

Curriculum Map 2022-23 French

<p>Y E A R 7</p>	<p>Content Myself Key Vocabulary: key vocabulary (Moi et ma famille) Key Knowledge Classroom language, alphabet, name, numbers 0-31, age. Days of the week, month of the year. Birthday, family and physical descriptions, colours, pets Introduce the verbs 'avoir' and 'être' using the 'je' and 'tu' form. Adjectival agreements Curriculum links Students will build on their knowledge of verbs in the present tense using the 1st 2nd and 3rd person and the concept of positive and negative sentences. Cultural Capital Developing an understanding of different family traditions compared to the UK.</p>	<p>Content Where I live Key Vocabulary: key vocabulary (Moi et ma famille) (Mon environnement) Key knowledge Types of accommodation, countryside/town, opinions, place in town. Prepositions, directions and the introduction of conditional tense only in the form - 'je voudrais' Curriculum Links More exposure to longer sentences using connectives and opinions. Movement from present tense to conditional Adjectives being met more frequently. Cultural Capital Develop an understanding of the geographical layout of France and the different types of houses Respect other traditions / cultures. Use of subject specific vocabulary and grammatical terminology.</p>	<p>Content House and Home - rooms Key Vocabulary key vocabulary (Mon environnement) Key Knowledge Rooms in a house and placement, my bedroom and objects. Ideal home. Prepositions, use of il y a and recall of 'je voudrais'. Festival 'le chandleur' Curriculum Links Students will build on their knowledge of verb conjugations and adjectival forms Cultural Capital Respect for other traditions / systems Use of subject specific vocabulary Literacy links throughout. Festival 'le chandleur'</p>	<p>Content School Key Vocabulary : key vocabulary (La vie au quotidien) Key Knowledge School subjects, opinions on school, description of school facilities, telling the time. Likes and dislikes, opinions and connectives. Numbers 31-60 Curriculum Links Students will consolidate their grasp of verbs in the 1st and 2nd person with the introduction of 'j'aime' and 'je n'aime pas' and use of il y a plus use of negatives. Students will form longer sentences using negatives, connectives and opinions/adjectives. Recall of numbers 1-31 Introduction of 'plus/moins' in analogue times. Cultural Capital Developing an understanding of the French educational system.</p>	<p>Content School uniform and daily routine. Key Vocabulary: Key vocabulary (la vie au quotidien) Key knowledge School uniform, daily routine, opinions. Placement of adjectives, colours and use of 'je porte'. Curriculum Links Students will build on their knowledge of verb conjugation 1st to the 3rd person. Introduction of reflexive verbs and 'je porte'. Use of two verbs together i.e. j'aime porter... Use of adjectival forms and placement of adjectives. Cultural Capital Comparison of an English student's daily school routine to a French student's daily school routine. Respect for other cultures/traditions.</p>	<p>Content Freetime Key Vocabulary key vocabulary (Les loisirs) Key Knowledge Sports, hobbies, days of the week, what you do on the weekend. Weather Introduce the verbs patterns 'jouer à' and 'faire de' recapping 1st and 2nd and 3rd person singular. Introduction of 3rd person plural. Question Forms Si construction with future tense - 'je vais + infinitive'. Curriculum Links Review and develop knowledge of verb forms (1st, 2nd and 3rd person singular) Cultural Capital Compare the different ways French and English people spend their Freetime. Popular sports and how they vary from country to country.</p>
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	<p>Respect for others – listening, suggesting alternative answers / ideas and respecting other points of view / traditions</p>	<p>Literacy links throughout</p>		<p>Respect for other cultures/traditions. Use of subject specific vocabulary and grammatical terminology</p>	<p>Use of subject specific vocabulary and grammatical terminology</p>	<p>Use of subject specific vocabulary.</p>
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<p>Y e a r 8</p>	<p>Content Holidays</p> <p>Key Vocabulary: key vocabulary</p> <p>(Mon environnement)</p> <p>Key Knowledge Countries and continents, places of interest, activities relating to holidaying, cardinal points and transport.</p> <p>Introduce en/au, à la, aux, du, de la ... infinitives – faire, voyager, prendre</p> <p>Countries.</p> <p>Curriculum links Students will build on their knowledge of three tenses in all persons and the concept of positive and negative sentences.</p> <p>Time starter references</p> <p>Cultural Capital Identifying French speaking countries. Places of interest and why they are famous.</p>	<p>Content Cinema, music and film</p> <p>Key Vocabulary : key vocabulary</p> <p>(Les Loisirs)</p> <p>Key Knowledge Types of films, TV programmes, types of music, types of books, likes and dislikes, opinions and connectives.</p> <p>New technology activities.</p> <p>Frequency phrases</p> <p>Curriculum Links Students will revisit 'j'aime and je n'aime pas and extend to specific preferences using 'mon film préféré c'est'</p> <p>Students will form longer sentences using connectives, opinions/adjectives and frequency phrases.</p> <p>More complex questioning.</p> <p>Cultural Capital Introduction to French films and writers as well as French music and composers.</p> <p>Respect for other cultures/traditions.</p>	<p>Content Famous tourist sites in France.</p> <p>Key Vocabulary une abbaye sur une île, un parc d'attraction futuristique, une dune de sable géante, un canyon, un parc d'attraction historique, un musée, une tour en métal. (Mon environnement)</p> <p>Key Knowledge Famous french tourist sites;</p> <p>Mont Saint Michel, Futuroscope, Dune du Pilat, Gorges du Verdon, Puy du Fou, Louvre, Tour Eiffel.</p> <p>Adjectives verbs - se trouver, se situer. Likes and dislikes and opinions.</p> <p>Curriculum Links Introduce placement verbs - se trouver, se situer. Revisit cardinal points using specific places. Revisiting adjectival positioning.</p>	<p>Content Paris, cities and sites of interest</p> <p>Key Vocabulary: key vocabulary</p> <p>(Mon environnement)</p> <p>Key knowledge Paris, getting to know Paris, recapping à la, au, aux.</p> <p>Tour Eiffel, Le Louvre, l'Arc de triomphe, Notre Dame.</p> <p>Introduction of 'on peut' , 'on doit'</p> <p>Curriculum Links Recall and recognise 'il y a'</p> <p>Focus on the two ways of forming the 1st person plural ('on' and 'nous') and modal verbs.</p> <p>Revisiting the use of infinitives.</p> <p>Recall of opinion phrases</p> <p>Introduction of Passe-Composé of regular verbs</p> <p>Cultural Capital Knowledge of Paris and its famous sites.</p> <p>Respect other traditions / cultures.</p> <p>Use of subject specific vocabulary and grammatical terminology.</p>	<p>Content Festivals</p> <p>Key Vocabulary key vocabulary</p> <p>Key Knowledge Introduce different types of Festivals/ activities/amenities. Revisit modal verbs – 'pouvoir and devoir'</p> <p>Curriculum Links Students will recap present use of modal verbs and introduction of conditional tense.</p> <p>Develop strategies for translating/understanding more complex sentences.</p> <p>Cultural Capital Find out about the different festivals and where they take place in France.</p> <p>Developing an understanding of and use of grammatical terminology.</p>	<p>Content Jobs, places of work, future plans.</p> <p>Key Vocabulary key vocabulary</p> <p>(Le monde du travail)</p> <p>Key Knowledge Variety of jobs, places of work, university or work. What you would like to be/do and why with 'ca serait' + adjective.</p> <p>Curriculum Links Students will revisit the conditional tense using 'je voudrais' plus infinitive</p> <p>Cultural Capital Respect for other traditions / systems Use of subject specific vocabulary Literacy links throughout Thinking about future plan</p>
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	<p>Respect for others – listening, suggesting alternative answers / ideas and respecting other points of view / traditions.</p> <p>UNESCO sites</p>	<p>Use of subject specific vocabulary and grammatical terminology</p>	<p>Extending likes and dislikes to specific places and enabling use of more descriptive adjectives.</p> <p>Cultural Capital</p> <p>Knowledge of famous French tourist sites.</p> <p>Respect other traditions/cultures.</p> <p>Use of subject specific vocabulary and grammatical terminology.</p> <p>Literacy links throughout</p>	<p>Literacy links throughout</p>		
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Y e a r 9	<p>Content: Food and drink</p> <p>Key Vocabulary: Viande, produits laitiers, légumes, glucides, pâtes, sucreries, fromage, nourriture, aliments, repas, curry au..., sandwich au..., glace au ...crêpe/galette au... Boissons froides/fraîches /chaudes / gazeuses. Different types of coffee, tea flavours, milkshake flavours, avec du sucre, lait, lait chaud/froid, glaçons, paille... Je mange, je bois, je prends, pour le petit déjeuner, pour le déjeuner, pour le dîner, pour le goûter, avant de me coucher, sauter les repas, suivre un régime équilibré, Le/la...vient de + place. A/en/au + PLACE, on mange/ ils mangent du/de la/ des... Le/la + food est un plat populaire à/en/au/aux + PLACE car ...</p>	<p>Content: Shopping</p> <p>Key Vocabulary: Plus, moins, fois, pair/ impair, monnaie (change), argent, carte de crédit, en pièces, en liquide, distributeur, argent de poche Je reçois, je dépense mon argent pour..., je fais des économies, la moitié, les soldes, cher, moins cher, bon marché, coûteux, peu coûteux... Beaucoup de, plusieurs, quelques, un bon nombre de, pas mal de, un kilo de, 500 grammes de...un peu de, une tranche de, un morceau de, une assiette de, un petit peu de, trop de, moins de, un litre de, un demi, un paquet de, assez de... Un tiers de, trois quarts de, la moitié...</p>	<p>Content: Healthy Living</p> <p>Key Vocabulary: Time references: Quand j'étais plus jeune, dans le passé, il y a cinq ans, il y a dix ans... Mais maintenant, aujourd'hui, de nos jours, d'habitude,,, Je menais une vie plus/moins/aussi saine que Je mène une vie plus/moins/ aussi saine que... C'est/ c'était mieux/ pire que maintenant/ qu'auparavant Je devrais/pourrais manger/boire plus de/ moins de... Car ca serait...</p>	<p>Content: Physical wellbeing</p> <p>Key Vocabulary: FAIRE:Je fais/on fait Je faisais/ on faisait J'ai fait/ on a fait Je vais faire/ on va faire JOUER: je joue/on joue, je jouais, on jouait, j'ai joué, on a joué, je vais jouer, on va jouer Dans le parc, au patinoire, au club de jeunesse, MdJ, au stade, le centre de sports, la piscine (à l'intérieur/ à l'extérieur), au centre de loisirs, dans la mer, dans le champ, sur la plage, au gymnase, en ville, à l'école, à la campagne, dans les espaces verts... Souvent, une/deux fois par semaine, tous les jours, pas souvent, ne +jamais Un manque de..</p>	<p>Content: Healthy and unhealthy habits</p> <p>Key Vocabulary: Je fume, je ne fume pas, par jour, car c'est, certains jeunes fument car, ils pensent que c'est, je pense que c'est, une perte de temps/ d'argent, mauvais pour la santé, malodorant,dégoûtant, le cancer du poumon, vapoter, l'odeur, la fumée, la gorge, la bouche, les ongles, les cheveux, nuisible, néfaste, la pression, ça coute les yeux de la tete, imiter leurs copains, ils veulent, je ne fumerai jamais, moins cher, trop cher, le tabac, quitter le tabac, arrêter de fumer, accro, le cerveau</p>	<p>Content: Exploring French History and Culture</p> <p>Key Vocabulary: Le Maghreb, L'Algérie, la Tunisie, le Maroc, prendre appel a, reconstruire la France, immeubles, banlieus, envoyer l'argent, accueillir leur famille, déménager en France, immigré, immigration, conditions de vie, emploi, etre bien payé/rémunéré, mieux que, préjugés, bouc émissaire, racisme, chômage, problèmes économiques, Trente Glorieuses, après la Seconde Guerre Mondiale, mort(s), blessé(s), bombardements, manque d'infrastructure, manque d'écoles, d'églises, d'hôpitaux, de magasins, de logement,</p>
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<p>Dans cette région, il y a beaucoup de ...il fait...le/la ___ est très moins cher car... C'est une région côtière alors on y trouve ...(fruits de mer) C'est une région agricole alors on y trouve (vaches, boeufs, porcs, etc) C'est une région ensoleillée/sèche alors on y trouve (vignobles, oliviers, tournesols, chèvres, citrons, citrons-verts etc) C'est une région pluvieuse alors on y trouve (pommiers, cerisiers, cidre, herbe/arbres, vaches, lait, beurre, fromage etc) Le/la/les + food + contient/contiennent + content</p>	<p>Different departments in a supermarket (rayons) Conversations "à la caisse" Avez-vous... Où est/ se trouve.... Je cherche.. Je peux vous aider? Je veux... J'ai besoin de... Vous désirez? Et avec ceci? Voilà Et comme boisson? Entrée? Plat principal? Et comme dessert? Qu'est-ce que c'est? Sans / avec... Sel / poivre/ sauce... Ma viande est: cru / saignant / trop bien cuit Mon repas est froid/ trop salé, trop épicé / amer /sucré Il n'y a pas assez de choix Je suis allergique à la / au / aux...</p>	<p>Si je mangeais / buvais plus de / moins de...je serais plus/moins + ADJ (fatigué(e), en forme, j'aurais + noun (plus d'énergie), je pourrais me concentrer... La pression des pairs/du groupe, l'argent, cher/ moins cher/ produits biologiques, fast food, populaire, sociable, goûteux, les pubs/ la publicité, pratique, vite, manger sur le pouce, sain, malsain, The three harmful Ns: Nocif, néfaste, nuisible Sur l'image on peut voir... Les chiffres semblent optimistes/ pessimistes</p>	<p>Le conseil/notre école devrait construire/reconstruire / remplacer... fermé/ ouvert La tête, le cou, les épaules, le bras, la main, les doigts, les doigts de pied, l'estomac, les jambes, le genou, le pied, le visage, le nez, les yeux, les dents, le cerveau, les poumons, le foie, le dos, la cheville, le coude J'ai mal + a la / au / aux... J'ai chaud, froid, faim, soif... Pansement, sparadrap, sirop, comprimés, prenez, avalez, il faut + INF, il ne faut pas + INF, se reposer, levez, mettez, allez au lit, après + avant le repas, être prudent, revenez d'ici + time, pendant, faites</p>	<p>Je bois, je ne bois pas, par jour/semaine, car c'est, certains jeunes boivent car, ils pensent que c'est, je pense que c'est, une perte de temps/ d'argent, mauvais pour la santé, alcool, sans alcool,dégoûtant, le foie, la gorge, la bouche, la vue, dangereux, ivre, nuisible, néfaste, la pression, ça coûte les yeux de la tête, imiter leurs copains, ils veulent, je ne boirai jamais, moins cher, trop cher, une boisson alcoolisée, sortir, une fête, arrêter de boire, accro, le cerveau</p>	<p>Le droit de vote, les hommes politiques, l'avortement (l'IVG), le compte bancaire, travailler, avoir le droit de, célibataire, un mari, une femme, se marier, avoir beaucoup d'enfants, interdit, la contraception, la pillule contraceptive, Une manifestation, une émeute, les étudiants, les syndicats, des grèves, la SNCF, le gouvernement, "sous le pavé, la plage", l'université</p>
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<p>C'est bon pour + INTERNAL BODY part (les os, le cerveau, le foie, le sang) Tous les jours, d'habitude, de temps en temps, actuellement, de nos jours, il y a + TIME (ago), hier, dans le passé, demain, dans le futur, à l'avenir, quand j'étais plus jeune, rarement, deux fois par semaine, souvent, moins souvent, normalement, ne + jamais. Pour mon "dernier repas", "repas de rêves" and "repas cauchemardesque"...</p> <p>Je mangerais...</p> <p>Je boirais...</p> <p>Je prendrais...</p> <p>Ca serait...</p> <p>Mais/pourtant...</p> <p>J'aimerais essayer/ goûter...car</p> <p>J'aurais horreur de manger/ boire...car</p> <p>Ca serait + sucré, salé, dégoûtant, délicieux, bon pour la santé, mauvais pour la santé, savoureux, gouteux...</p>	<p>Qu'est-ce qu'on peut prendre?</p> <p>Comment peut-on résoudre la situation?</p> <p>Offrir / avoir / être remboursé(e) / un remboursement / remplacer</p> <p>Un autre repas</p> <p>Une boisson gratuite</p> <p>Un repas gratuit</p> <p>Je suis désolé(e)</p> <p>Je vais revenir</p> <p>Je ne vais jamais revenir</p> <p>L'intoxication alimentaire</p> <p>Le service était + Adj</p> <p>La nourriture était + Adj</p> <p>Fruits de mer, crevettes, moules, homard, poisson, thon</p> <p>Boulangerie, pâtisserie, chocolaterie, bijouterie, boutique, boucherie, charcuterie, épicerie, grande surface, confiserie, fromagerie, poissonnerie, banque, poste, pharmacie, tabac, quincaillerie</p>	<p>C'est décevant, encourageant, intéressant, choquant, surprenant, déprimant</p> <p>En Angleterre/ au Royaume-Uni, le gouvernement a banni/ interdit...pour aider le problème</p> <p>Par conséquent/ en conséquence...</p> <p>Par rapport</p> <p>A mon avis, le gouvernement devrait/ pourrait augmenter/ diminuer le prix de...interdire/ bannir... ca serait...</p> <p>Mince, gros, taille, ,maigrir, grossir, grandir</p> <p>Trop, plus, moins..</p> <p>Je me sens...triste, déprimé, en colere,</p> <p>J'en ai marre</p>	<p>Key Knowledge:</p> <p>To recall, learn, say, write and understand what I read and hear about sports activities in THREE tenses with opinions</p> <p>To be able to say when and where you do sports</p> <p>To explain how long you have done a sport for.</p> <p>To recognise, say and understand a range of body parts (external and internal) and explain what hurts.</p> <p>To describe different ways you feel ill and explain how you became ill</p> <p>To say what you need to feel better</p> <p>Curriculum links: Links to</p>	<p>Je prends, je ne prends pas, mes amis se droguent, certains prennent de la drogue car c'est, certains jeunes consomment des stupéfiants car, ils pensent que c'est, je pense que c'est, une perte de temps/ d'argent, mauvais pour la santé, accro, un overdose, dégoûtant, entraîner/provoquer la mort,dangereux, ivre, nuisible, néfaste, la pression, ca coute les yeux de la tete, imiter leurs copains, ils veulent, les SDF, les banlieues, la toxicomanie, les toxicomanes, les associations, la thérapie, aider, il faut aider, les dealers, la criminalité</p>	<p>Le racisme, les préjugés, l'embauche, l'argent, la pauvreté, le manque d'espoir, les HLMs, la condition de vie, issu de, défavorisé, dépourvu, le pillage, le vol, la criminalité le couvre-feu, le chômage, la police, les gendarmes, les forces de l'ordre, les incendies, incendier, les voituresPauvreté, prix, essence, carburants, camionneurs, bloquer, augmentation, hausse, déclin, conditions de vie, faire grève, arrêter, soutien, le chômage, manifestation, SDFs, sans abris, sacs de couchage, associations caritatives, bénévoles</p> <p>Key Knowledge:</p> <p>To understand why the population of France is so diverse</p>
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<p>Si c'était mon dernier repas, je prendrais/ je mangerais/ je boirais / je commanderais...</p> <p>Key Knowledge:</p> <p>A range of different foods and food categories e.g. meat, veg, fruit, dairy products including those from francophone countries around the world.</p> <p>A range of different drinks and drink categories e.g. hot drinks, cold drinks, fizzy drinks including those from francophone countries around the world.</p> <p>Food & drink verbs and different meals</p> <p>Areas in France and the francophone world that produce different types of food/drink and why</p> <p>What's in your food and is it healthy? Which foods have which vitamins and what do they do?</p> <p>When/ how often do you eat these foods?</p>	<p>Tout droit, 1ère rue à gauche/ droite, rond point, feux, jusqu'à, pont,</p> <p>Qu'est ce que tu veux acheter?</p> <p>Il faut aller à la/ au / aux...</p> <p>Où se trouve...?</p> <p>Key Knowledge:</p> <p>To count, identify and recall numbers between 1 - 100. To carry out simple conversions between £s and Euros</p> <p>To state how much food/drink I would like/I need using quantities in French</p> <p>To ask how to find things and understand directions (next to, 1st, second shelf)</p> <p>To specify which product you want (bigger, smaller, more, less)</p> <p>To be able to reserve a table and have conversations with waiter/waitress</p>	<p>Ne + jamais</p> <p>Ne + personne...</p> <p>Beaucoup de pression</p> <p>Travail scolaire</p> <p>Devoirs</p> <p>Tu devrais, tu pourrais + INF!, Peux-tu...+ INF?</p> <p>Je vous conseille de...</p> <p>Cher/chère</p> <p>Aidez-moi!</p> <p>Amitiés, Bisous...</p> <p>Je serais reconnaissant(e) si vous pourriez....</p> <p>Panique-pas!</p> <p>Il faut + INF</p> <p>Key Knowledge:</p> <p>To compare our lifestyle in the PRESENT to our lifestyle in the PAST</p> <p>To say and understand a range of things I could and should do to be healthier</p>		<p>Je dors bien, j'ai du mal à dormir, je ne peux pas dormir, à cause de....+ raisons, je suis stressé(e), je bois trop de caféine, café, j'ai dormi, j'ai bien dormi, je me couche tard, trop tard. Tard, avant de dormir j'aime, je bois, je joue, j'utilise, pour m'aider, je pourrais + INF, je ne devrais pas + INF, le repos, reposer, se détendre, le sommeil, je suis fatigué(e)bon/mauvais pour la santé, le cerveau, pendant + number+ par nuit/jour, si je suis fatigué(e), je ne peux pas, me concentrer, bien travailler, prendre la grasse matinée</p>	<p>To understand why immigrants came to France from the Maghreb and their role in rebuilding France</p> <p>To understand why and how the women's roles in France have changed and evolved since 1945</p> <p>To understand why and how the May 1968 student demonstrations happened and the legacy of this event today</p> <p>To understand and be able to describe the origins and factors which caused the "gilet jaune" movement in France</p> <p>To understand gist and key details I read and hear about life in the Parisian suburbs and events that led up to the riots in 2005</p>
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<p>Describe your “dernier repas” or your “repas de rêves” and your “repas cauchemardesque” and explain why.</p> <p>Curriculum links: Links to Food Technology and Science with the focus on food types and healthy eating and RE with exploration of French culture and festivals.</p>	<p>To be able to make a complaint about food/service and find/request solutions</p> <p>To understand and state what people are allergic to</p> <p>To understand and use a range of shops in French and be able to give examples of what they sell.</p> <p>To ask how to find different shops and give/ understand directions.</p> <p>Curriculum links: Links to</p>	<p>To say what the impact/ consequences of these choices would be of healthier eating</p> <p>To explain/describe why people make healthy/unhealthy food/drink choices</p> <p>To understand the difference between childhood obesity figures in UK/ France and compare/analyse figures/graphs in French</p> <p>To read and write increasingly extended texts about healthy and unhealthy lifestyles</p> <p>To give advice on how to be healthier</p> <p>Curriculum links: Links to</p>		<p>Être stressé(e), être détendu, la pressions, le travail scolaire, les disputes, je me détends, j’ai du mal à me détendre, se relaxer, j’aime me relaxer en + present participe, regarder la télé, sortir avec mes amis, se défouler, aller aux concerts, promener le chien, allumer les bougies, méditer, la méditation, prendre du yoga, tranquille, calme, espaces verts, prendre des promenades, en colère, j’en ai marre de, frustrant, pénible, casse-pieds,</p> <p>Key Knowledge:</p> <p>To understand reasons why some people smoke and explain the consequences</p> <p>To understand reasons why some people drink and explain the consequences</p>	<p>Curriculum links: Links to Politics / sociology / PSHE: Racism, prejudice, equality and women’s rights</p>
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					Curriculum links: Links to Biology and Chemistry and PSHE regarding alcohol, drugs and the effects on our bodies.	
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Year 10	<p>Content: Identity & Culture Transition</p> <p><u>Relationships</u> with Family & Friends and activities with them in the PRESENT, PAST and FUTURE</p> <p>Key Vocabulary: Se disputer, s'entendre, se marier, se pacser, divorcer, à l'avenir, dans le passé, je voulais + INF, je voudrais + INF, j'ai toujours voulu + INF, ami/petit-ami, père/beau-père, possessive adjectives e.g. mon, ma mes etc, time-phrases/adverbs e.g. de nos jours, actuellement, autrefois, lune de miel, + STIMULUS CARD-related phrases</p>	<p>Content: Global Issues:</p> <p>Regions in the French Speaking World : <u>Different types of house, advantages & disadvantages of living in different areas, twin-towns and ideal town/ accommodation.</u></p> <p>Key Vocabulary J'habite + depuis, dans le passé j'habitais, actuellement j'habite, dans un monde idéal je voudrais habiter/j'habiterais, CONDITIONAL MOOD + conditional of irregular verbs, prepositions, comparatives (plus, moins, aussi), si constructions : SI J'HABITAIS à/ en / aux / dans...je pourrais + INF, louer/location, HLM, SDF,</p>	<p>Content:</p> <p>Global Areas of Interest: <u>Travel & Tourism</u> on a local, national & international scale: Methods of travel with advantages/ disadvantages, countries, types of holiday & holiday preferences, dream vs nightmare holidays, holiday activities in PAST, PRESENT, FUTURE & CONDITIONAL, advantages & disadvantages of tourism on a region.</p> <p>Key Vocabulary</p>	<p>Content:</p> <p>Global areas of Interest: <u>Local, national and global environmental problems and solutions.</u></p>	<p>Content:</p> <p>Global areas of Interest: Social Issues including poverty & inequality and solutions including volunteering & charity work</p>	<p>Content:</p> <p>Global areas of Interest: Health problems and solutions and lifestyle including obesity, eating disorders, smoking, drugs and alcohol.</p> <p>Key Vocabulary</p>
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Curriculum Map 2022-23 French

A l'arrière-plan, au premier plan, on peut voir, avoir l'air + ADJ, être en train de + INF, à mon avis

Key Knowledge

- How do you get on with your family/friends?
- What are the main reasons for arguments?
- What was your relationship like in the past with family/ friends compared to nowadays?
- What influence do your friends have on you?
- Would you like to have a big family in the future? Advantages/ disadvantages?

Key Knowledge

- Where do you live – house / town / region ?
- Where did you used to live and how was it different?
- Where would you (like to) live in an ideal world - house / town / region?
- What are/ would be / were the advantages and disadvantages of living in X?
- Would you like to live in France/ Paris / a big city the countryside?

Aller/Prendre in PERFECT, IMPERFECT, PRESENT, FUTURE + CONDITIONAL, au/aux vs en and à, avion, bateau, moto, à pied, bon pour l'économie, cher/ moins cher, à l'étranger, mauvais/mieux pour l'environnement, mes vacances de rêve, mes vacances cauchemardesques , marcher (to work), en panne, les délais, au camping, s'amuser, se reposer, colonie de vacances, vacances actives (ski), vacances en famille/groupe, voyages dans la nature (safari, camping), vacances à la plage, voyages de luxe, croisière, voyages culturelles, voyages humanitaires à

Key Vocabulary

Pollution de l'air, de la mer et de la terre, problèmes environnementaux, un manque de, déchets, faire du tri, pistes cyclables, je devrais/on devrait + INF, je pourrais/on pourrait + INF, laisser tomber, détruire, introduire, construire, les transports en commun, les espaces verts, centre de tri, emballage, couche d'ozone, effet de serre, voiture électrique, essence, augmenter, diminuer le prix de, interdire, zone piétonne, endommager, sale, partout, en voie de disparition, de moins en moins de/ de plus en plus de, le conseil de l'île de Wight devrait + INF, panneaux solaires, respecter, une ferme éolienne, énergies renouvelables, protéger, pratiquer la

Key Vocabulary

pauvreté, misère, défavorisé, cité, banlieues, allocations, émeutes, sans, démuné, argent, rien, dans la rue, SDF, sans abris, HLM, immeuble, immigrés, issu de, avoir du mal à, scolarisé, manque de scolarité, mendier, faire la manche, chercheur d'asile, pays d'accueil, faire du bénévolat, bénévole, association caritative, magasin caritatif/d'entr'aide, Restos du Cœur, au chômage, le chômage, un chômeur, un clochard, sans emploi, malade, les préjugés, discrimination, fille-mère, emploi saisonnier, avoir les moyens de, manque d'espoir

IMPERFECT of ETRE, AVOIR and FAIRE, comparison language between previous and current lifestyles, MANGER & BOIRE in a range of tenses, troubles alimentaires, toxicomanie, la prise/consommation de drogue, le tabagisme, poumons, cerveau, sportif, accro, mener une vie saine, malsain, boissons gazeuses, lutter contre, dépendance, sans sucre, plein de, qui contient, sel, sucre, matières grasses, grossir, maigre comme un clou, les réseaux sociaux

Key Knowledge

- Do you lead a healthy life?

Curriculum Map 2022-23 French

<ul style="list-style-type: none"> • What did you do last weekend with your friends/family? What do you normally do? Next weekend? • What are your personality traits? • Can you describe your ideal friend/partner/parent? • What are the advantages and disadvantages of marriage? • What is the impact of divorce? <p>Curriculum links (backwards as well as forwards)</p>	<ul style="list-style-type: none"> • How is life different for people living in francophone countries like Togo? Burkina Faso? DRC (the world's most populated French-speaking country)? Belgium? Québec in Canada? • What would you do to improve your town if you were the Mayor/Mayorress? <p>Curriculum links</p>	<p>l'étranger,</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> • Where do you usually go on holiday? • Where did you used to go on holiday/ describe a recent holiday? • Where are you going to go on holiday in the summer/next year? • Describe a <u>memorable</u> holiday – could be dream or nightmare holiday. 	<p>politique de l'autruche</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> • What are the environmental problems in your local area? • Can you give examples of things you have seen that have shocked you e.g. at the festival (litter), at the beach, a documentary? • What problems on the IW are caused by tourism/tourists? • What can/should/could we/the IW council do to protect our local area? 	<p>Key Knowledge</p> <ul style="list-style-type: none"> • What are the social issues in your local area – poverty (seasonal work), teenage pregnancy, lack of aspirations, unemployment, drugs... • Do you give to charity? – why/why not? • Have you done/would you like to do volunteering – for which organisations and why? 	<ul style="list-style-type: none"> • Did you used to lead a healthy life in the past? • What could/should you do to lead a healthier life in the future? • Do you like sport? Do you do more/less sport now than in the past? • Why do so many young people take so many risks with their health?
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Curriculum Map 2022-23 French

<p>Students will build on their knowledge of family members, opinions and descriptions from Year 7-9 but develop skills in extending responses to include reasons behind opinions and relating the theme to past and future events.</p> <p>Foundations for the Year 11 speaking test will be laid in this half term where we will focus on the photo card generic set phrases which will be able to be applied to any stimulus card on any topic.</p> <p>Speaking and listening skills through pair work and TL spoken in the classroom/ with FLA will be a major focus as students move from KS3 to the demands of KS4.</p> <p>Cultural Capital</p> <p>Looking at different types of relationship – living together, (vivre en concubinage), civil partnership (le PACS), marriage and divorce.</p>	<p>(backwards as well as forwards)</p> <p>Students will build on their knowledge of the “Where I live” topic including opinions and descriptions from Year 7-9 but develop skills in extending responses to include reasons behind opinions and relating the theme to the past and future, as well as hypothetical use of language (conditional).</p> <p>Foundations for the Year 11 speaking test will be built upon in this half term where we will look at several photo cards as elements to both the Foundation writing and the Foundation/Higher Speaking exam on the topic of accommodation and local area.</p>	<ul style="list-style-type: none"> • Why are holidays important? (For us but also for places which rely on tourism) • What are the advantages and disadvantages of different types of holiday/tourism – mental/physical health, broaden cultural horizons, languages, cost, economy, culture, globalisation? 	<ul style="list-style-type: none"> • What other environmental problems are there in big cities e.g. London/ Paris? • What solutions can we put in place to help? e.g. <i>alternance</i> for air pollution in Paris • What problems will global warming cause/ has global warming already caused on a local, national and global scale? • How will rising sea levels and increased temperatures, tsunamis, deforestation etc impact on French-speaking countries around the world? 	<ul style="list-style-type: none"> • If you saw a homeless person in the street, would you give them money – why/why not? • What are the factors that might lead to homelessness? • What can we do to help the homeless/the poor? • Which charities and organisations help people in French-speaking countries and what do they do? <p>Curriculum links (backwards as well as forwards)</p>	<ul style="list-style-type: none"> • What could/should the government do to help young people lead healthier lives? • Is it easy to lead a healthy life nowadays? • Do you smoke/drink? Why/why not? • Do young people have a lot of stress in their lives?
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Curriculum Map 2022-23 French

<p>Understanding of how trends in France have changed and why. Reference to LGBTQ+ community in France and legalisation of gay marriage with the Manif pour Tous vs Mariage pour tous.</p> <p>Understanding of “la famille nombreuse” and issues relating to it – catholic history, abortion law, benefits, discounts, some French-speaking countries in Africa and why they would have more children.</p>	<p>Students will now be expected to follow and extend the ADI structure in all spoken and written responses – answer, development and initiative. Written and spoken accuracy, particularly with tenses, will be a focus for this half term.</p> <p>Cultural Capital</p> <p>Understanding issues facing young people in less economically developed countries: disease, infant mortality, health care, education, child labour (with cobalt mining for mobile phone companies in DRC), girl/boy inequalities, employment</p> <p>Mortgages vs renting in big cities, housing problems, homelessness</p> <p>Immigration – why do people leave their country?</p>	<ul style="list-style-type: none"> • What would be your dream/ideal holiday? • What would be your nightmare holiday? • Where do French people go on holiday & why? <p>Curriculum links (backwards as well as forwards)</p> <p>Students will build on their knowledge of the “Holidays” topic including opinions and descriptions from Year 7-9 but develop skills in extending responses to include reasons behind opinions and relating the theme to the past and future, as well as hypothetical use of language (conditional).</p>	<ul style="list-style-type: none"> • What small things can we all do that will make a big difference? • What did you do recently to help the environment – at home in your local area? • What will you do/could you do in the future e.g, next weekend, in the holidays, when you’re older, to help the environment? • What do you usually do to help the environment? Do you think you do enough to help? • Why do so many people not respect or want to protect the environment 	<p>Students will build on their knowledge of the “World of Work” for the volunteering element of this topic including opinions and descriptions from Year 7-9 but develop skills in extending responses to include unemployment and reasons behind working/ volunteering for different sectors and extending the theme to include the past and future, as well as hypothetical use of language (conditional) – would you like to volunteer? Would you give money to the homeless?</p> <p>Looking ahead, this feeds in to several of the topics at A level – marginalised people, discrimination and prejudice, strikes and protests, voting, politics – right/left wing approaches to immigration and employment.</p>	<ul style="list-style-type: none"> • What can they do to help reduce stress in their lives? What role does technology/ social media play in this stress/pressure? • Why is obesity such a problem in young people today? • What can we do to fight against obesity – government? Media? School? Whose responsibility is it?
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Curriculum Map 2022-23 French

			<p>Foundations for the Year 11 speaking, listening and writing tests will be built upon in this half term where we will look at a photo card as elements to both the Foundation writing and the Foundation/Higher Speaking exam and Foundation/Higher length writing pieces with both 2 (H) and 4 (F) bullet points on the topic of Travel and Tourism.</p> <p>Students will now be expected to follow and extend the ADI structure in all spoken and written responses – answer, development and initiative. Written and spoken accuracy, particularly with tenses, will remain a focus for this half term and longer extracts for listening will be introduced.</p> <p>Cultural Capital</p>	<p>Curriculum links (backwards as well as forwards)</p> <p>This has links to the previous topic of travel and tourism and the impact of tourism/tourists on our local area and environment.</p> <p>Foundations for the Year 11 speaking, reading and writing tests will be further established in this half term where we will look at a photo card as elements to both the Foundation writing and the Foundation/Higher Speaking exam and Foundation/Higher length writing pieces with both 2 (H) and 4 (F) bullet points on the topic of Environment.</p> <p>Speaking skills will be developed through FLA and whole-class speed dating and repeated questioning and answering sessions on the following TWO questions:</p>	<p>Cultural Capital</p> <p>Looking at the <i>Devise de la République – Liberté, Egalité, Fraternité</i> and why these values don't represent all people in France and the French-speaking world.</p> <p>Understanding life in the Banlieues Parisiennes – poverty, unemployment, drugs and the impact on hope/aspirations for young people.</p>	<p>Curriculum links (backwards as well as forwards)</p> <p>Students will build on their knowledge of the “Food”, “Sports & Pastimes” and “Technology/Social Media” topics including opinions and descriptions from Year 7-9 but develop skills in extending responses to include positive and negative consequences of healthy and unhealthy lifestyles and extending the theme to include past and future lifestyles, as well as hypothetical use of language (conditional) – what could/should you do to be healthier? Would you like to try extreme sports?</p> <p>Cultural Capital</p>
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			<p>Exploring the range of environments on offer in France for tourists – beaches/water sports/ hot weather/luxury city breaks in the South (Cannes/Saint Tropez, Provence/ Nice) , mountains/skiing/ winter sports in Alps, Chamonix, Courcheval, Meribel, Val d’Isère, Pyrenees, camping by lakes/rivers in Ardèche, Dordogne, Loire, Auvergne, cultural breaks involving traditional music, local crafts, dances, traditional costume, cuisine, gastronomy in Brittany, Normandy, l’écotourisme/ vacances écologiques and humanitarian</p>	<ul style="list-style-type: none"> • Quels sont les problèmes environnementaux dans ta région ? • Qu’est ce qu’on peut faire pour aider notre environnement ici ? <p>Students will now be expected to follow and extend the ADI structure in all spoken and written responses – answer, development and initiative building to 90 words (F) and 150 (H) words in the written form and use “à mon avis” with a range of opinions and reasons to give their thoughts on environmental issues.</p> <p>Cultural Capital</p> <p>Exploring the idea of taking personal responsibility faced with local, national and global environmental issues.</p> <p>Veganism and vegetarianism – impact on the environment.</p>	<p>Exploring a range of voluntary and charity organisations in France which help the less fortunate – <i>Restos du Coeur, Médecins Sans Frontieres, Banques Alimentaires, Croix Rouge, Abbé Pierre...</i></p> <p>Discussing impact of high unemployment in certain areas, particularly within immigrant population but also with over-qualified French people who pursue the <i>Licence, Maitrise, Doctorat</i> route and are then too qualified to want to do work they consider to be beneath them.</p>	<p>Exploring the difference between alcohol and smoking culture in young people in France and the UK.</p> <p>Discussing how government regulations have impacted on the health of young people in both France and UK – Jamie Oliver’s school dinners, banning fastfood/crisps, banning adverts, <i>Mangez Bougez</i> campaign in France.</p> <p>Exploring impact of exercise on both physical and mental health.</p>
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			<p>holiday projects in French-speaking countries abroad.</p> <p>Impact of Coronavirus on economy and society in places dependant on tourism. Tourism and links to employment/ unemployment, seasonal work, second homes and impact on local economy.</p> <p>Impact of globalisation on local businesses that can't compete and preservation of patrimoine matériel and immatériel with UNESCO's world heritage list.</p> <p>Impact of tourism on the Isle of Wight both positive and negative.</p>	<p>Impact on environment when travel stopped during C19.</p> <p>Voltaire: « Il faut cultiver notre jardin ! » - everyone has to do their bit!</p> <p>NIMBYS – environmental schizophrenia – let's save the planet and have an eco-island, but don't build a wind-farm in Wellow!</p> <p>If we removed cars, we'd need to make our public transport more efficient/ cheaper.</p>	<p>Exploring the reasons why so many French people do voluntary work – there is high unemployment so it is a way of gaining valuable experience to put on their CV.</p>	<p>Discussing ways to relieve stress and their consequences – PSHE topics e.g. does smopking, alcohol and cannabis actually relieve stress? (Tobacco is a STIMULANT, Cannabis is a HALLUCINOGEN and Alcohol is a DEPRESSANT!)</p> <p>Examining the positive and negative consequences of extreme sports.</p>
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Y e a r 1 1	<p>Content: Technology in Everyday life and free-time activities</p> <p>Key Vocabulary https://www.aqa.org.uk/subjects/languages/gcse/french-8658/subject-content/vocabulary</p> <p>Technology Vocab : pp 40-41 https://www.kerboodle.com/api/courses/40061/interactives/147070.html</p> <p>Key Knowledge Describing the advantages and disadvantages of the mobile phone (including internet), relating advantages and disadvantages to personal experience in a range of tenses Explaining <u>how, when and why</u> you use your phone</p>	<p>Content: Wider possibilities in freetime including: attending festivals (both religious e.g. Christmas, Eid and non-religious e.g. music festivals, birthdays) and VOLUNTEERING</p> <p>Key Vocabulary Customs & Festivals pp74-75 https://www.kerboodle.com/api/courses/40061/interactives/147070.html</p> <p>Volunteering: Page 106 https://www.kerboodle.com/api/courses/40061/interactives/147070.html</p> <p>Key Knowledge</p>	<p>Content: Current and future study and employment</p> <p><u>My studies and life at school and college</u></p> <p>Key Vocabulary: https://www.kerboodle.com/api/courses/40061/interactives/147070.html (page 156 - 157)</p> <p>Key Knowledge Describing a day in school. revision of the perfect tense of regular er verbs. Describing physical properties. Describing school life in different countries. Revision of the perfect tense of ir and re verbs. School rules and uniform.</p>	<p>Content: University or work. Jobs, career choices and ambitions</p> <p><u>Education post 16</u></p> <p><u>Choice of career</u></p> <p>Key Vocabulary https://www.kerboodle.com/api/courses/40061/interactives/147070.html (page 168 - 169)</p> <p>Key Knowledge Talking about future options. Revision of si clauses in present tense. Ignoring works that are not needed in listening tests. Discussing university and apprenticeships. Using quand clauses with the future tense. Being aware of faux amis when translating into English. Discussing how to get a job.</p>	<p>Content:</p> <p><u>Consolidation of speaking, listening, reading and writing skills</u></p> <p>Key Vocabulary https://www.kerboodle.com/api/courses/40061/interactives/147070.html</p> <p>Key Knowledge Past papers - listening, reading and writing Past papers - listening and reading Photo cards Exampro - focusing on listening and reading questions Listening strategies Reading strategies</p>	
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	<p>Problems with your current/ old phone e.g. too big/small, cracked/broken screen, poor signal, cost, not fashionable, Describing the phone you'd like to buy in the future and why</p> <p>Advantages and disadvantages of social media relating advantages and disadvantages to personal experience <u>in a range of tenses</u></p> <p>Do you/young people spend too much time on the internet/ phone / social media? What are the consequences? What can we do about it? Whose responsibility is it - government, schools, parents, young people?</p> <p>How young people spend their free-time nowadays compared to 30 years ago.</p>	<p>Understanding when hearing/ reading information and details about a range of religious and non-religious festivals in France and francophone countries.</p> <p>Using keywords from what you have read/ listened to formulate real or imagined festival experiences in the past and describe and explain which festivals you would/wouldn't like to attend in the future.</p> <p>Similarities and differences between <u>Christmas and Easter</u> in France and UK.</p>	<p>Revision of pouvoir, devoir and vouloir.</p> <p>Using verbal and visual context in reading.</p> <p>Talking about your ideal school.</p> <p>Revision of the conditional tense.</p> <p>Using more than one tense in the same sentence.</p> <p>Curriculum links (backwards as well as forwards)</p> <p>Students will build on their knowledge of school subjects, opinions and descriptions from Year 7-9 but develop skills in extending responses to include reasons behind opinions and relating the theme to past and future events.</p>	<p>Passive voice in the present tense.</p> <p>Using que and qui to help you refer to something.</p> <p>Talking about the advantages and disadvantages of jobs.</p> <p>Avoiding the passive.</p> <p>Using French idioms.</p> <p>Curriculum links (backwards as well as forwards)</p> <p>Students will build on their knowledge of Education post 16, jobs and careers including opinions and descriptions from Year 7-9 but develop skills in extending responses to include reasons behind opinions and relating the theme to the past and future, as well as hypothetical use of language (conditional).</p>	<p>Revision of all topics using the listening and reading end of unit assessments.</p> <p>Photo cards and role play scenarios</p> <p>Exampro - focusing on all skill areas.</p> <p>Recap speaking strategies.</p> <p>Photo cards as starter activities</p> <p>Completion and practise of speaking booklet.</p> <p>Recap of listening strategies.</p> <p>15 mins of listening extracts within each lesson. (exampro)</p> <p>Recap of reading strategies.</p> <p>15 mins of reading questions. (exampro)</p>
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<p>Last weekend, next weekend and typical weekend activities</p> <p>Curriculum links (backwards as well as forwards)</p> <p>Students will revise and develop their knowledge of verb endings in a range of tenses using the verb “utiliser”</p> <p>E.g. I use, I used to use, I used, I’m going to use, I would like to use (with negatives) and apply this to other verbs (old and new) on this topic.</p> <p>Students will revise the use of adverbs and time-references e.g. usually, in the past, when I was younger, when I’m older.</p>	<p>Talk and write about memorable/unforgettable festival experience in the past e.g. IW festival, Christmas, birthday, Cowes week, New Year</p> <p>Volunteering: Different places you can volunteer and a range of charities in France and what they do.</p> <p>Groups of people who are helped by volunteering e.g. elderly, children, poor people, libraries, food banks, unemployed, homeless etc</p>	<p>Foundations for the Year 11 speaking test will be laid in this half term where we will focus on the photo card generic set phrases which will be able to be applied to any stimulus card on any topic.</p> <p>Speaking and listening skills through pair work and TL spoken in the classroom/ with FLA will be a major focus as students move from KS3 to the demands of KS4.</p> <p>Cultural Capital</p> <p>Looking at different types of schools, mixed, single sex and religious as well as comparing the French and English educational systems.</p>	<p>Foundations for the Year 11 speaking test will be built upon in this half term where we will look at several photo cards as elements to both the Foundation writing and the Foundation/Higher Speaking exam on the topic of school, education, jobs and ambitions</p> <p>Students will now be expected to follow and extend the ADI structure in all spoken and written responses – answer, development and initiative. Written and spoken accuracy, particularly with tenses, will be a focus for this half term.</p> <p>Cultural Capital</p> <p>Understanding the choices available and the advantages and disadvantages of university versus work and apprenticeships.</p>	<p>Recap of writing. 15 mins of writing questions - varying from 45, 90, 140 words. (exampro)</p> <p>Revision of all topics using the speaking, listening, reading and writing end of unit assessments.</p> <p>Vocabulary builder for revision of all vocab. Use of apps such as Linguascope, Seneca and duo-lingo to aid revision.</p> <p>Rag system referring to topic revision.</p> <p>Use of apps such as Linguascope, Seneca and duo-lingo to aid revision.</p>	
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<p>Students will extend their answers beyond the minimum using the ADI structure (Answer, Development, Initiative) and apply this to the writing of model answers in their speaking booklets (introduced last year) and in their spoken answers during pair work/ class speaking activities like speed-dating.</p> <p>Recap a range of free-time activities from KS3 and revise formation of verbs incl sports with jouer and faire. Build on these by manipulating tenses using the starters: quand j'étais plus jeune, normalement/actuellement, quand je serai plus âgé, dans le futur.</p>	<p>Advantages and disadvantages of volunteering e.g. enrichir votre CV, aider les gens, fournir de l'expérience professionnelle, le gouvernement n'a pas de fonds illimités but also ce n'est pas rémunéré, le gouvernement devrait faire plus pour aider les pauvres, les enfants qui souffrent des troubles de l'attachement dans les orphelinats a l'étranger.</p> <p>Writing model answers for written paper and speaking booklet about volunteering:</p> <p>Do you do/ have you done volunteering/ charity work? Why/ why not?</p>			<p>Curriculum links (backwards as well as forwards)</p> <p>This has links to the previous topics. Foundations for the Year 11 speaking and writing tests will be further established in this half term where we will look at a photo card as elements to both the Foundation writing and the Foundation/Higher Speaking exam and Foundation/Higher length writing pieces with both 2 (H) and 4 (F) bullet points.</p> <p>Speaking skills will be developed through FLA and whole-class speed dating and repeated questioning and answering sessions.</p> <p>Carousel activities.</p>	
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	<p>Describe a typical weekend using si constructions e.g. S'il fait beau, je + present (revision of weather from KS3)</p> <p>Describe next weekend's plans using si constructions e.g. s'il pleut/ si je ne suis pas trop fatigué, je vais + INF (revision of immediate future from KS3 and addition of simple future fo KS4)</p> <p>Describe last weekend's activities including linking activities together with the linking expressions "après avoir/être" + past participle and avant de + INF</p> <p>Cultural Capital</p>	<p>Would you like to do voluntary work in the future? Why/ why not?</p> <p>Curriculum links (backwards as well as forwards)</p> <p>Linking back to social issues covered at the end of Y10 - lots of trips and other events in the last half term of summer mean that knowledge here could be patchy for students involved in sporting events, drama/music events and reward trips.</p> <p>Links forward to Year ONE of A level course - unit on bénévolat.</p> <p>Revision of adjectives from Year 7 to 10 with the extension of explanation of opinions.</p> <p>Cultural Capital</p>			<p>Students will now be expected to follow and extend the ADI structure in all spoken and written responses – answer, development and initiative building to 90 words (F) and 150 (H) words in the written form.</p> <p>Students will build on their knowledge of all topics including opinions and descriptions from Year 7-9 but develop skills in extending responses to include reasons behind opinions and relating the theme to the past and future, as well as hypothetical use of language (conditional).</p> <p>Foundations for the Year 11 listening and reading tests will be built upon in this half term where we will look at a photo card as elements to both the Foundation and Higher listening and reading.</p>	
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Curriculum Map 2022-23 French

	<p>Understand the impact on physical, emotional and mental health and well-being of too much time spent on internet video games, social media, phones etc e.g. eating disorders, depression, suicide.</p> <p>Understand the positive power of social media with the #metoo movement, the #jesuisCharlie (Charlie Hebdo attacks) and the mega fundraising campaign that went viral following the fire in Notre Dame, Paris.</p> <p>Understand how social media and internet gaming sites etc are <u>addictive</u> and why young people are easy targets.</p>	<p>The foodbank debate - should individuals be buying food for people who can't afford to eat or is it the responsibility of the government? The people themselves? How will the government know people are starving if the food banks are run by volunteers and charities?</p> <p>The idiom/concept of "money doesn't grow on trees" - budgets and the idea of ring-fencing money, prioritising.</p> <p>Billions of pounds donated and being spent on the reconstruction of Notre Dame while thousands of people including children are sleeping on the streets and starving.</p>			<p>Students will now be expected to follow and extend the ADI structure in all spoken and written responses – answer, development and initiative. reading and listening accuracy, particularly with tenses, will remain a focus for this half term and longer extracts for listening will be introduced.</p> <p>Consolidation of all skills, strategies, topics, grammar points and tenses.</p> <p>Cultural Capital</p> <p>Developing confidence.</p> <p>Independent study discipline.</p> <p>Strategies for coping with speaking, listening, reading and writing exam questions.</p>	
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Curriculum Map 2022-23 French

		<p>Immigration - looking at immigration camps like Sangatte and Le Jungle and the volunteers who run them. Potential DVD showing of excerpts of "Welcome" (rated 15) if permission given with focus on life in the camps and volunteers.</p> <p>Different french charities you can volunteer for including: Restos du Coeur and La Croix Rouge.</p>			<p>Revision strategies and preparation for exams to aid well being</p> <p>Independent study discipline.</p> <p>Organisational skills.</p>	
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