

Key Stage 3 Curriculum Overview, from September 2020
Upton Hall School FCJ French Department

	Autumn Term		Spring Term		Summer Term	
Year 7 Year 8 (beginners)	<p>Greetings: -Numbers 1 to 31/Age -Days of the week/months of the year. Birthday/family/pets/descriptions Grammar see SOW</p> <p>Assessment – by regular short-vocabulary tests/ grammar assessments. Listening / Reading/ writing assessments</p>	<p>House/bedroom Evening activities Christmas in France</p> <p>Grammar see SOW</p> <p>Assessment – by regular short-vocabulary tests/ grammar assessments Listening / Reading/ writing assessments</p>	<p>On va en ville (places in town/ asking questions using est ce qu'il y a...?) - Asking for directions (où est...? où sont...?) - Directions</p> <p>Assessment – by regular short-vocabulary tests/ grammar assessments Listening / Reading/ writing assessments</p>	<p>Quelle heure est-il? (telling the time) - Numbers 1 to 70 (spelling)</p> <p>Le soir (talking about what you do in the evening) Key vocabulary.</p> <p>Assessment – by regular short-vocabulary tests/ grammar assessments Listening / Reading/ writing assessments</p>	<p>Au snack bar ordering drinks and snacks (key vocabulary) -Practising numbers/ prices</p> <p>General revision in preparation for the end of year assessments.</p>	<p>Assessment – summer exam. Listening assessment Reading assessment Translation assessment Independent writing</p>
Year 9 (Year 3 of French study)	<p>- En ville (in town) -places in town. -Recap verb aller (au/a la/al'/aux) -verb vouloir -Recap verbs covered previously -au cafe (ordering snacks) revision of future tense. - Talking about future plans</p> <p>Assessment – by regular short-vocabulary tests/ grammar assessments. Listening / Reading/ writing assessments</p>	<p>-partitifs (du/de la/ des de l') -modal verbs(on doit/on peut/il faut..) -Healthy eating - Body parts and illnesses J'ai mal -Technology - past tense (passe compose) Assessment – by regular short-vocabulary tests/ grammar assessments. Listening / Reading/ writing assessments</p>	<p>-Environment : problems and solutions (Recycling/global warming/endangered species) Revision of modal verbs/ revision of 3 tenses (present/past and future)</p> <p>Assessment – by regular short-vocabulary tests/ grammar assessments. Listening / Reading/ writing assessments</p>	<p>-Holidays and tourism (countries and holiday activities)/ weather. revision of 3 tenses (present/past and future)</p> <p>Assessment – by regular short-vocabulary tests/ grammar assessments. Listening / Reading/ writing assessments</p>	<p>-Jobs and careers (key vocabulary/ writing a cv/future plans) - Revision of the future tense</p> <p>General revision in preparation for the end of year assessments.</p>	<p>Assessment – summer exam. Listening assessment Reading assessment Translation assessment Independent writing</p>

KS3 Curriculum Overview: Rationale and Assessment

Please do not expand the boxes so that your response goes onto another sheet

Why are you teaching what you are teaching when you are teaching it?

We all agree at Upton Hall School with the opening statement of the National Curriculum for Languages that: "Learning a foreign language is liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries"

Aims

With our curriculum at Upton Hall School, FCJ, We aim that all pupils will be able to:

- listen to a variety of forms of spoken language to obtain information. They should respond appropriately and be able to transcribe words and short sentences with increasing accuracy.
- initiate and develop conversations, coping with unfamiliar language and unexpected responses, and making use of social conventions.
- express and develop ideas clearly and with increasing accuracy in writing and speaking.
- read and show comprehension of original and adapted materials from a range of sources, understanding the purpose and important details, and providing accurate translations of short, suitable material.
- read literary texts in the language such as stories, songs, poems and letters, to stimulate ideas, develop creative expression and expand understanding of the language and culture.
- use an increasingly wide range of grammar and vocabulary, writing creatively to express their own ideas and opinions.
- identify and use tenses or other structures that convey the present, past, and future, as appropriate to the language being studied, and use a variety of key grammatical structures and patterns, including formal and informal register, as appropriate.
- develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions, take part in discussion about wider issues, and use accurate grammar, spelling and punctuation
- have a firm grasp of the sound-writing relationship to facilitate accurate pronunciation and independent language use.

How do you propose to assess French at Key Stage 3?

Attainment targets: By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. At KS3 the teaching may be of any modern foreign language and should build on the foundations of language learning laid at key stage 2, whether pupils continue with the same language or take up a new one. Teaching should focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It should enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It should provide suitable preparation for further study.

Assessments take a variety of forms (regular vocabulary tests; Listening and Reading comprehension assessments; Translation tasks; Independent Writing and Speaking assessments). In addition, all learners will be encouraged to develop resilience in their learning, and also reflecting regularly on the difficulties they face / will face in completing their work and how they expect to overcome them.