

Wennington Hall School

WENNINGTON

French Curriculum Map 2021-22



PRIDE IN PERFORMANCE

Curriculum Mapping 2020 – 2021

Subject	Autumn				Spring				Summer			
French	Half Term 1	Skills/Knowledge	Half Term 2	Skills/Knowledge	Half Term 3	Skills/Knowledge	Half Term 4	Skills/Knowledge	Half Term 5	Skills/Knowledge	Half Term 6	Skills/Knowledge
Year 7	<p>Topic area: I speak French</p> <p>Introduction to France, classroom language routines, greetings, numbers up to 15, ages, Toussaint celebration</p>	<p>Knowledge</p> <p>Where France is, why so many English words come from French, how learning a language can help me,</p> <p>How Halloween is celebrated in France</p> <p>New vocabulary – greeting, classroom language asking for permission and following instructions, numbers 1-15</p> <p>New vocabulary – I have/ I don't have</p> <p>Skills</p> <p>Listening – Understand teacher instructions</p> <p>Reading – written numbers</p> <p>Writing – labelling a map</p> <p>Speaking – asking to be a volunteer, greeting someone in French and exchanging names</p>	<p>Topic area: All About Me</p> <p>Basic personal info – name, age, where I live, numbers up to 31, days and dates, birthdays, colours Christmas celebrations</p>	<p>Knowledge</p> <p>New vocabulary – Numbers 15-31, days, months, colours, how they celebrate Christmas in France Christmas present wish list</p> <p>Masculine and feminine words</p> <p>Words for a, the and some</p> <p>Words for I'd like</p> <p>Skills</p> <p>Listening – number and colour games - eg bingo,</p> <p>Reading – ordering days and months</p> <p>Writing – birthday and Christmas cards</p> <p>Speaking – remembering a Christmas wish list</p> <p>Remembering new words strategies</p>	<p>Topic area: Describing People</p> <p>Brothers and sisters, hair and eye colour, size, personality, describing a celebrity Eating la Galette des Rois</p>	<p>Knowledge</p> <p>Experience French tradition of eating the Galette des Rois in January</p> <p>New vocabulary – Brother and sister, hair and eyes, adjectives for describing size and personality, nationality New vocabulary – He and She</p> <p>Review and extend – colours, names, ages, I and you</p> <p>Skills</p> <p>Listening – match the picture to the physical description</p> <p>Reading – Complete the information chart from reading short paragraphs</p> <p>Writing – a celebrity profile</p> <p>Speaking – Interview a celebrity</p> <p>Identifying patterns in target language</p> <p>Using Knowledge of English</p>	<p>Topic area: Pets</p> <p>Talking about my pets and describing them</p>	<p>Knowledge</p> <p>New vocabulary – animal names</p> <p>Review and extend – colours, size, personality, numbers</p> <p>Skills</p> <p>Listening – Which pets and how may do they have</p> <p>Reading – missing pet posters</p> <p>Writing – My pet poster</p> <p>Speaking – describe a picture</p> <p>Planning and preparing</p>	<p>Topic area: French café</p> <p>Learning how to order food and drink in a French café, using Euros</p>	<p>Knowledge</p> <p>French café culture. Using Euros</p> <p>New vocabulary – items of food and drink, numbers 31 – 60, asking for things in a café</p> <p>Skills</p> <p>Listening – what do they order?</p> <p>Reading – A menu</p> <p>Writing – a Menu</p> <p>Speaking – In a café roleplay</p> <p>Planning and preparing</p> <p>Adapting and building a conversation</p>	<p>Topic area: Revision</p> <p>End of term activities such as quizzes, competitions, cooking, outdoor vocabulary hunts, to review and consolidate prior learning</p>	

Amendments to plan

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Year 8	<p>Topic areas: Food and Drink</p> <p>Finding out about French food</p> <p>Talking about my food likes and dislikes</p>	<p>Knowledge Cultural awareness – experience eating and cooking French style food</p> <p>New vocabulary for naming different food and drink items</p> <p>New vocabulary - likes and dislikes in this topic area</p> <p>Skills Listening – key words in short sentences</p> <p>Reading – a real menu</p> <p>Writing – my favourite meal</p> <p>Roleplay – ordering a meal</p> <p>Categorising vocabulary – types of food</p>	<p>Topic area: Daily Routine</p> <p>Finding out about children's lives in other countries</p> <p>Describing my typical day</p>	<p>Knowledge</p> <p>How children's daily lives compare to ours</p> <p>New vocabulary - Key verbs for describing what I do everyday</p> <p>New vocabulary – Adverbs of frequency (how often)</p> <p>New vocabulary – simple time telling</p> <p>New vocabulary – link words and negatives to compare week day and weekend activities</p> <p>Skills</p> <p>Listening – understanding the time things are done</p> <p>Reading – putting a story in the right order</p> <p>Writing – Storyboard my day</p> <p>Interview – answering a few simple questions about my routine</p> <p>Tell the time using prior learning of numbers</p> <p>Identify the verb in a sentence</p> <p>How to make a sentence negative using ne...pas</p>	<p>Topic Area: Meeting People</p> <p>Finding out about our European neighbours</p> <p>Describing myself to a French speaker. Describing another person including looks and personality</p>	<p>Knowledge</p> <p>Names of European countries and nationalities and their location on a map</p> <p>Review - Adjectives for describing people's looks and personality</p> <p>Skills</p> <p>Listening – I can identify a person's photo from a description of them</p> <p>Reading – profiles of famous people</p> <p>Writing – a profile of someone I admire or my best friend</p> <p>Speaking – Guess who game</p> <p>Demonstrate understanding of words for I, you, he and she</p> <p>Demonstrate understanding of masculine and feminine versions of adjectives</p>	<p>Topic Area: My Bedroom</p> <p>Describing my bedroom – what there is and what I do there. Say if I like it or not and why.</p> <p>Saying what my dream bedroom would have in it</p>	<p>Knowledge</p> <p>New vocabulary - Names of bedroom furniture</p> <p>New vocabulary - Prepositions of place</p> <p>New vocabulary - Adjectives to describe a room</p> <p>Review likes and dislikes and opinion words</p> <p>Skills</p> <p>Listening – Complete a picture of a bedroom putting things in the right place</p> <p>Reading – true/false sentences on a picture of Van Gogh's painting "Chambre à Arles"</p> <p>Writing – label a photo of a soldier who never returned from the Great War's bedroom</p> <p>Speaking – a video or audio guided tour of my bedroom</p> <p>Add detail and description using prior knowledge of colour/number</p> <p>Words and daily routine</p> <p>Describe a photo including what there is and where things are located.</p> <p>Say what I like/would like and why</p>	<p>Topic Area: My House</p> <p>Finding out about the different kinds of houses French people live in</p> <p>Describe my house and a dream house</p> <p>Chores – where I do them and what I think of them</p>	<p>Knowledge</p> <p>Different kinds of houses typical in France</p> <p>New vocabulary - Names of types of house, rooms and floors in a house</p> <p>Review and extend adjectives</p> <p>Skills</p> <p>Listening – Which room is this sound coming from? What do these children think of the chores they do?</p> <p>Reading – Match the house to its description</p> <p>Writing – A short paragraph about a drawing I have made of my house including what I do and what I like.</p> <p>Speaking – Interview about my house and dream house</p> <p>Demonstrate I can use words I have learned in different topics to add detail and extend how much I can say/write.</p> <p>Start to draw on memory as well as classroom resources</p>	<p>Topic area: Revision</p> <p>End of term activities such as quizzes, competitions, cooking, outdoor vocabulary hunts, FRENCH TRIP to review and consolidate prior learning</p>	
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Year 9	<p>Topic Area: Sport</p> <p>Finding out about sports played and followed in French speaking countries</p> <p>Sports I play and enjoy – where, when, with who and why</p>	<p>Knowledge</p> <p>Popular sports in France and Canada</p> <p>Key verbs for play, do in past, present and future tense</p> <p>Skills</p> <p>Listening – identify the reasons why people say they enjoy a sport</p> <p>Reading – Key information from sports centre brochures or posters. Translation of French into English short paragraphs on topic studied</p> <p>Writing – Design and produce a brochure advertising school sports centre for foreign visitors in the holidays</p> <p>Speaking – pairwork interview on sport during week, plans for this weekend and last weekend's sports</p> <p>How to evaluate and improve on written work</p> <p>How to work out the meaning of words from context – infer and deduce</p>	<p>Topic area: School Life</p> <p>Finding out what school is like in France.</p> <p>The subjects I do and say if I like them and why, why not. Timetable, school facilities and daily routine.</p>	<p>Knowledge</p> <p>School life in France</p> <p>Names of different subjects and rooms in a school</p> <p>Review words for describing people for my teacher</p> <p>Review and extend time-telling for describing my timetable</p> <p>Review verbs for talking about what I do everyday</p> <p>Verbs in past for what I did in school</p> <p>Review likes/dislikes opinions</p> <p>Skills</p> <p>Listening – For key details - Times of the school day for a French teenager. Opinions of different subjects</p> <p>Reading – True/false – timetable. Working out the meaning of new words from context – description of a school</p> <p>Writing – My school description for a partner school website</p> <p>Speaking – Pairwork – opinions of subjects and why</p> <p>Extend speaking/writing by using words learned in different topics. Justify opinions</p>	<p>Topic Area : Occupations</p> <p>What kind of job would suit me? Questionnaire</p> <p>Different kinds of jobs, places and hours of work</p> <p>What kind of job I'd like and why</p>	<p>Knowledge</p> <p>What kind of job might I be interested in depending on my interests and hobbies</p> <p>New vocabulary - Names of different jobs and places of work in French</p> <p>Review likes and dislikes</p> <p>Justify with opinions of different jobs</p> <p>Review alphabet for providing information over the phone</p> <p>Skills</p> <p>Listening – identify job from hours and workplace</p> <p>Reading for gist – A jobseeker's profile and suggest a dream job</p> <p>Writing – Write what this person is saying about their job from their photo. Translate into French simple sentences</p> <p>Speaking – Phoning for information about a job.</p> <p>Demonstrate understanding of masculine and feminine job words</p> <p>Improving ability to work out the meaning of new words from contextual clues</p>	<p>Topic area: Relationships</p> <p>Names of different family members. Describing a person in my family and talking about how I get on with my brothers or sisters.</p>	<p>Knowledge</p> <p>New vocabulary – names of different family relations</p> <p>Review – describing people</p> <p>Review and extend – how to talk about we and they as well as he and she</p> <p>New vocabulary – possessive pronouns for my/her/his</p> <p>Skills</p> <p>Listening – key details about family member – physical description, age, likes, dislikes and occupation</p> <p>Reading – Why brothers and sisters get along or not</p> <p>Writing – label a famous family photo and include extra detail where possible</p> <p>Speaking – describe people in a photo and suggest relationships</p> <p>Demonstrate understanding of how verbs change depending on who is doing them (conjugation)</p> <p>Demonstrate understanding of how possessive pronouns change gender depending on noun possessed rather than person possessing</p>	<p>Topic Area: Home Town</p> <p>Finding out about famous towns in France. Where they are and what they are well known for</p> <p>How to describe my town to visitors – where it is located and what there is to see and do there</p> <p>Opinions of my own town and why</p>	<p>Knowledge</p> <p>Key information about famous towns in France</p> <p>New vocabulary for geographical location – N/S/E/W</p> <p>New vocabulary for types of town and places in a town</p> <p>Review and extend different activities and opinions</p> <p>Skills</p> <p>Listening – Opinions of towns and why</p> <p>Reading – Which home town are they describing ? Match description to name/symbol on a map</p> <p>Writing – Build a 3D town and label it. Design a brochure for tourists to advertise it</p> <p>Speaking – Pairwork – guess which city I live in based on my nationality/geographical location and 3 things I can see or do here</p> <p>Interpreting maps and symbols</p>	<p>Topic area: Revision</p> <p>End of term activities such as quizzes, competitions, cooking, outdoor vocabulary hunts, FRENCH TRIP to review and consolidate prior learning</p>	

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French	Term 1	Knowledge	Skills	Controlled Assessment	Term 2	Knowledge	Skills	Controlled Assessment	Term 2	Knowledge	Skills	Controlled assessment
Year 10	<p>Topic area: Freetime</p> <p>Finding out about the lives of teenagers in different countries</p> <p>My freetime activities, hobbies and sports. Where, when, how often and with who. What I enjoy doing and why.</p> <p>What are my plans for the weekend and what I did over the last holidays</p>	<p>What life is like for teenagers in other countries</p> <p>Review – sports vocabulary</p> <p>Review and extend - Variety of different verbs to talk about the things I do</p> <p>Review and extend – time expressions and connectives</p> <p>Review – months and seasons</p> <p>Review and extend – verbs in past and future tense with going to...</p> <p>Review – adverbs of frequency (How often)</p> <p>Review likes dislikes and opinions</p>	<p>Use classroom resources and my exercise book to prepare work independently</p> <p>Speak and write from memory with preparation</p> <p>Demonstrate ability to select correct verb form depending on when and who (tense and conjugation)</p> <p>Add detail and description using vocabulary and structures from different topics – adapting and building text</p>	<p>FCSE Unit 4 Leisure assessment criteria</p> <p>Speaking : Give up to 8 items of information, including opinion and Past, Present and Future reference</p> <p>Listening: Understand up to 8 items of information</p> <p>Reading: Understand up to 8 items of information, translate 1 sentence into English</p> <p>Writing: Write in sentences giving up to 8 items of information. Translate up to 8 sentences on this topic. Include opinion and Past. Present and Future Time reference</p>	<p>Topic Area: Local region and Environment</p> <p>Environmental problems and what I do to tackle them in my day-to-day life. How I can help the environment in the future.</p> <p>Where my hometown is and what it is like. What I do there and how long I have lived there.</p>	<p>New vocabulary – Talking about environmental problems and what I do for the environment</p> <p>New vocabulary – Must/mustn't/should/shouldn't</p> <p>Review and extend – My plans and intentions for helping the environment</p> <p>Review and extend – vocabulary on My House and my Hometown topics)</p>	<p>Use classroom resources and my exercise book to prepare work independently</p> <p>Speak and write from memory with preparation</p> <p>Demonstrate ability to select correct verb form depending on when and who (tense and conjugation)</p> <p>Add detail and description using vocabulary and structures from different topics – using reference materials</p> <p>Listen/Read real French extracts from both Expo Vert textbook and online sources</p>	<p>FCSE Unit 7 Local Region and Environment assessment criteria</p> <p>Speaking : Give up to 8 items of information, including opinion and Past, Present and Future reference</p> <p>Listening: Understand up to 8 items of information</p> <p>Reading: Understand up to 8 items of information, translate 1 sentence into English</p> <p>Writing: Write in sentences giving up to 8 items of information. Translate up to 8 sentences on this topic. Include opinion and Past. Present and Future Time reference</p>	<p>Topic Area: School Life – Rules and Dreams</p> <p>Comparing what I wear in and outside of school, designing a new uniform and saying what I would like it to be. School rules and what we think of them. Describing a teacher. What I did/didn't do in lessons today. What I plan on doing when I leave school.</p>	<p>New vocabulary – items of clothing</p> <p>New vocabulary – future plans for job/study post-school</p> <p>Review – vocabulary from School life topic</p> <p>Review and extend – Expressions of necessity – must/mustn't can/can't could/should/shouldn't</p> <p>Review – colour agreement</p> <p>Review – describing a person</p> <p>Review – verb tense and conjugation</p>	<p>Use classroom resources and my exercise book to prepare work independently</p> <p>Speak and write from memory with preparation</p> <p>Demonstrate ability to select correct verb form depending on when and who (tense and conjugation)</p> <p>Add detail and description using vocabulary and structures from different topics</p> <p>Listen/Read real French extracts from both Expo Vert textbook and online sources - using reference materials</p>	<p>FCSE Unit 2 Education and Future Plans assessment criteria</p> <p>Speaking : Give up to 8 items of information, including opinion and Past, Present and Future reference</p> <p>Listening: Understand up to 8 items of information</p> <p>Reading: Understand up to 8 items of information, translate 1 sentence into English</p> <p>Writing: Write in sentences giving up to 8 items of information. Translate up to 8 sentences on this topic. Include opinion and Past. Present and Future Time reference</p>

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Year 11	<p>Topic Area: Holidays</p> <p>The weather and forecasts</p> <p>My holiday preferences and what I usually do</p> <p>Organising a Holiday</p> <p>What I did last summer and dream holiday</p> <p>What is French summer camp?</p> <p>Which one would you choose?</p> <p>Complete an application form</p> <p>Weather. Holiday destinations. What I like doing on holiday. What I did last holiday and my plans for this summer.</p> <p>Assessment : describing a photo of people on holiday</p>	<p>Knowledge</p> <p>New Vocabulary: The weather</p> <p>Review and extend: Freetime activities, adverbs of frequency, opinions</p> <p>Review and extend: Regular and irregular verbs in 3 tenses</p> <p>Review and extend: vocabulary for describing clothes and locations</p> <p>Skills</p> <p>Listening: for gist and detail in longer conversations at normal speed</p> <p>Reading: real online websites about French holiday camps for teenagers. Holiday accounts</p> <p>Writing: Adapting model accounts to write about my own holidays</p> <p>Speaking: Roleplay: Booking a hotel</p> <p>Coversation: My last holiday</p> <p>Presentation: A dream holiday</p>	<p>Topic area: Technology and Social media</p> <p>TV programmes/films I like and why</p> <p>Use of technology in everyday life</p> <p>Comparing devices and giving preferences</p>	<p>Knowledge</p> <p>New vocabulary; Words associated with technology like mobile, laptop, browse, download</p> <p>Review and extend : Opinions</p> <p>Review and extend: making comparisons</p> <p>Adjectives to describe objects</p> <p>Review and extend; Daily activities and adverbs of frequency</p> <p>Skills</p> <p>Listening: Who does what on the internet</p> <p>Reading: A film review</p> <p>Mobile phone/ games consoles reviews</p> <p>Writing: My Technology</p> <p>Speaking: Roleplay – buying a new phone</p> <p>Conversation: My use of internet</p>	<p>Topic Area: Healthy Living</p> <p>How healthy am I? What do I eat each day and when. How often I do exercise.</p> <p>Making resolutions for the future.</p> <p>Discussing dependence and giving opinions</p>	<p>Knowledge</p> <p>New Vocabulary - Health problems</p> <p>Review and extend – Meals and daily routine</p> <p>Review and extend – Sports when where and why</p> <p>Review and extend – My routine, future plans and past choices</p> <p>Skills</p> <p>Listening: What do you do to stay healthy?</p> <p>Listening for detail</p> <p>Reading and writing: lifestyle blog and give advice on how to improve</p> <p>Speaking: Interview for lifestyle questionnaire</p>	<p>Topic Area: Social and Global issues</p> <p>Homelessness, unemployment/ poverty, environmental problems at home and abroad. Opinions and solutions</p>	<p>Knowledge</p> <p>New vocabulary – Social problems</p> <p>Review and extend – Environmental problems and actions</p> <p>Review and extend – Too much, not enough</p> <p>Review and extend – Verbs in past, present and future</p> <p>Review and extend – What we can/should/shouldn't/must/mustn't do</p> <p>Review and extend – Describing people, the weather, places</p> <p>Skills</p> <p>Listening – which problem is being discussed</p> <p>Reading – A letter to the town hall about local problems –</p> <p>Writing – a letter to my local council</p> <p>Speaking – describing photos and discussing what they depict</p>	Exam preparation by looking at exam style questions and past papers	Exams		

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