

French Department – YEAR 7 course, scheme of work 2019-2020:

Resources: Tricolore 1 5e édition + Audio materials + Grammar in Action workbook + Kerboodle

Guided learning hours: 40 minutes (JH) + 40 minutes + 60 minutes (EW) per week

Time-line	Subject topics	Resources / activities (including ICT)	Assessment & skills (including ICT)	SEN / EHC / EAL / Gifted & talented
Year 7, Term 1:				
Weeks 1 to 7	<p>TOPICS: Introduce yourself – name, age, say where you live, and ask these questions</p> <p>Classroom objects</p> <p>Talk about where you live</p> <p>Numbers 1-30</p> <p>Days of the week</p> <p>Family</p> <p>GRAMMAR: Definite + indefinite articles</p> <p>Combien? Il y a...</p> <p>Alphabet</p> <p>à + town</p> <p>au/en + some countries</p> <p>Singular forms of avoir</p> <p>mon, ma, mes</p> <p>ton, ta, tes</p> <p>de to show possession</p>	<p>After 3 weeks of speaking work, Tricolore 1, 5th edition, Units 1-3B</p> <p>Kerboodle</p> <p>Grammar in Action workbook activities</p>	<p>Ongoing monitoring of oral work in class</p> <p>Regular short written tasks for homework – neat presentation and accuracy encouraged</p> <p>Interim and full reports as required by school schedule</p>	<p>Stretch more able in more demanding questions in class oral work.</p> <p>Foster structured vocabulary learning techniques for all, in particular those who find it difficult</p> <p>Allow EAL students to note vocabulary meanings in their own mother tongue if preferred</p> <p>In small classes, various kinds of support can be given to those who find language learning more challenging</p> <p>Classroom activities are varied (e.g. formal teaching, group and pair work, independent reading) to cater for a variety of learning styles.</p>
'British values' evidence? Numeracy? Communication skills?	Encourage listening to others as part of learning process. Pair/group work fosters social interaction			

Knowledge across diff. areas of learning?	Cross-curricular element with simple arithmetic in French Learn about other cultures and respect them Learn about the geography of other countries			
Week 8-13	<p>TOPICS:</p> <p>Rooms in the house</p> <p>More about families</p> <p>Talk about pets</p> <p>Likes and dislikes</p> <p>Months of the year / Ask for and give the date</p> <p>Festivals and celebrations</p> <p>Presents</p> <p>Christmas vocabulary + carol</p> <p>GRAMMAR:</p> <p>Singular forms of être</p> <p>dans, sur, sous</p> <p>Adjectives: Colour, size</p> <p>Negatives</p> <p>Questions</p> <p>Avoir – all forms</p> <p>Some irregular plural nouns</p> <p>Tu/vous</p> <p>Pronoun on</p> <p>Etre – all forms</p> <p>All numbers</p>	<p>Tricolore 1, Units 3C-5E</p> <p>Kerboodle and own produced materials (e.g. power points, worksheets)</p> <p>Grammar in Action workbook activities</p> <p>Quinze Minutes Plus TV programme - La maison</p> <p>Quinze Minutes Plus - Jours de Fête</p>	<p>Ongoing monitoring of oral work in class</p> <p>Regular short written tasks – neat presentation and accuracy encouraged</p> <p>Short topic vocabulary tests – written and oral</p> <p>Regular translation activities to check understanding</p>	<p>As above +</p> <p>Differentiated classroom readers</p> <p>Encourage more able to do extra exercises from Grammar workbook</p>

<p>'British values' evidence? Numeracy? Communication skills? Knowledge across diff. areas of learning?</p>	<p>Learning about celebrations in other cultures Increasing awareness of English grammar through learning that of another language The difference between informal and formal tu/vous – comparison with other languages spoken Basic dictionary skills to find other animal words</p>			
Year 7, term 2:				
<p>Weeks 1 to 6</p>	<p>TOPICS:</p> <p>Clothes</p> <p>Personal descriptions</p> <p>Weather</p> <p>Seasons</p> <p>Sports + activities</p> <p>Cartoons</p> <p>Family activities / Weekend and free time activities</p> <p>Visiting a French town – La Rochelle</p> <p>GRAMMAR:</p> <p>quand as a conjunction</p> <p>jouer au/aux + sport</p> <p>Regular -er verbs</p> <p>le + day of week</p> <p>Irregular adjectives</p>	<p>Tricolore 1, Units 5F-7B</p> <p>Kerboodle and home produced materials</p> <p>Grammar in Action workbook activities</p> <p>Quinze Minutes Plus – A la mode</p> <p>Consult shop websites for clothes, e.g., www.3suisses.fr</p> <p>Looking at the weather on the internet e.g., www.meteofrance.com</p> <p>Quinze Minutes Plus - En Ville</p> <p>Researching La Rochelle www.ville-larochelle.fr</p> <p>Making a brochure</p>	<p>Ongoing monitoring of oral work in class</p> <p>Regular short written tasks</p> <p>Short topic vocabulary tests – written and oral</p> <p>Regular translation activities to check understanding</p> <p>ICT work:</p> <p>Using French accents</p> <p>Navigating genuine French websites and recognising connected vocabulary (e.g. page d'accueil)</p>	<p>As above +</p> <p>More open-ended ICT work encourages pupils to stretch themselves to work to the best of their ability</p> <p>Written task types become more varied as more language is acquired (e.g. reading comprehension, gap-fill exercises, verb exercises)</p> <p>As more language is acquired, extension work is offered to the more able and dictionaries may be used to look up more advanced vocabulary, e.g. finding out about another French town, writing an e mail about hobbies</p>
<p>'British values' evidence? Numeracy? Communication skills? Knowledge across diff. areas of learning?</p>	<p>Awareness of weather and seasons in different parts of the world</p> <p>Awareness of the euro and its value</p>		<p>Ongoing encouragement to keep up with vocabulary learning and take responsibility for own progress through some independent study</p>	

	Increasing awareness of the nature of language – that a word for word equivalent is not always possible from one language to another			
Weeks 7 to 11	<p>TOPICS:</p> <p>Directions</p> <p>Activities in a town</p> <p>Talk about the area where you live</p> <p>Make plans and say where you are going</p> <p>Tourist information</p> <p>Telling and asking the time</p> <p>Daily routine</p> <p>School subjects – saying what you like and dislike and give opinions</p> <p>Talk about schools</p> <p>Senegal</p> <p>GRAMMAR:</p> <p>Imperative for directions</p> <p>au, à la, à l', aux</p> <p>More prepositions - devant, derrière, entre etc. and du, de la, de l', des for compound prepositions</p> <p>il n'y a pas de</p> <p>aller</p> <p>Introduction to reflexive verbs</p> <p>Definite article with school subjects</p> <p>Faire</p>	<p>Tricolore 1, Units 7C-8H</p> <p>Kerboodle and own produced materials</p> <p>Grammar in Action workbook activities</p> <p>Quinze Minutes – En Ville</p> <p>Research Collège Missy - https://charente-maritime.fr/colleges17/mi-la-rochelle/evaweb/</p> <p>Research Senegal</p>	<p>Ongoing monitoring of oral work in class</p> <p>Regular written tasks, becoming more creative as more language skills are acquired</p> <p>Short topic vocabulary tests – written and oral</p> <p>Regular translation activities to check understanding</p> <p>Continued ICT research</p>	<p>As above +</p> <p>Further open-ended ICT work encourages pupils to stretch themselves and to acquire cultural and linguistic knowledge suited to their ability</p>

	More possessive adjectives			
'British values' evidence? Numeracy? Communication skills? Knowledge across diff. areas of learning?	Map reading skills Using the traditional clock face as well as digital clocks, awareness of am/pm v 24 hour clock		Further ICT research skills - how to research efficiently and how to adapt material from online sources. Avoid copy and paste.	
Year 7, term 3:				
Weeks 1 to 5	<p>TOPICS:</p> <p>Food and drink – talking about meals, foods and drinks in France</p> <p>Eating healthily</p> <p>Say what you like to eat and drink</p> <p>Plan meals and picnics</p> <p>More about festivals and food</p> <p>Leisure activities – sport</p> <p>Leisure activities - music</p> <p>GRAMMAR:</p> <p>Partitive article</p> <p>Manger, prendre</p> <p>Inroduction to the perfect tense of manger</p> <p>De after a negative</p> <p>Aller + infinitive</p> <p>Faire de + sport</p> <p>jouer de + musical instruments</p> <p>Revise jouer à + sport/game</p>	<p>Tricolore 1, Units 9A-10C</p> <p>Kerboodle and own produced materials</p> <p>Grammar in Action workbook activities</p> <p>Quinze Minutes Plus – À Table</p>	<p>Ongoing monitoring of oral work in class</p> <p>Regular written tasks, becoming more creative as more language skills are acquired</p> <p>Short topic vocabulary tests – written and oral</p> <p>Regular translation activities to check understanding</p> <p>Pupils research a food speciality in a French-speaking country and produce a poster</p>	As above

<p>'British values' evidence? Numeracy? Communication skills? Knowledge across diff. areas of learning?</p>	<p>Awareness of different kinds of food in other countries Awareness of healthy eating habits</p>			
<p>Week 6-10</p>	<p>Weeks 6 and 7 Revision programme Week 8 School exam week Weeks 9 and 10: TOPICS: Talk about recent activities Find out about the Parc Astérix Describe a special day More on leisure activities GRAMMAR: More on recognising perfect tense</p>	<p>Various materials to practise for exam-style questions Tricolore 1, Unit 10D-10G Consult Parc Astérix web site http://www.parcasterix.fr</p>	<p>Formal final examination with listening, speaking, reading and writing papers Final review of year's work</p>	<p>Structured revision programme to help all - some time given in class for private revision but more guided help for those who need it Examination varied in task types and targets different levels of ability</p>
<p>'British values' evidence? Numeracy? Communication skills? Knowledge across diff. areas of learning?</p>	<p>Taking stock - recognising individual achievements and academic success</p>		<p>Revision techniques to encourage independent study</p>	