Curriculum Overview

COQUET COMMUNITY SCHOOL

BE KIND
WORK HARD
AIM HIGH

FRENCH

At Coquet Community School, we provide a broad and balanced, ambitious curriculum for all pupils. Our French curriculum builds upon the knowledge and skills pupils have developed in first school through a well-planned and sequenced curriculum. Our curriculum plans follow the National Curriculum as well as drawing upon best practice within the field of French. We draw on evidence-based research to ensure our curriculum is high quality and meets the needs of our pupils. We provide regular opportunities to revisit learning, so it becomes embedded in our pupils' long-term memory. The overview of our plan is below

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	**Moi et mes trucs a moi** **(Me and my things)** Content: In this unit students will learn to talk and express opinions about hobbies and interests; animals and school		**Ma vie active** **(My active life)** Content: In this unit students will learn to ask/answer questions, talk and express opinions about their identity, the natural world and their online activity.	**Les couleurs du monde** **(The colours of the world)** Content: In this unit students will learn to talk about and describe pictures, animals, clothes and personal appearance.		**L'ecole pour tous!** **(School for all!)** In this unit students learn to talk about school life in depth (subject; facilities and daily routine). They will also talk about citizenship
	Grammar: - gender of nouns (definite and indefinite articles) - *avoir* (to have) - present tense of -er verbs - possessive adjectives (my/your) - negative form		Grammar: - *etre* (to be) - the *-er* infinitive form - verbs of opinion + infinitives (including in the negative form)	Grammar: - *voir* (to see) - *quel/quelle* (which) - *il/elle* meaning "it" - adjective agreements - partitive articles *du/des*		Grammar: - *faire* (to do/make) - *aller* (to go) - the near future - the pronoun *on* - partitive articles *du/de la/ del'/des* - the *-ir* and *-re* infinitive forms - *au/ à la /aux*
	Assessment: Listening / reading & translation (followed by Aim High Feedback lesson)		Assessment: Listening / reading & translation (followed by Aim High Feedback lesson)	Assessment: Listening / reading & translation (followed by Aim High Feedback lesson)		Assessment: Listening / reading & translation (followed by Aim High Feedback lesson)

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Career opportunity: -	Career opportunity: -		Career opportunity: -		Career opportunity: -
	Reading opportunity: -	Reading opportunity: -		Reading opportunity: -		Reading opportunity: -
	SMSC development: - Cultural aspect of the French speaking world	SMSC development: - Cultural aspect of the French speaking world		SMSC development: - Cultural aspect of the French speaking world		SMSC development: - Cultural aspect of the French speaking world
	School virtue: ???	School virtue: ???		School virtue: ???		School virtue: ???
8	**Moi et mon avenir (Me and my future)** Content: In this unit students will learn to talk about role models, friendship, jobs and career goals.	**Le monde francophone (The French speaking world)** Content: In this unit students will learn to describe nationalities and languages. This unit focuses on the foods from different French speaking countries as well as different French festivals.		**On s'engage (We get involved)** Content: In this unit students will look at the world around us and the diversity it offers. They will explore green solutions for the planet and the impact of our daily routines.		**Trajets de vie (Life's pathways)** Content: In this unit students will use our past and present skills to talk about different journeys including holidays at home, visiting friends, volunteering and eco-friendly holidays.
	Grammar: - relative pronoun *qui* - position of adjectives - comparative adjectives - *vouloir* (to want) - *je voudrais* + infinitive - *il faut* + infinitive - adverbs of frequency - *ne…jamais* - referring to future and past	Grammar: - *prendre* (to take) - expressions with *avoir* - reflexive verbs - future tense of regular verbs		Grammar: - *devoir* (to have to/must) - *on devrait* - indefinite pronouns - reflexive verbs in the present tense - future tense of irregular verbs		Grammar: - past time phrases - perfect tense with *avoir* - perfect tense with *être* - sequencers - imperfect tense of *avoir, être* and *faire*
	Assessment: Listening / reading & translation (followed by Aim High Feedback lesson)	Assessment: Listening / reading & translation (followed by Aim High Feedback lesson)		Assessment: Listening / reading & translation (followed by Aim High Feedback lesson)		Assessment: Listening / reading & translation (followed by Aim High Feedback lesson)
	Career opportunity:	Career opportunity:		Career opportunity:		Career opportunity:

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	-	-	-	-		
	Reading opportunity: -	Reading opportunity: -	Reading opportunity: -	Reading opportunity: -		
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	School virtue: ???	School virtue: ???	School virtue: ???	School virtue: ???		
9	**Histoires de vie (Life stories)** Content: In this unit students will continue learning about the past by talking about their childhood and their life's dreams and aspirations. They will also looks at some French street art and the different sports in French speaking countries.	**La technologie (Technology)** Content: In this unit students will learn to talk about old technologies; pros and cons of modern technology; social media; French "influencers" and future technologies.	**Les villes francophones (French speaking cities)** Content: In this unit students will learn about French speaking cities such as Kinshasa and Brussels and describe how to get around a town.	**La santé pour tous (Health for all)** Content: In this unit students will learn to talk about health including the impact of eating habits, comparing fitness in the present and the past, talking about well-being and future lifestyle changes.		
	Grammar: - perfect tense of irregular verbs - imperfect tense - position of BAGS adjectives - direct object pronouns - using perfect and imperfect together	Grammar: - imperfect of modal verbs - negative structures - verbs followed by prepositions and infinitives - using three time frames	Grammar: - demonstrative articles - adverbial pronouns *y* and *en* - adverbs - the superlative - using three time frames (four tenses)	Grammar: - *si* + present + future - using present and imperfect tenses together - impersonal structures + infinitive - the conditional - *si* + imperfect + conditional		
	Assessment: Listening / reading & translation (followed by Aim High Feedback lesson)	Assessment: Listening / reading & translation (followed by Aim High Feedback lesson)	Assessment: Listening / reading & translation (followed by Aim High Feedback lesson)	Assessment: Listening / reading & translation (followed by Aim High Feedback lesson)		
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10	**Theme 1: People & lifestyle**			**Theme 2: Popular Culture**		
	U1: Identity & relationship Content: This unit focuses on: - Nationality, character, personality and physical appearance. - A person's sexual orientation. - Relationships with friends and family. - Qualities of a good friend. - Ideal partners and why. - Different types of partnerships (pros and cons)	**U2: Healthy living & lifestyle** Content: This unit focuses on: - food and drink preferences - attitudes to fast-food, cooking, smoking / vaping, drugs, alcohol, including consequences. - physical and mental well-being - reasons for staying healthy and consequences of not staying healthy. - sporting activities and ways of keeping fit. - comparing past and present lifestyle - choices and future intentions.	**U3: Education and work** Content: This unit focuses on: - Expressing opinions about school subjects, homework, school rules, uniform, exams, and teachers. - Describing a weekly routine and school day. - Referring to primary school days. - Refering to education post-16: options available, future intentions and plans. - Giving opinions on different jobs. - Describing personal qualities, qualifications. - Referring to ideal job / personal ambitions and skills	**U4: Free time activities** Content: This unit focuses on: - Expressing opinions about own and other people's hobbies with justified reasons and added details regarding when, where, how often, and who with.. - Comparing activities and giving preference. - Referring to past activities and future plans. - Referring to sporting events and favourite sports personalities / teams.	**U5: Customs & festivals** Content: This unit focuses on: - Learning about local and national festivals in the UK and in French-speaking countries / communities. - Refering to and give opinions on festivals and celebrations with family and friends (e.g. birthday parties, weddings, etc). - Referring to food on special occasions and at celebrations. - Referring to nationally renowned events (e.g. Tour de France, 14 juillet). - Focusing on country traditions / customs (e.g. Senegal, Morocco).	**U6: Celebrity culture** Content: This unit focuses on: - Giving opinions and personal details on a variety of celebrities / famous people. - Referring to celebrity magazines / articles / reviews, podcasts, social media, reality TV involving famous people and influencers, with opinions. - Giving opinions about celebrities' activities / influences on young people and wider society. - Referring to events involving famous people (e.g. music, film, TV, fashion, culture, and

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			required.			technology).
	Grammar: - present tense of -er and -ir verbs - future tense of -er verbs - adj agreements - comparative adj - present participle - impersonal verbs	Grammar: - the near future - Plural nouns - using present and future together - perfect tense with *avoir* (reg verbs) - Indirect object pronouns (sing)	Grammar: -	Grammar:	Grammar:	Grammar:
	Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
	Career opportunity:	Career opportunity:	Career opportunity:	Career opportunity:	Career opportunity:	Career opportunity:
	Reading opportunity:	Reading opportunity:	Reading opportunity:	Reading opportunity:	Reading opportunity:	Reading opportunity:
	SMSC development: - Cultural aspect of the French speaking world	SMSC development: - Cultural aspect of the French speaking world	SMSC development: - Cultural aspect of the French speaking world	SMSC development: - Cultural aspect of the French speaking world	SMSC development: - Cultural aspect of the French speaking world	SMSC development: - Cultural aspect of the French speaking world
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11	**Theme 3: Communication & the world around us**			**Revision and exam preparation**		
	U7: Travel & tourism Content: This unit focuses on: - Referring to and giving opinions on holiday destinations and locations; means	**U8: Media & technology** Content: This unit focuses on: - the use of internet including its importance to young people and society;	**U9: Environment & where people live** Content: This unit focuses on: - Describing local environment and environmental issues. - Referring to activities to help / protect local area / environment in the past, present, and future.		Content: Revisit and consolidate all contents studied throughout the entire course.	

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	of transport; weather; activities; accommodation. - Referring to recent and future holidays. -Describing places of interest locally and elsewhere with preferences.	its frequency of use; preferences; and advantages & disadvantages. - The use of social media and its frequency; the advantages and disadvantages of different apps/ platforms,. - Mobile technology, (computers, phones, tablets, and other devices); the reasons for personal use with advantages and disadvantages.	- Referring to and expressing opinions on wider global issues (e.g. climate change, environmental damage). - Describing town / village / local area, including buildings, activities and facilities. - Referring to period of time in residence. - discussing advantages / disadvantages for young people / tourists. - Describing an ideal home and area, future intentions on where to live with reasons. - Understanding / giving directions			
	Grammar:	Grammar:	Grammar:		Grammar: Revisit and consolidate all grammar studied throughout the entire course.	
	Assessment:	Assessment:	Assessment:		Assessment: Mock exam and past papers in all skills	
	Career opportunity:	Career opportunity:	Career opportunity:		Career opportunity:	
	Reading opportunity:	Reading opportunity:	Reading opportunity:		Reading opportunity:	
	SMSC development: - Cultural aspect of the French speaking world	SMSC development: - Cultural aspect of the French speaking world	SMSC development: - Cultural aspect of the French speaking world		SMSC development: - Cultural aspect of the French speaking world	
	School virtue:	School virtue:	School virtue:		School virtue: Resilience	

Examples of on-going assessment and feedback in lessons
● Verbal feedback by the teacher to the whole class which students act on in the lesson; this is often evidenced using green pen. ● Pupils self-assess or peer-assess work with a clear framework guiding them through this. ● Teachers circulate to give 'LIVE' and immediate feedback as pupils are working independently ● Pupils may complete mini quizzes or retrieval r activities that revisit prior learning and receive verbal feedback ● Use of tailored questioning by the teacher