



A Guide to the Curriculum at Key Stage 3 (Years 7, 8 & 9)

Languages

All students in Year 7 have 3 one hour lessons per week during which they focus on four key skills in French: Listening, Speaking, Reading and Writing. A differentiated approach gives students the opportunity to reinforce and extend the French which they have learnt at KS2 but also allows students with no prior experience of the language to make good progress. As well as studying the language, students also gain an insight into the culture of France and other French speaking countries.

Homework is set each week. This is often vocabulary learning, which will then be tested in class, but we also set reading, writing and research tasks on a regular basis.

Students are provided with a booklet for each unit which provides support and is used for both classwork and homework. They must ensure that they have this booklet for every lesson.

Year 7 Units

Unit 1 *Tout sur Moi* (All about me)

Students will learn to introduce themselves, describe themselves and others and describe their favourite object. They will also develop some awareness of French speaking countries. They will develop a range of language learning strategies including recognising sound patterns, the use of intonation and memorisation skills. Through the course of the unit students will develop their understanding of key grammar points, including nouns and articles, the feminine agreement of adjectives, the present tense of *avoir* (to have) and how to say 'in' with different countries.

Unit 2 *Mon Monde Perso* (My personal world)

Students will learn to describe their personality, talk about family and friends, give opinions of school subjects and discuss their home life. They will develop reading strategies and will focus on transferrable language and silent letters. They will consolidate their understanding of adjectives and the verb *avoir*. In addition they will learn about possessive adjectives, connectives, the present tense of *être* (to be) and object pronouns. They will also learn how to make comparisons.

Unit 3 *Autour de Moi* (All around me)

Students will learn to talk about school, their home, their leisure activities, personal possessions and animals. They will develop writing strategies and reading strategies with a focus on cognates and 'false friends' and they will practise using a bilingual dictionary. They will continue to develop their understanding of grammar, learning the present tense of regular -er verbs and irregular verbs such as *aller* (to go) and *faire* (to do) and meeting some examples of different tenses, for example the perfect, the imperfect and the conditional. Students will learn about plural nouns and word order when using adjectives.

Unit 4 *À Table* (Food)

Students will learn to talk about food, drink, mealtimes and recipes. They will practise café and shopping conversations. They will learn about specialities from France and other French speaking countries. Students will continue to develop writing strategies and memorisation skills. They will learn about the different ways to say 'some', and will learn to use the present tense of *manger* (to eat) and *boire* (to drink), as well as negatives and structures which are followed by the infinitive.

Unit 5 Mon Quartier (Local Area)

Students will learn to describe a town, say what you can do in different places, give and understand directions and arrange a meeting. They will develop listening and reading strategies. They will consolidate their understanding of adjectives and will learn to use prepositions, the imperative and the verbs vouloir (to want) and pouvoir (to be able to).

Unit 6 Ça c'est mon truc (Lifestyle)

Students will learn to talk about clothes, the weather, a typical weekend, how often they do certain activities and music preferences. They will continue to develop listening strategies and when they speak they should focus on doing so with a good accent. They will consolidate their understanding of –er verbs in the present tense and will meet reflexive verbs. They will learn more about possessive adjectives and will be expected to be able to recognise and use key verbs in the past and future tenses.

Year 8

All students in Year 8 have 2 one hour lessons of French and 2 one hour lessons of Spanish per week during which they focus on four key skills: Listening, Speaking, Reading and Writing. Students are able to consolidate the skills learnt in Y7 whilst learning a new language. As well as studying the languages, students continue to gain an insight into the culture of both countries and start considering the difference between their lives and the lives of teenagers in other countries.

Homework is set each week. It includes a variety of tasks, such as vocab learning, verb practice (an essential skill to move to level 5 and higher), reading and extended writing.

Students are provided with a booklet for each unit which provides support and is used for both classwork and homework. They must ensure that they have this booklet for every lesson.

French

Unit 1: “destination vacances” (on holiday)

Students will learn to discuss different holiday destinations and activities. They will continue to learn sentences in the past tense and use the verb ALLER to make future sentences. They will also learn how to use different verbs in the present tense (IR and RE verbs). Basic grammar points studied in Y7 will be revised (genders) and applied into a new context (countries). Students will continue to learn a variety of complex structures. Their answers will become more developed and detailed. Students will also learn about some French festivals.

Unit 2: “bouger, c'est important” (Moving is essential)

Students will learn vocabulary and sentences to discuss the importance of a healthy lifestyle, especially practising physical activity on a regular basis. Body parts and health issues will also be studied during this unit. Students will continue to increase their understanding of the past and future tenses and will increasingly use both tenses in their work. They will also learn a variety of time phrases to make their work more detailed.

Unit 3: Aux quatre coins du monde (At the four corners of the world)

In this unit, students will have the opportunity to look at life and daily routine in French-speaking African countries and compare their lifestyle with that of a young African teenager. They will learn to create complex sentences by using comparatives (ie: more than and less than). They will also learn how to discuss their local area and explain where they would live to live in the future. They will practise the important skill of telling the time and learn useful idioms to communicate when abroad, such as, “I am thirsty” and “I am hungry”.

Unit 4: c'est quoi la France? (What is France ?)

In this unit, students will have the chance to learn more about France and its culture. We will look at famous French people who have invented significant objects in our everyday life, as well as an essential part of French culture: "bande-dessinée". Students will be introduced to the vocabulary of jobs and will reinforce their knowledge of numbers. Students will make longer, more complex sentence, using conjunctions, such as, "qui".

Unit 5: Le monde des medias (the media world)

Students will learn the vocab necessary to discuss new technologies and how they use them. They will also learn the vocabulary to talk about cinema and music. They will start using direct object pronouns in a sentence to avoid repetitions. They will be introduced to a new tense, the imperfect that will enable them to write more detailed paragraphs in the past tense. Students will increasingly practise GCSE skills for listening and reading.

Spanish:

Unit 1: ¡Hola! (Hello!)

Students will learn to introduce themselves, and give personal information about themselves (age, date of birth, etc...). They will be able to understand a variety of instructions in Spanish and make negative sentences. They will develop a range of language learning strategies including recognising sound patterns and the use of intonation. Through the course of the unit students will reinforce their understanding of key grammar points, including nouns and articles and learn the present tense of Tener (to have) as well as some simple connectives.

Unit 2: En el instituto (at school)

In this unit, students will learn the vocabulary to discuss their timetable, school subjects and justify their opinion. They will also learn how to use verbs to talk about what they do at school. They will start making longer sentences, using connectives.

Unit 3: Mi familia (my family)

Students will learn all the vocabulary necessary to talk about their family. They will be able to express likes and dislikes about their family members, describe them physically as well as their personality and discuss any pets they have. They will be introduced to sentences in the past tense and adjective agreement in the feminine and plural forms. They are expected to produce longer answers, using a variety of vocabulary and structures. They will focus on ser (to be) and tener (to have) in the present tense.

Unit 4: Mi casa (my house)

Students will learn the vocabulary to describe their house and their bedroom. They will also learn the names of different countries and explain where they would like to live. Students will learn to manipulate regular verbs (AR, ER and IR verbs) in the present tense as well as some irregular verbs to discuss what they do at home.

Unit 5: Mi tiempo libre (my free time)

Students will learn to discuss a variety of hobbies, adapting vocabulary and structures learnt previously to a new subject. They will learn the skills to produce longer and more detailed passages of work. They will also learn the useful skill of saying the time in Spanish and will learn a variety of irregular verbs in the present tense. They will also learn to use ir (to go) to make the future tense.

Year 9

All students in Year 9 have 2 one hour lessons of French and 2 one hour lessons of Spanish per week during which they focus on four key skills: Listening, Speaking, Reading and Writing. Students are able to consolidate the skills learnt in Y7 and Y8 whilst producing increasingly complex pieces of work and include idioms in their answers. As well as studying the languages, students continue to gain an insight into the culture in the French and Spanish speaking world and start considering the difference between their lives and the lives of teenagers in other countries.

Homework is set each week. It includes a variety of tasks, such as vocab learning, verb practice (an essential skill to move to level 5 and higher), reading and extended writing.

Students are provided with a booklet for each unit which provides support and is used for both classwork and homework. They must ensure that they have this booklet for every lesson.

French:

Unit 1: En pleine forme (fit and healthy)

Students will be given the opportunity to apply knowledge of science in this topic, as they discuss the importance of a healthy diet. They will revise key structures in different tenses. More complex structures, such as impersonal structures, will be introduced, as well as pronouns to avoid repetition.

Unit 2: Etre ado, c'est quoi? (What does it mean to be a teenager ?)

Students will discuss relationships with other family members. They will also learn the vocab to talk about house chores and pocket money. They will practise their ability to use the imperfect tense and the conditional by comparing their lifestyle and the life of their parents when they were younger. Modal verbs (pouvoir – to be able to; vouloir – to want; devoir – must) will be introduced as well as how to include them in sentences.

Unit 3: Autour du monde (around the world)

Students will learn practical skills in French, such as booking a train ticket. They will create increasingly complex pieces of work that include a variety of tenses and complex structures, as well as a variety of vocabulary. A different way to make the future tense will also be introduced. GCSE type exercises will be used in class, to increase familiarity with the demands of studying French at KS4.

Unit 4: Chez moi, ça veut dire quoi ? (my home and my local area)

Students will learn the vocabulary to describe a house. Using the conditional tense, they will make complex structures to discuss the house of their dreams. They will learn new idioms that will enable them to produce work that sounds more French.

Unit 5: un métier, un rêve (a job, a dream)

Students will learn the vocabulary to talk about jobs. Using the future tense and the conditional, they will discuss the advantages and disadvantages of different jobs. Skills that are useful at GCSE, such as making questions, will be practised regularly.

Spanish:

Unit 1: Mi ciudad (my town)

Students will learn the vocabulary necessary to describe their city, facilities available to young people and the weather. They will learn the skills to organise meeting someone in Spanish. Grammar studied in Y8, such as gender and the near future tense, will be consolidated.

Unit 2: las vacaciones (holidays)

Students will learn the vocabulary necessary to discuss holiday destinations and activities. They will start learning the past tense in order to discuss a past holiday. Their work will become increasingly detailed, using a variety of structures and vocabulary, as well as increasingly complex, as students will manipulate complex sentences.

Unit 3: la ropa (clothes)

Students will learn the Spanish for clothes and reinforce the use of adjectives in a Spanish sentence. They will use the 3 tenses to compare different fashion styles, as well as structures such as “más que” (more than) and “menos que” (less than). Opportunities to practise Role-Play questions similar to GCSE questions will be used during this unit.

Unit 4: la salud (health)

Students will learn the vocabulary and sentences necessary to talk about a healthy lifestyle. They will also use the future tense to explain how they will change their habits to be healthier in the future. They will start using complex grammar points, such as direct object pronouns.

Unit 5: ganarse la vida (earning your life)

Students will learn the vocabulary necessary to discuss their future career projects, the advantages and disadvantages of some jobs. Students will revise all the tenses studied during Y8 and Y9 and consolidate basic grammar points such as adjective agreement. They will have the opportunity to produce longer texts, including all the grammar they have learnt, in preparation for the demands of studying a language at KS4.

Grouping

Students are taught in mixed ability groups throughout the key stage and are expected to work with a range of other students during pair work and group work.

Assessment

Formative assessment is an on-going process within the department and includes teacher comments as well as peer and self-assessment. Students are expected to respond to comments and complete corrections using green pen. Students can track their own progress using the ‘My individual progress’ sheet in the back of each booklet. At the end of each unit students will be tested on at least 2 skill areas. Students will usually have the opportunity to prepare ‘scripts’ for speaking and writing tests in advance, but they will then need to memorise work so that they can re-produce it in test conditions.

Literacy and Numeracy Skills

Learning a foreign language naturally helps students to make progress in literacy, deepens their understanding of how English works and extends their English vocabulary. There is a particular focus on matching sound patterns to spelling patterns in Year 7 to develop student confidence in reading aloud in French. As students work on numbers in French they are encouraged to spot mathematical patterns with the larger numbers. Practice in class often involves basic addition or multiplication, and spotting prime numbers or squared numbers.

Promoting Reading

Students can extend their vocabulary in French by reading for pleasure. We use mini readers and magazines published by Mary Glasgow throughout the year in lessons and aim to use as many authentic materials as possible. There is a small selection of French reading materials in the library and some French magazines are available at homework club. When reading in a foreign language, students in Year 7 need to be prepared to read for general understanding and should not be tempted to look up every word which they do not understand.

Useful resources for Home

The Year 7 course is supported by the text book Allez 1. Students can use the Kerboodle website through which they can access an electronic version of the text book and additional interactive support material, including listening tasks. (Username and Password provided by class teacher).

Students have access to bilingual French-English dictionaries within lessons and at home work club. It is useful but not essential for students to have their own bilingual dictionary for use at home.

The booklet provided for each unit contains all the essential vocabulary for students.

In addition to this, they may wish to use the following useful websites.

Linguascope – www.linguascope.com

This is a site subscribed to by the Languages Department offering interactive vocabulary activities. It is recommended that Year 7 students use the elementary and beginners' section. (Username and Password provided by class teacher)

www.languagesonline.org.uk is a useful website for practising grammar such as present tense verb endings.

Word Reference – www.wordreference.com

This is an online dictionary that should only be used to look up individual words.

Textivate – www.textivate.com

This website is particularly useful when students are trying to memorise a piece of writing. They can copy and paste their own work onto the website and can then do a range of interactive activities with it. (Username and Password provided by class teacher).

How to help your child in Key Stage 3

Look at your child's exercise book on a regular basis and talk to them about what they have been learning. Encourage them to keep clear notes and to ask for clarification if they are unsure.

Help your child to revise for regular vocabulary assessments by testing him/her orally and in written form. We will encourage students to use a variety of techniques such as The Look – cover – write – check method or making a matching activity. Keeping a vocabulary book at home to which you add words on a regular basis is a good way of helping your child to build up their knowledge of vocabulary. Encourage your child to break down their learning into several short sessions rather than looking at it once.

Ask your child the oral questions that he/she is learning in class in order to improve his/her spoken French/Spanish.

Encourage your child to check his/her written work thoroughly, with a focus on spellings, missing words, word order and verb endings. Written accuracy is vital for higher levels. Guide him/her to use correct models from classwork and the booklet to aid accuracy. When helping to check your child's work, only point out mistakes rather than correcting them so that he/she has the opportunity to understand why they are incorrect.

Recite verb paradigms with your child to help him/her to commit conjugations to memory.

Stress to your child the perils of internet translators. They should be used only for looking up individual words and never for whole sentences.

Help your child to revise the different tenses that he/she meets. They are vital for achieving higher grades.

When your child is preparing for speaking or writing assessment, test him/her as often as possible, breaking the larger text down into more manageable pieces, gradually increasing the amount which you expect him/her to remember over the course of the week.

Glossary of Terms

Accent	A symbol used to show that a letter may have a different sound – é (acute accent), è (grave accent), ê (circumflex), ç (cedilla), ë (diaeresis)
Adjectival agreement	The adding of letters to an adjective depending on whether the noun is masculine or feminine, singular or plural.
Cognate	A word which looks or sounds like the English e.g. banane (banana)
Connective	A word used to link one sentence to another or to extend a sentence. E.g. Parce que (because)
Comparative	The comparison of two things or qualities.
Conditional	To describe what could or would happen if the conditions were right, e.g. 'if i were rich, i would go to the caribbean.'
Conjugation	The way in which a verb changes according to the person who is doing the action – 'I, you, he/she, we, you, they'
Definite article	The three words for 'the' – le, la, les.
Demonstrative adjectives	The words for 'this / these.'
Direct object pronoun	A word used to replace a noun when it is used as a direct object, e.g. 'me, him, us, it.' e.g. He likes <u>it</u> .
False friend	A word which looks like a cognate, but has a different meaning, e.g. College means school, not college.
Futur proche	The near future tense formed with the present tense of aller plus the infinitive. (I am going to do something)
Futur simple	The future tense. (I will do something)
Gender	Whether a noun is masculine or feminine
Imperfect	The tense used to describe a situation in the past, a habitual past activity or an activity that lasted for a period of time in the past, e.g. 'it was raining.' 'i used to play football.' 'I was watching television when ...'
Imperative	Used to give instructions
Impersonal pronoun	The word for 'one', as in 'one goes to the cinema'.
Indefinite article	The words for 'a, an, some' – un, une, des
Indirect object pronoun	A word used to replace a noun when it is used as an indirect object. 'i gave the present <u>to him</u> – je lui ai donné le cadeau.'
Infinitive	The part of the verb found in a dictionary which forms the root of all other conjugations – In English the infinitive can be recognised as it begins with to. In French infinitives end in either –er, ir or –re. E.g. Aller (to go), sortir (to go out), vendre (to sell).
Negation	How to make a sentence negative using ne ... pas.
Number	Whether a noun is singular or plural.
Paradigm	The six parts of a verb's conjugation
The perfect tense	The tense used to describe activities in the past.
Possessive adjectives	Words such as 'my, your, his, our, their'.
Prepositions	Words which describe where something is in relation to another thing – 'to, of, with.'
Superlative	Stating the highest degree of a quality, e.g. 'the biggest, smallest, worst'