working on developing accuracy Web based online learning
Speaking Regular sound patterns Developing confidence to speak out loud	Listening Information retrieval Awareness of different phonics	
Topics covered in Unit 2 <ul style="list-style-type: none"> ▪ Describe your personality (gender aware) ▪ Talk about family members and friends (3rd person descriptions – language production) ▪ Christmas in France ▪ Give opinions of school subjects – written and orally accurate ▪ Home and family life; compare yourself now with how you used to be (use of j'étais / j'avais) 		
Assessment Wriitng - longer written piece / Translation Eng to Fre Reading - Look at a range of reading texts and retrieve information / Translation Fre to Eng Completed after Unit 1 and 2		

Wider curriculum			
Literacy <ul style="list-style-type: none"> • Reading/writing skills 	Numeracy <ul style="list-style-type: none"> • Intro to time with school subjects 1-30 (recap) 	British Values <ul style="list-style-type: none"> • Tolerance of differences 	Employability <ul style="list-style-type: none"> • cultural understanding • verbal communication • listening carefully • attention to detail • selecting key information
SMSC <ul style="list-style-type: none"> • Schools in France vs England 	Cultural Capital Developing academic language	Character Education <ul style="list-style-type: none"> • Resilience to complete a task • Working independently • Participation • Developing confidence 	Personal Development Taking responsibility for own learning.

<p>Spring 1 – School system / Types of housing / animals (domestic and wild)</p> <p>Reading Recognition of pre-learnt tense phrases Information Retrieval</p> <p>Speaking Recognising basic questions Answering basic questions Awareness of some pronunciation rules Working to a mark scheme</p> <p>Writing Linking sentences into paragraphs Attention to detail Writing in the 1st and 3rd person</p> <p>Listening Information retrieval Recognition of different tenses</p>		<p>Home Learning</p> <p>Vocab learning</p> <p>Grammar exercises – adjective endings and word order</p> <p>Learning question words</p> <p>Preparing answers to basic questions Covered</p> <p>Online web based learning</p>
<p>Topics covered in Unit 3</p> <ul style="list-style-type: none"> ▪ Talk about school (size and opinions) and where you live (house / location / country / opinion) ▪ Talk about different places to live ▪ La Chandaleur ▪ Talk about leisure activities (two verb sentences / one verb sentences) ▪ Describe personal possessions (use of possessives and gender) ▪ Describe animals (domestic and zoo animals) (colours – adjective agreement) ▪ Say what animals you used to have / would like (intro Je voudrais and j’avais as set phrases) 		
<p>Assessment - TO BE COMPLETED AT THE END OF UNIT 4</p> <p>Listening – variety of recorded listening texts requiring students to retrieve information using different questions (multiple choice / open ended etc)</p> <p>Writing – extended written piece to cover work in units 3 and 4.</p>		
<p>Wider curriculum</p>		
<p>Literacy Oracy and listening skills</p>	<p>Numeracy Cardinal vs ordinal numbers</p>	<p>British Values</p> <p>Employability</p> <ul style="list-style-type: none"> • cultural understanding

			<ul style="list-style-type: none"> • verbal communication • listening carefully • attention to detail • selecting key information
SMSC Types of housing in France La Chandaleur	Cultural Capital Developing academic language	Character Education Working under pressure Express oneself Courage	Personal Development Understanding how you work under pressure

Spring 2 / Summer 1 – Food and Drink		Home Learning
Reading Information retrieval Conditional tense – Je voudrais Recognising negatives	Writing Writing in paragraphs Including more complexity in writing Attention to detail	Vocab learning Grammar exercises testing understanding Written pieces working on developing accuracy Translation practice Online web based learning
Speaking Recap on speaking questions covered Continued recognition of sound patterns	Listening Information retrieval Recognise negatives Change of subject	
Topics in unit 4 <ul style="list-style-type: none"> ▪ Say / write about what you eat and drink at different mealtimes ▪ Give opinions and justified opinions on food and drink ▪ Easter in France ▪ Say what you can and can't eat – basic negative use ▪ Understand use of du / de la / des ▪ Order food and drink in a café ▪ Recognise a range of quantities ▪ Use numbers above 40 ▪ Read basic recipes 		

Assessment - TO BE COMPLETED AT THE END OF UNIT 4

Listening - comprehension and translations

Writing – longer written piece

Wider curriculum

<p>Literacy Reading/writing skills</p>	<p>Numeracy</p>	<p>British Values</p>	<p>Employability</p> <ul style="list-style-type: none"> • cultural understanding • verbal communication • listening carefully • attention to detail • selecting key information
<p>SMSC French breakfast items Easter in France</p>	<p>Cultural Capital Developing academic language</p>	<p>Character Education Development of independent skills Working under assessment pressure Motivation</p>	<p>Personal Development</p>

<p>Summer 1 / Summer 2– Places in Town / Directions / Activities in town</p> <p>Reading Information Retrieval Recognising negatives Tense recognition</p> <p>Speaking Asking for directions Giving directions Saying what there is and isn't where you live.</p> <p>Writing 2 verb sentences Attention to detail Writing in paragraphs Range of vocab and variety of phrase</p> <p>Listening Understanding a description of a town (including negatives) Understanding activities in a town.</p>	<p>Home Learning</p> <ul style="list-style-type: none"> • Vocab learning • Writing about the town you live in. • Writing about what you can and cannot do in a town. • Preparing the answers to more basic questions
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Unit 5 topics <ul style="list-style-type: none"> • Describe a town – expanding vocab (gender awareness / negative sentences) • Activities in town – modal verb use with infinitives • Adjective position and agreement • Prepositions and the importance of gender • Role playing with confidence – asking and giving directions 			
Assessment End of year assessment Speaking – conversation based on the units covered across the year. Listening – range of questions and exercises stretching the most able and supporting supporting the least – covering all 5 units covered			
Wider curriculum			
Literacy Oracy skills	Numeracy Higher numbers 1-60	British Values	Employability <ul style="list-style-type: none"> • cultural understanding • verbal communication • listening carefully • attention to detail • selecting key information
SMSC French pastimes	Cultural Capital Developing academic language	Character Education Courage Resilience Ability to express oneself Speaking assessment – working under pressure	Personal Development How do I cope under pressure

Summer 2 – Review of Year 7 units covered		Home Learning
Reading Retrieval skills Reading for gist Question types – strengths and weaknesses Negatives Translation	Writing Attention to detail Paragraph writing Showing off Translation	Grammar exercises Vocab learning Writing in paragraphs Recording yourself speak Translation skills
Speaking Question recognition Answering basic questions	Listening Retrieval skills Listening for gist	

Pronunciation skills Developing an answer past the minimum requirement Learning context Having covered the first 5 units of the Allez 1 textbook the final unit of Year 7 allows students to reflect on the work that they have done, recap on the grammar and vocab that they have covered and to look at the skills they are developing. It also allows students to look at some of the cultural elements of France such as the Tour de France and the Bastille Day celebrations		Tense recognition		
Assessment N/A				
Wider curriculum				
Literacy Reading, writing and Oracy skills	Numeracy 1-60 recap	British Values Tolerance of difference in other cultures	Employability Covers a whole host of skills covered in units 1- 5	
SMSC Cultural similarity and difference	Cultural Capital Developing academic language	Character Education Covered in the previous units	Personal Development Covered in previous units	

