

| Curriculum Content Map         |  |                                  |   |                      |   |                       |   |                       |  | Subject:        |  |                 |   |                               |   |                               |   |            |   |            |  |                  |  |  |  |  |  |  |  |  |  |
|--------------------------------|--|----------------------------------|---|----------------------|---|-----------------------|---|-----------------------|--|-----------------|--|-----------------|---|-------------------------------|---|-------------------------------|---|------------|---|------------|--|------------------|--|--|--|--|--|--|--|--|--|
| Month                          |  | Term 1                           |   |                      |   |                       |   |                       |  |                 |  | Term 2          |   |                               |   |                               |   |            |   |            |  | Term 3           |  |  |  |  |  |  |  |  |  |
|                                |  | September                        |   | October              |   | November              |   | December              |  | January         |  | February        |   | March                         |   | April                         |   | May        |   | June       |  | July             |  |  |  |  |  |  |  |  |  |
| Units of Work                  |  | Issues for teenagers             |   | Issues for teenagers |   | Parties and festivals |   | Parties and festivals |  | A balanced diet |  | A balanced diet |   | Entertainment and advertising |   | Entertainment and advertising |   | Technology |   | Technology |  | Cultural capital |  |  |  |  |  |  |  |  |  |
| National Curriculum area – KS3 |  |                                  |   |                      |   |                       |   |                       |  |                 |  |                 |   |                               |   |                               |   |            |   |            |  |                  |  |  |  |  |  |  |  |  |  |
| Substantive Knowledge          |  | <i>The What!</i>                 |   |                      |   |                       |   |                       |  |                 |  |                 |   |                               |   |                               |   |            |   |            |  |                  |  |  |  |  |  |  |  |  |  |
| Disciplinary Knowledge         |  | <i>The How!</i>                  |   |                      |   |                       |   |                       |  |                 |  |                 |   |                               |   |                               |   |            |   |            |  |                  |  |  |  |  |  |  |  |  |  |
| Sequencing (Flow)              |  | <i>Retrieval &amp; Extension</i> |   |                      |   |                       |   |                       |  |                 |  |                 |   |                               |   |                               |   |            |   |            |  |                  |  |  |  |  |  |  |  |  |  |
| Summative Assessment           |  |                                  |   |                      |   |                       |   |                       |  |                 |  |                 |   |                               |   |                               |   |            |   |            |  |                  |  |  |  |  |  |  |  |  |  |
| Cultural Transmission          | Listen to a variety of forms of spoken language to obtain information and respond appropriately  |                                  | understand and respond to spoken and written language from a variety of authentic sources   |                      | speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation |                       | present ideas and information orally to a range of audiences.   |                       | of written and spoken sources. Confidently conjugating verbs, using the near future, talking about dietary issues and further advising friends and family by using impersonal statements to take a   |                 | of written and spoken sources. Confidently conjugating verbs, using the near future, talking about dietary issues and further advising friends and family by using impersonal statements to take a   |                 | speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation |                               | speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation |                               | can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. |            | speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation |            | discover and develop an appreciation of a range of writing in the language studied   |                  |  |  |  |  |  |  |  |  |  |
|                                | Discussing relationships with parents. Talk about pocket money and helping out at home. Discuss pressures faced by teenagers and understand advice.  |                                  | Discuss pressures faced by teenagers and understand advice. Discuss life in the past. Describe the life of homeless children - the morality of this in highly developed countries and indeed those which are less so. |                      | Organise a party. Suggest activities and make excuses. Talk about a festival or an event you have been to.  |                       | Talk about a festival or an event you have been to. Plan a holiday. Describe a past holiday. Talk about holidays in books and films and.                                |                       | Talking about a healthy diet, what food groups are explored and being able to share and contradict popular opinion or otherwise.   |                 | Talking about a healthy diet, what food groups are explored and being able to share and contradict popular opinion or otherwise.   |                 | Talk about television programmes. Music genres; give detailed opinions on music. Talk about film genres and review a film (Le Petit Nicolas).   |                               | Talk about television programmes. Music genres; give detailed opinions on music. Talk about film genres and review a film (Le Petit Nicolas, or otherwise.)   |                               | Describe old and new technology. Talk about using technology for leisure activities. Identify the risks of social networking sites.   |            | Describe old and new technology. Talk about using technology for leisure activities. Identify the risks of social networking sites.   |            | Talk about jobs qualities needed for certain professions. Discuss ideal jobs and ambitions. Talk about part-time jobs. Talk about success and failure. Cultural capital: Watching, reviewing and creating a storyboard for the film 'Les Choristes.' |                  |  |  |  |  |  |  |  |  |  |
|                                | Grammar: object pronouns: me/te/se Describing one's relation with their parents/family. Using reflexive verbs in order. 'Mes parents me font confiance, et ils me donnent l'argent de poche chaque semaine.' |                                  | Conjugation: New modal verb – devoir The use of the imperative. 'Tu dois parler avec tes amis plus souvent. Parle avec eux!'  |                      | Conjugation: Near Future: je vais + infinitive. Speaking about events that one will attend, including family parties, those with friends and specific events they wish to attend. 'Je vais aller a la fete avec mes amis.'                      |                       | Conjugation: Imperfect: je suis allé au cinéma, c'était + adjective, and perfect. Using the imperfect/perfect to talk about events and festivals that one has attended. |                       | Using impersonal structures and the present tense as well as the perfect tense and the near future to describe what one's diet was and what it will be. Authentic sources and speaking + writing and listening sources will ensure this is the case. |                 | Using impersonal structures and the present tense as well as the perfect tense and the near future to describe what one's diet was and what it will be. Authentic sources and speaking + writing and listening sources will ensure this is the case. |                 | Opinions in the past and infinitives. Verb structures and regular conjugations.   |                               | Opinions in the past and infinitives. Verb structures and regular conjugations. The use of the the verbs faire + rendre and adjectives to demonstrate understanding of set phrases and structures,  |                               | Using authentic sources: focus upon adjectives for describing sources of media. Adjectival placement.                                 |            | Using authentic sources: focus upon adjectives for describing sources of media. Adjectival placement and impersonal structures such as 'faire'  |            | The use of si clauses and set phrases: Further describing the film Les Choristes, using authentic cultural capital to enhance knowledge of France and the Francophonie.  |                  |  |  |  |  |  |  |  |  |  |
|                                | Conjugational and grammatical terminology from prior learning throughout year eight. Further developed by the use of reflexive verbs, etc.   |                                  | Conjugational and grammatical terminology from prior learning throughout year eight. Further developed by the Imperfect Tense patterns of conjugation for all persons both singular and plural.                       |                      | Informal language using the tu form. The use of the near future -Je vais + infinitive. E.g. 'On va beaucoup s'amuser ce soir! Je vais passer te chercher à 19h.'  |                       | Combining two time frames: Present and Past, to build a comprehensive sentence/paragraph. E.g. 'Je suis chanteuse professionnelle, j'ai beaucoup voyagé!'               |                       | Builds upon future time frame tenses and further overlaps with eh theme of parties and festivals: ensuring that knowledge has a ne xtremely sound base.  |                 | Builds upon future time frame tenses and further overlaps with eh theme of parties and festivals: ensuring that knowledge has a ne xtremely sound base.  |                 | Building upon prior learning: Using time frame and tenses to fully critique and provide opinions on the world of film.  |                               | Building upon prior learning: Using time frame and tenses to fully critique and provide opinions on the world of film and media.  |                               | Translation skills and strategies to enhance quality of translations: ensuring keen eye kept upon adjectival placement.               |            | Further continuing with speaking, reading and writing formats: particular emphasis upon grammatical accuracy and the verbs 'faire' as well as adjectival placement.   |            | Focus upon the imperfect and present conditional tenses: Thinking of our future in terms of jobs and careers, or indeed palcing ourselves in the shoes of one of the characters of Les Choristes.  |                  |  |  |  |  |  |  |  |  |  |
|                                | Speaking assessment  |                                  | Listening assessment deep mark writing assessment in books  |                      | Reading assessment  |                       | Writing assessment Mini speaking assessment within class  |                       | Reading assessment Writing longer piece - deep mark  |                 | Speaking assessment (build upon presentation)  |                 | Listening assessment assessment of reading texts within class   |                               | Writing assessment  |                               | Listening assessment  |            | Reading assessment writing deep mark within class   |            | N/A  |                  |  |  |  |  |  |  |  |  |  |
| Personal Empowerment           | Friendliness & civility  |                                  | Justice & truthfulness  |                      | Courage   |                       | Generosity  |                       | Gratitude  |                 | Good speech  |                 | Good temper & humour  |                               | Self-mastery  |                               | Self-mastery  |            | Compassion  |            | Good sense   |                  |  |  |  |  |  |  |  |  |  |
|                                | The opportunity to reflect, think deeply and critically about an issue.  |                                  | Understand how one can all too easily become socially and economically deprived to the point of homelessness.   |                      | Understand how one can all too easily become socially and economically deprived to the point of homelessness.   |                       | Showing the courage to take the initiative and make the first step towards others in order to socialise.  |                       | Being generous with others and offering for them to enjoy social time/ and avoid favouritism. Being inclusive of and with others,  |                 | Being thankful for the opportunity to eat correctly, have a choice of abundant food and discover about different foods in different countries.   |                 | Being thankful for the opportunity to eat correctly, have a choice of abundant food and discover about different foods in different countries.  |                               | Looking at different forms of entertainment that one may not have experienced with good humour and measure: accepting and appreciating all forms of entertainment.  |                               | Being able to accurately use the four key skills in French, form ones opinions upon the topic at hand.                                |            | Show one's use self-mastery in technology or indeed with it. Ability to help others with said structures etc.   |            | Showing compassion to those less fortunate than us. Focus upon the positives and plus points of technology and its advances.   |                  | Having good sense in terms of our future and career. Good sense in terms of analysing the difficult situation post WWII in our authentic resource.             |  |  |  |  |  |  |  |  |
| Preparation for Work           | Skill  |                                  | Leadership  |                      | Problem-solving   |                       | Creativity  |                       | Staying positive   |                 | Speaking   |                 | Staying positive  |                               | Aiming high   |                               | Aiming high   |            | Speaking  |            | Teamwork   |                  |  |  |  |  |  |  |  |  |  |
|                                | Link to Skill  |                                  | Listening with empathy and learning how and why this is a valuable life skill.  |                      | Leading others and oneself to understand the overriding impact this can have upon one's life and their  |                       | Engaging with third parties to compromise and find positive resolutions if plans are not mutually convenient.   |                       | Thinking outside the box when it comes to invitations. Taking into consideration what others will appreciate.  |                 | Positively ensuring that one's diet gives students the fuel and energy they need to perform to their best ability: help them make informed choices   |                 | Positively ensuring that one's diet gives students the fuel and energy they need to perform to their best ability: help them make informed choices  |                               | Staying positive, particularly when speaking about a topic or genre which one may not appreciate - understanding others' points of view.  |                               | To understand certain advertisement techniques and indeed those which appeal to some more than others.                                |            | To understand certain advertisement techniques and indeed those which appeal to some more than others.  |            | Being able to express oneself coherently - put one's opinion across re: technology and give food for thought to others.  |                  | Working together to boost and help one each other reach their goals. Teamwork in creating storyboard and showing understanding and indeed mutual understanding |  |  |  |  |  |  |  |  |
| Preparation for Citizenship    | SMSC & British Values  |                                  | Democracy and the rule of law   |                      | Democracy and the rule of law   |                       | Mutual respect  |                       | Rule of law  |                 | Individual liberty   |                 | Tolerance   |                               | Democracy   |                               | Freedom of speech   |            | Rule of law   |            | Mutual respect   |                  | Tolerance  |  |  |  |  |  |  |  |  |
|                                | Link to SMSC & British Values  |                                  | Developing opinions on current issues   |                      | Ensuring that one ensures that relationships and rules are adhered to all the while understanding the world we are growing up in.   |                       | To understand that one's choices, or indeed, lack of, may well have led them to that particular position.   |                       | Being respectful of others as well as one's own personal choices. Compromising and finding a mutually acceptable agreement.  |                 | Ensuring that one understands that the rule of law needs to be upheld, especially at social occasions.   |                 | Accepting the benefits or indeed consequences of a certain diet, having the ability to feed oneself in a particular way.  |                               | Being tolerant of others, and the fact that we must vary our diet; as well as being cultural of other countries' traditions and diets.  |                               | Understanding that the free media exists for all opinions to be aired, and that all citizens have the right to express themselves.    |            | To respect others' freedom of speech and their right to express themselves all the while maintaining one's own opinion on matters.  |            | Understanding that all aspects of technology (apps, devices, communication) must be conducted in a forthright manner in line with the rule of  |                  | Respecting one's views on technology and/or indeed their lack of interest in said subject.   |  | Being tolerant of others' future choices and other cultures. |  |  |  |  |  |  |