

Curriculum Assessment Map

French: Year 7

Year 7	INTENT		IMPLEMENTATION		IMPACT			
½ TERM TOPIC	TAUGHT CURRICULUM (TEACHER LED)	LEARNED CURRICULUM (STUDENT LED)	KEY SKILLS DEMONSTRATED	SUGGESTED WIDER ACTIVITIES	ASSESSMENT	ASSESSMENT CRITERIA		
1	Greetings Objects in my bag	All vocab lists on Google Classroom Homework on Quizlet- links on Google Classroom	Listening Speaking/Phonics Reading Writing Translation Grammar: Subject pronouns <i>je</i> and <i>tu</i> Gender Indefinite article: <i>un/une</i> Accents <i>Avoir: j'ai/tu as</i> (to give ages) Ordinal numbers Definitie article: <i>le/la/les</i> Regular plurals Expressing 's by using <i>de</i> Position and agreement of adjectives	Linguascope revision: www.linguascope.com see class teacher for username and password	Formative Assessment: <ul style="list-style-type: none"> 'Success criteria' (writing tasks to fulfil 3 tasks) <ul style="list-style-type: none"> Ongoing speaking practise 	Use a variety of greeting phrases, understand basic classroom instructions spoken by the teacher; identify classroom objects with the correct article; know numbers 1–31 and how to use them to express their age and birthday; say what colour things are; understand word order rule and adjectival agreement; copy accurately, and spell many words correctly when writing from memory.		
2	Numbers Ages Dates				Summative Assessment: Listening Reading Writing			
3	Classroom objects Colours				Formative Assessment: 'Success criteria'			
4	Brothers and sisters Other family members				Listening Speaking/Phonics Reading Writing Translation Grammar: <i>Avoir: whole paradigm</i> <i>Etre: whole paradigm</i> Negatives Relative pronoun: <i>qui</i> Subject pronouns: <i>je/tu/il/elle/on/nous/vous/ils/elles</i> Possessive adjectives: <i>mon/ma/mes/ton/ta/tes/son/sa/ses/notre/nos/votre/vos/leur/leurs</i> Opinions: <i>j'aime/je n'aime pas/j'adore/je déteste</i> Qualifying adjectives: <i>très/assez/plutôt</i> Adjectival agreements		Summative Assessment: Listening Reading Writing	Understand spoken and written descriptions of family members, including physical or personal characteristics of family members and themselves; talk and write briefly about family members and pets; understand the use of the possessive adjectives and adjectival agreements.
5	Pets Physical descriptions							
6	Personality							

Curriculum Assessment Map

French: Year 8

Year 8	INTENT		IMPLEMENTATION		IMPACT	
½ TERM TOPIC	TAUGHT CURRICULUM (TEACHER LED)	LEARNED CURRICULUM (STUDENT LED)	KEY SKILLS DEMONSTRATED	SUGGESTED WIDER ACTIVITIES	ASSESSMENT	ASSESSMENT CRITERIA
1	Where do you live? Housing Rooms in the house Furniture Describe your bedroom Prepositions Evening activities	<i>All vocab lists on Google Classroom Homework on Quizlet- links on Google Classroom</i>	Listening Speaking/Phonics Reading Writing Translation Grammar: Subject pronouns Regular –er verbs – full paradigm ‘habiter’ Prepositions Infinitives Negatives	Linguascope revision: www.linguascope.com see class teacher for username and password	Formative Assessment: ‘Success criteria’ (writing tasks to fulfil 3 tasks) <ul style="list-style-type: none"> Ongoing speaking practise 	Understand statements and questions about where someone lives; what kind of place and where it is; describe your home and bedroom; say where things are; ask for and give the time; speak and write about what you do and don’t do in the evening
2	Numbers 1-69 Time					
3	Places in town Directions Invitations Opinions on invitations Snacks and drinks		Listening Speaking/Phonics Reading Writing Translation Grammar: <i>Il y a / il n’y a pas de</i> <i>Tu v.s vous</i> Full paradigm of irregular verbs ‘être’ and ‘aller’ Saying ‘at’ and ‘to’: <i>au/à la/à l’/aux</i> Using ‘on va’ to say where you’re going Using ‘je voudrais’ and ‘j’aimerais’ to order snacks		Summative Assessment: Listening Reading Writing	Understand, ask for and give information about places in town; describe your town saying what there is and isn’t; ask for and give simple directions; explain where you are and where you’re going and when; make and respond to suggestions for going out; express simple opinions; order snacks and drinks and ask the price
4	Morning routine Connectives Transport After school routine Numbers 1-100		Listening Speaking/Phonics Reading Writing Translation Grammar: Using reflexive verbs to talk about routines Asking questions -er verbs ‘Faire’ – full paradigm Expressions using ‘faire’ Using definite articles with opinions Intensifiers/connectives		Formative Assessment: ‘Success criteria’ (writing tasks to fulfil 3 tasks) <ul style="list-style-type: none"> Ongoing speaking practise 	Ask and answer questions about daily routine; understand information about school subjects, likes and dislikes with reasons; say how you get to school; using times; understand numbers up to 100; understanding and describing your timetable
5	School subjects Opinions on subjects Talking about your timetable		Summative Assessment: Listening Reading Writing			

6	<p>Sports and games Hobbies Musical instruments Other leisure activities Holiday activities Talking about where you live with points of the compass Weather</p>		<p>Listening Speaking/Phonics Reading Writing Translation Grammar: Using definite articles when giving opinions <i>Jouer au/à la/à l'/aux</i> when playing a game <i>Jouer de la/du/de l'</i> when playing an instrument <i>Faire du/de la /de l'/des</i> when practising another hobby <i>Aimer</i> + infinitive to give opinions <i>On peut</i> + infinitive to talk about what you can do in a leisure centre Using the full paradigm of '<i>aller</i>' to talk about the near future Using '<i>venir de</i>' to say where you come from Using '<i>depuis</i>' with present tense to talk about how long you've been living in a place Connectives '<i>quand</i>' and '<i>si</i>' with weather phrases</p>		<p>Summative Assessment: Listening Reading Writing</p>	<p>Understand, talk and write about your hobbies and interests; use justified opinions; understand and talk about a future holiday; understand where people come from and how long they've lived there; describe the area where you live and how long you've lived there for; describe the weather and what you do in certain weather conditions</p>
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Curriculum Assessment Map

French: Year 9

Year 9		IMPLEMENTATION			IMPACT	
½ TERM TOPIC	TAUGHT CURRICULUM (TEACHER LED)	LEARNED CURRICULUM (STUDENT LED)	KEY SKILLS DEMONSTRATED	SUGGESTED WIDER ACTIVITIES	ASSESSMENT	ASSESSMENT CRITERIA
1	Countries Nationalities Holiday destinations At the holiday centre	<i>All vocab lists on Google Classroom</i> <i>Homework on Quizlet-links on Google Classroom</i>	Listening Speaking/Phonics Reading Writing Translation Grammar: Using preposition <i>à</i> with name of town Using prepositions <i>au/en/aux</i> with countries Question words Perfect tense Je voudrais + infinitive	Linguascope revision: www.linguascope.com see class teacher for username and password	Formative Assessment: 'Success criteria' (writing tasks to fulfil 3 tasks)	Understand information about in which country and town different people live and which languages they speak; understand someone giving details about going on holiday: where, how long, who with, how travel, activities; give details of where they normally go on holiday and what they do with opinions and justifications; understand spoken and written information about a holiday centre and activities; know how to ask for information at the tourist office; write a paragraph describing a past holiday with opinions.
	<ul style="list-style-type: none"> Ongoing speaking practise 					
2	Holiday activities Holiday items Hotels		Summative Assessment: Listening Reading Writing			
3	Invitations Housework Clothes Style and fashion Shopping High numbers Pocket money Technology	Listening Speaking/Phonics Reading Writing Translation Grammar: 'Vouloir' + infinitive – full paradigm Modal verbs: <i>devoir/pouvoir</i> – full paradigm Adjective agreement Negatives – <i>ne ... jamais</i>	Summative Assessment: Listening Reading Writing	understand someone making and reacting to invitations to do something/go somewhere, giving reasons why they can't do something and making excuses; know how to arrange to go out, state day, time and meeting place, taking part in a telephone conversation; write sentences and a text message inviting someone to go somewhere/do something; understand and giving opinions about what clothes people wear; understand dialogues in a clothes shop, including		

					prices; write a linked paragraph describing what you did yesterday, in chronological order; ask and say what they buy or never buy with their money, give prices and say whether or not they save; ask and give opinions about different gadgets.
4	Adjectives Relationships Music My style		Listening Speaking/Phonics Reading Writing Translation Grammar: Adjective agreement Comparative adjectives: <i>plus ... que/moins ... que/aussi ... que</i> Superlative: <i>le plus/le moins/le pire/le meilleur</i> Reflexive verbs Possessive adjectives Present tense of <i>venir</i> Near future tense		Summative Assessment: Listening Reading Writing Understand someone giving information about themselves or a friend, personal details including likes and dislikes; understand details of people talking about their character, their hobbies and what they talk about with their friends; understand details about family relationships; understand people talking about their music preferences; understand details of what people are going to do and going to wear; understand details of someone's passion
5	My future Speaking another language My job My ambitions Opinions on jobs		Listening Speaking/Phonics Reading Writing Translation Grammar: Near future tense Modal verb: <i>on peut</i> Negatives Asking questions Masculine and feminine nouns		Summative Assessment: Listening Reading Writing Understand details of what people are going to do in the future; understand people giving reasons why speaking foreign languages is important; understand whether or not people like their job and why; understand someone talking in detail about his/her job; identify people's interests and what they would like to

						do in the future, including reasons
6	<p>Body parts Sport and fitness Healthy eating Changing your life for the better</p>		<p>Listening Speaking/Phonics Reading Writing Translation Grammar: À + definite article Using <i>avoir mal au/à la/à l'/aux</i> to talk about what's wrong Expressions with <i>avoir/être</i> <i>Il faut</i> + infinitive <i>De</i> + definite article Negatives: <i>ne ... pas/ne ... jamais</i> Near future</p>		<p>Summative Assessment: Listening Reading Writing</p>	<p>Identify parts of the body; understand people describing what is wrong with them and others; understand reasons why different people can't come to school; understand statements on what you need to do to be a successful sportsperson and what sport means to different people; understand details of people's diets and say what you do to keep healthy; be able to give advice to people with problems in their life style; understand people talking about their current unhealthy habits and what they are going to do to improve their lifestyle in the future</p>