

Key Stage Three Curriculum – Carre’s Grammar School

French						
	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
Year 7	<p>CONTEXT</p> <ul style="list-style-type: none"> Describing a thing or person Saying what people have Describing things Distinguishing between having and being Talking about a thing or person Talking about doing and making things 	<p>CONTEXT</p> <ul style="list-style-type: none"> Saying what people do Saying what we do Saying what others do (they) Saying ‘you’ (singular and plural) 	<p>CONTEXT</p> <ul style="list-style-type: none"> Saying how many there are, numbers Describing people (family) Saying what people have Saying what people do (sports) 	<p>CONTEXT</p> <ul style="list-style-type: none"> Saying where people go (places) Saying where people go (countries) Asking questions Using question words Talking about yourself, to and about someone else 	<p>CONTEXT</p> <ul style="list-style-type: none"> Asking questions Using question words Saying people do not do something Describing things and people 	<p>CONTEXT</p> <ul style="list-style-type: none"> Asking questions Expressing future intentions Saying what you <i>want to, can</i> and <i>must</i> do Saying what you <i>don’t want to, can’t</i> and <i>don’t have to</i> do Saying what you <i>know how to</i> do
	<p>GRAMMAR</p> <ul style="list-style-type: none"> Essential verbs (1st, 2nd, 3rd persons singular) To be, being - ÊTRE (c’est) To have, having – AVOIR To do, doing – FAIRE Adjective agreement (as complement to verb) Indefinite, singular articles and gender Definite articles (le, la, l’, les) Regular plural nouns (-s) Yes/no questions with raised intonation 	<p>GRAMMAR</p> <ul style="list-style-type: none"> Using FAIRE to mean ‘go’ -ER verbs (used with simple present and present continuous meaning) (1st, 2nd, 3rd persons singular, 1st and 3rd persons plural) Preposition à with certain verbs meaning at /to Intonation questions Two-verb structures with <i>aimer</i> 	<p>GRAMMAR</p> <ul style="list-style-type: none"> Il y a Plural indefinite article ‘des’ Plural adjective agreement Essential verbs (1st, 2nd, 3rd persons plural) To be, being – ÊTRE To have, having – AVOIR To do, doing – FAIRE Possessive adjectives (mon, ma, mes, ton, ta, tes) 	<p>GRAMMAR</p> <ul style="list-style-type: none"> Essential verbs (1st, 2nd, 3rd persons singular) To go, going – ALLER à – (au / à la / à l’ / aux) meaning ‘to’ Intonation questions with question words Essential verbs (1st, 2nd, 3rd persons plural) To go, going – ALLER à - meaning ‘to’ and ‘in’ with towns and cities en - meaning ‘to’ and ‘in’ with countries (f) chez 	<p>GRAMMAR</p> <ul style="list-style-type: none"> Subject-verb inversion questions (single and two-verb structures) Subject-verb inversion questions with question words (single-verb structures) ne...pas negation with single-verb structures ne...pas de negation with nouns Adjectives in front of the noun Essential irregular –RE/-IR verbs (1st, 2nd, 3rd persons singular) – PRENDRE, APPRENDRE, DIRE, SORTIR, VENIR, DORMIR 	<p>GRAMMAR</p> <ul style="list-style-type: none"> ALLER + infinitive (future intention) Modal verbs - VOULOIR, POUVOIR and DEVOIR Modal verbs in the negative Subject-verb inversion questions with question words (two-verb structures) To know (how to) - SAVOIR + infinitive Essential irregular –RE/-IR verbs (1st, 2nd, 3rd persons singular) – PARTIR

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	<ul style="list-style-type: none"> feminisation of job titles (-e) subject pronouns il/elle meaning 'it' 			<ul style="list-style-type: none"> Present tense (-ER verbs) 		
	Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules. Vocabulary tests will also take place every week on the vocabulary set that has been studied in the previous week.		Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules with a key assessment task based on the work completed this term. Vocabulary tests will also take place every week on the vocabulary set that has been studied in the previous week.		Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules, with the Y7 examination taking place during this term, covering all the work studied during the course of the academic year. Vocabulary tests will also take place every week on the vocabulary set that has been studied in the previous week.	
Year 8	<p>CONTEXT</p> <ul style="list-style-type: none"> Asking how to say and write new words in French Distinguishing between being and having Comparing what you and others do with what people do in general Talking about what you do and don't do <p>GRAMMAR</p> <ul style="list-style-type: none"> Y7 revisiting: ÊTRE and AVOIR, gender and number, definite and indefinite articles, il y a / il n'y a pas, il(s)/elle(s) meaning 'it'/'they', 	<p>CONTEXT</p> <ul style="list-style-type: none"> Talking about what you are doing today vs what you did yesterday Finding out about each other's past experiences Talking about what you and others did and did not do Talking about what you do in your free time and where you do it Distinguishing between parts and wholes Talking about nouns you can't count Describing things Formal and informal 	<p>CONTEXT</p> <ul style="list-style-type: none"> Talking about what you and others do Saying what you are going to do on a specific day vs weekly routine What is it like? [1] Describing things What is it like? [2] Comparing things <p>GRAMMAR</p> <ul style="list-style-type: none"> Regular -IR verbs Present tense as future with time adverbials Pre-nominal vs post-nominal adjectives Regular plurals for nouns (-s, -x, -aux) Regular plurals for adjectives (-s, -aux) 	<p>CONTEXT</p> <ul style="list-style-type: none"> Talking about what always happens vs something that happened once Asking about what others have done at a specific time vs in general Talking about what you and others do [3] Talking about what you can, must and want to do Comparing how people do things <p>GRAMMAR</p> <ul style="list-style-type: none"> Y7 revisiting: modal verbs (devoir, pouvoir, vouloir, savoir meaning 'to know 	<p>CONTEXT</p> <ul style="list-style-type: none"> Talking about what you can, must and want to do Talking about weekend plans Talking in the negative Talking about what, where and who you know Comparing past and present Talking about past actions which affect the present <p>GRAMMAR</p> <p>Y7 revisiting: present tense of present tense of essential irregular verbs -</p>	<p>CONTEXT</p> <ul style="list-style-type: none"> Talking about when, how often and for how long you do things Talking about where you went Talking about what you have done vs what you have never done. <p>GRAMMAR</p> <ul style="list-style-type: none"> Future intention with ALLER plus infinitive Tout, tous, toute, toutes OUVRIER (1st, 2nd 3rd singular) ne...pas (de) with two-verb structures Present vs perfect tense <ul style="list-style-type: none"> -ER verbs (taking

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	<p>possessive adjectives (1st, 2nd sing), present tense of -ER verbs (all persons), à with certain verbs, contracted forms of à, question formation (intonation and inversion, with and without question words) in single-verb structures, negation with ne ... pas in single-verb structures,</p> <ul style="list-style-type: none"> • Adjective agreement (-e, -euse) • <i>Est-ce que</i> with and without a question word • Pronoun <i>on</i> meaning everyone, you, one • Possessive adjectives (3rd sing, 1st pl) 	<p>situations: Talking to people you do and don't know</p> <p>GRAMMAR</p> <ul style="list-style-type: none"> • Present vs perfect tense (with past simple equivalent in English), regular and irregular verbs (taking AVOIR) • <i>ce, cet, cette, ces</i> • Y7 revisiting: present tense of common irregular -IR and -RE verbs (1st, 2nd, 3rd person singular), adjective agreement and placement • Negation: <i>ne...pas (de)</i> in perfect tense • <i>Il y a</i> vs <i>il y avait</i> • Forms of 'à' + def article <i>au, à la, à l', aux</i> • Forms of 'de' + def article <i>du, de la, des, de l'</i> • Partitive articles <i>du, de la, des, de l'</i> - statements, negative sentences and expressions of quantity 	<ul style="list-style-type: none"> • Position of multiple adjectives • Comparative adjectives • Regular adjective agreements (-e, -euse, -sse, -nne, -lle) 	<p>how to'), question formation (intonation, inversion, with and without question words) in two-verb structures, negation with ne ... pas (de) in two-verb structures</p> <ul style="list-style-type: none"> • Present vs perfect tense (with past simple and present perfect equivalent in English) Regular -ER verbs (taking AVOIR), all persons • Adverb placement in the perfect tense • Inversion questions (yes/no and with question words) in the present and perfect tense • Irregular past participles (taking AVOIR) (all persons) • Common irregular -RE verbs in the present tense (all persons) APPRENDRE, COMPRENDRE, 	<p>faire, aller (all persons), aller + infinitive, (future intention), prepositions: uses of 'en', 'à' and 'chez' (to vs in)</p> <ul style="list-style-type: none"> • Modal verbs (present tense) DEVOIR, POUVOIR, VOULOIR • <i>Il faut/il ne faut pas</i> • Negation <i>ne...jamais, ne...rien, ne...personne</i> • CONNAÎTRE (all persons) • VOIR (1st, 2nd, 3rd singular) • regular adjective agreement (-e, -euse, -sse, -nne, -lle, -ve) • Present vs perfect - regular -IR verbs (taking AVOIR) • Present vs perfect - regular -RE verbs (taking AVOIR) 	<p>ÊTRE) (<i>je, tu, il/elle</i>)</p> <ul style="list-style-type: none"> • -IR and -RE verbs (taking ÊTRE), all persons • <i>ne...jamais, ne...rien, ne...personne</i> in the present and perfect tense • questions in the present and perfect tense
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	<p>Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules with a key assessment task based on the work completed this term. Vocabulary tests will also take place every week on the vocabulary set that has been studied in the previous week.</p>	<p>Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules with a key assessment task based on the work completed this term. Vocabulary tests will also take place every week on the vocabulary set that has been studied in the previous week.</p>	<p>Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules, with the Y8 examination taking place during this term, covering all the work studied during the course of the academic year. Vocabulary tests will also take place every week on the vocabulary set that has been studied in the previous week.</p>			
Year 9	<p>Relationships with family and friends Talking about yourself and your family. Talking about getting on with others. Talking about personal relationships. Talking about future relationships</p> <p>Using avoir and être Reflexive verbs Position of adjectives The immediate future and future tense Possessive adjectives Adjective agreement</p>	<p>Technology in everyday life Talking about communicating online Talking about the uses of social media</p> <p>Present tense of regular -er verbs Present tense of common irregular verbs Advantages and disadvantages of mobile technology Discussing the uses of mobile technology</p> <p>It and that: ce, ça</p>	<p>Freetime activities Talking about music, cinema and TV.</p> <p>Revision of the present tense of regular verbs Question words</p> <p>Describing freetime activities in the past Talking about food and meals Talking about different cuisines and eating out</p> <p>Perfect tense of irregular verbs Perfect tense with être</p>	<p>Freetime activities Talking about sport Talking about sports you love</p> <p>Using subordinating conjunctions Developing sentences using quand lorsque and si Opinion verbs</p> <p>Customs and Festivals Talking about celebrations Talking about how we celebrate Talking about festivals</p>	<p>Relationships with family and friends Describing family and friends Discussing future relationship choices</p> <p>Direct object pronouns The future tense Using dont</p> <p>Technology in everyday life Discussing the pros and cons of social media Discussing the benefits and dangers of mobile technology</p>	<p>Freetime activities Talking about leisure activities Discussing world food and eating habits Discussing new sports and taking risks in sports</p> <p>Revision of the future tense Time phrases Demonstrative pronouns Using more complex negatives Using the pronouns en and y</p> <p>Customs and Festivals Discussing what traditions mean to you</p>

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	<p>Comparatives and superlatives Direct and indirect object pronouns Using qui and que</p>	<p>Aller,faire and other common irregular verbs</p>	<p>Quantities Verb+ infinitive</p>	<p>Describing international festivals</p> <p>Revising the perfect tense with être. Reflexive verbs in the perfect tense Using common expressions in the imperfect tense Imperfect tense of common verbs</p>	<p>Present tense of regular -ir and -re verbs Present tense of more irregular verbs</p>	<p>Describing an event</p> <p>Using the perfect infinitive Using the perfect and imperfect tense together</p>
<p>Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules with a key assessment task based on the work completed this term. Vocabulary tests will also take place every week using the AQA prescribed vocabulary list. Pre- and Post-topic tests will also take place at the beginning and end of each module of work respectively.</p>		<p>Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules, with the Y9 examination taking place during this term, covering all the work studied up to this point in the academic year. Vocabulary tests will also take place every week, using the AQA prescribed vocabulary list. Pre- and Post-topic tests will also take place at the beginning and end of each module of work respectively.</p>		<p>Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules with a key assessment task based on the work completed this term. Vocabulary tests will also take place every week using the AQA prescribed vocabulary list. Pre- and Post-topic tests will also take place at the beginning and end of each module of work respectively.</p>		

Homework is given in accordance with the timetable produced for each Year group. Tasks include vocabulary learning, practising grammatical structures and preparing and writing answers to questions.

Y9 is seen as a transition year between the work studied at KS3 and that which will be studied during KS4. As such, the main focus of the work studied will involve the development, practice and refinement of the key skills necessary in order to be successful at this level.