

## Modern Languages KS3 Curriculum Intent, Implementation and Impact Overview

	Year: 8 Subject: French IMPLEMENTATION					
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>National Curriculum coverage, key concepts and skills ('Big ideas')</b>	<b>Context:</b> A past holiday  <b>Key Vocabulary:</b> Passé composé, irregular, infinitive, conditional  <b>Prior Learning / LTM:</b> Y7 holiday vocabulary key verb <i>aller</i> <b>Cultural Capital:</b> Tourism in French-speaking countries	<b>Context:</b> Free time: phones and music  <b>Key Vocabulary:</b> cognate, genre, intensifier, justify  <b>Prior Learning / LTM:</b> Y7 opinion phrases <b>Cultural Capital:</b> French music genres and artists	<b>Context:</b> Free time: TV and cinema  <b>Key Vocabulary:</b> comparative, regular, irregular, paradigm  <b>Prior Learning / LTM:</b> Y7 present tense <b>Cultural Capital:</b> French cinema	<b>Context:</b> Free time: TV and cinema  <b>Key Vocabulary:</b> comparative, regular, irregular, paradigm  <b>Prior Learning / LTM:</b> Y7 present tense, comparatives <b>Cultural Capital:</b> French cinema, French film trailers	<b>Context:</b> Around town: directions, hotels  <b>Key Vocabulary:</b> imperative, ordinal, preposition  <b>Prior Learning / LTM:</b> HT4 places in town <b>Cultural Capital:</b> Visiting a foreign country, foreign currency	<b>Context:</b> Around town: at the café, shopping  <b>Key Vocabulary:</b> imperative, conditional, partitive article  <b>Prior Learning / LTM:</b> KS2 food vocabulary <b>Cultural Capital:</b> French food and eating customs
Use French for routine spoken conversations in the classroom with increasing fluency and accurate pronunciation.	X	X	X	X	X	X
Take part in situational role plays with increasing confidence, using correct mode of address.					X	X
Develop and use a wide-ranging and deepening vocabulary.	X	X	X	X	X	X
Express and justify a range of opinions in writing and speech.	X	X	X	X		
Take part in discussions on wider issues.		X	X	X		
Write creatively to express own ideas and opinions.			X	X		

Conjugate regular and key irregular verbs in a past tense.	X	X	X	X	X	X
Use two - three tenses together.	X	X	X	X	X	X
Understand the concept of gender of nouns and apply related grammar rules.	X	X	X	X	X	X
Read and understand French texts of increasing length and complexity.	X	X	X	X	X	X
Read and understand authentic French literary texts (such as stories, songs, poems and letters).	X	X	X	X	X	X
Translate into French and English.	X	X	X	X		
Listen to and understand French recordings of increasing length and complexity.	X	X	X	X	X	X
Transcribe short sentences with increasing accuracy.	X	X	X	X	X	X
Make comparisons between cultures.	X	X	X	X	X	X
<b>IMPACT</b>	<b>Assessment:</b> Speaking photo card  <b>Progression to KS4:</b> Passé composé tense (with 'avoir' & 'être')	<b>Assessment:</b> Reading comp. and translation <b>Progression to KS4:</b> Technology vocab	<b>Assessment:</b> 40/90 word writing + translation <b>Progression to KS4:</b> Justifying opinions	<b>Assessment:</b> Translation into Fr, Writing a film review <b>Progression to KS4:</b> Describing a picture	<b>Assessment:</b> Speaking role play <b>Progression to KS4:</b> Role play structures	<b>Assessment:</b> Reading comp. + translation <b>Progression to KS4:</b> Role play structures

Cultural Capital is the body of knowledge a student needs so that they can flourish in the future and not be left behind. LTM = Long Term Memory.