



Key Stage 3 French Curriculum Map

Year 7



Term	Substantive Knowledge (Intent) This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) (Implementation) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment opportunities (Impact) What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.
Term 1 A (Autum)	<p><u>Ma Famille et mes amis</u></p> <p>Students begin learning French by being able to communicate key information about themselves, their friends and family relationships.</p>	<ul style="list-style-type: none">• Saying your name, age and how you are feeling• Saying how many brothers and sisters you have using the I, you and he/she forms of avoir (to have)• Describing things in a classroom using il y a and the articles 'a', 'some' and 'the'• Talking about what you like using aimer + le/la/les and what you dislike using aimer with ne + pas• Describing peoples' personalities using the I, you and he/she forms of être (to be) and adjectival agreements• Describing peoples' height, hair and eye colour as well as pets using adjectival agreement of colour adjectives• Talking about your hobbies and what you do at school using infinitive verbs• Asking and answering questions about yourself and saying when your birthday is	<p>Speaking Q+A Translation both ways Reading Listening Memrise % Equally weighted</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>

Term 1 B (Autum)	<p style="text-align: center;"><u>En Classe</u></p> <p>Students will be able to describe their school experience and build upon expressions of opinion. They will discuss subjects, facilities and teachers and begin to write longer texts using more complex phrases.</p>	<ul style="list-style-type: none"> • Describing the shapes and colours in cubist artwork using adjectival agreements and prepositions. • Telling the time and giving and justifying opinions about school subjects. • Describing and giving opinions on school uniform using adjectival agreements. • Using regular -er verbs to describe a typical school day. • Learning about schools in France - looking up a real French school's website and reading for gist / broad understanding. • Describing what there is and is not in your dream school and learning how to agree and disagree with an opinion. 	<p>Speaking - One Minute Presentation Creative Writing Task Memrise % (weighted 50/30/20%)</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
Term 2 A (Spring)	<p style="text-align: center;"><u>Mon temps libre</u></p> <p>Students will able to discuss their free time activities and hobbies using expressions of opinion to communicate what they like do and how frequently.</p>	<ul style="list-style-type: none"> • Describing the weather and sports that you play using au / à la / aux. • Saying what sports you do using the verb faire. • Talking about sports in French-speaking countries, describing what you like to do using aimer + infinitive. • Learning how to form and answer questions to create an interview. • Learning how to describe a photo. 	<p>Speaking - Phonics Translation both ways Reading Listening Memrise % Equally weighted</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
Term 2 B (Spring)	<p style="text-align: center;"><u>Ma vie de famille et ma vie en ville</u></p> <p>Students will be able to describe their weekend activities and what they like to do with their families. They will describe their</p>	<ul style="list-style-type: none"> • Saying what's in your town and where you go at the weekend using the present tense of 'aller'. • Describing where you live using the verb 'habiter'. 	<p>Speaking - Photocard Creative Writing Task Memrise % (weighted 50/30/20%)</p> <p>Beths Working towards Scholar (<60%)</p>

	town and surrounding whilst being able to describe future actions.	<ul style="list-style-type: none"> • Inviting someone to go out using the verb 'venir'. • Learning how to order in a French café using 'je voudrais'. • Describing what you are going to do in Paris using the near future tense. • Comparing what you normally do at the weekend to what you are going to do next weekend. 	<p>Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
Term 3 A (Summer)	<p><u>J'adore les fêtes</u></p> <p>Students will learn transactional language and learn how to buy food for a celebration. They will learn about cultural events and French cuisine, whilst also discussion future events and plans for a trip.</p>	<ul style="list-style-type: none"> • Giving opinions about festivals and introducing present tense of regular -ir and -re verbs • Revise present tense conjugation & buying food at a market role play whilst using transactional language • Using prediction skills for difficult reading and listening tasks, responding to reading questions in French via conversation about French cuisine • Planning a future trip and integrating near future tense into questions • Writing about the New Year / continue planning trip combining both present & future tense. Consolidate both tenses with lots of practice. 	<p>Speaking Q+A Translation both ways Reading Listening Memrise % Equally weighted</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
Term 3 B (Summer)	<p><u>Vive les vacances!</u></p> <p>Students will learn how to describe preferences for holidays and past holiday experiences. They will develop the skills to deliver a presentation and answer questions related to holiday experiences. They will be able to describe and narrate holidays in the past and look forward to holidays in the future.</p>	<ul style="list-style-type: none"> • END OF YEAR EXAMS (week may vary) • Saying what you did during the holidays, introducing regular -er verbs in past tense • Saying where you went and how using verbs that take être • Forming the negative in the passé composé (past tense) and identifying it in a text. • Producing negative constructions in passé composé • Describing an extraordinary holiday by effectively answering questions in French 	<p><u>Assessment Schedule - EOY Exam</u></p> <p>Reading & Listening Speaking - Answering to unexpected Questions Translation both ways Memrise %</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p>

		<ul style="list-style-type: none"> • Building confidence with switching between tenses and being able to express and narrative in the three main tenses past, present and future 	Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.
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Key Stage 3 French Curriculum Map

Year 8



Term	Substantive Knowledge (Intent)	Disciplinary Knowledge (Skills) (Implementation)	Assessment opportunities (Impact)
	This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	This is the action taken within a particular topic in order to gain substantive knowledge.	What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.
Term 1 A (Autum)	<p style="text-align: center;"><u>À Toi</u></p> <p>Students begin the year recalling previously learnt vocab, grammar and important structures to prepare them for the coming Year 8 modules. This is a great opportunity to recall and practise the vocabulary and structures from last year's learning.</p>	<ul style="list-style-type: none">Recall of phonics and consolidation of basic grammar structures in FrenchÀ Toi - Module 1 - Review Module 1 - La rentrée - Back to schoolÀ Toi - Module 2 - Review Module 2 - En Classe - Aspects of school lifeÀ Toi - Module 3 - Review Module 3 - Mons temps libre - Free time activitiesÀ Toi - Module 4 - Review Module 4 - Ma ville en famille - Life with my familyÀ Toi - Module 5 - Review Module 5 - En ville - My town	<p>Speaking Q+A Translation both ways Reading Listening Memrise % Equally weighted</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
Term 1 B (Autum)	<p style="text-align: center;"><u>À loisirs</u></p> <p>Students will be able to discuss their free time activities and hobbies using expressions of opinion to communicate what they like do and how frequently, building upon knowledge from Year 7. Students will move onto discussing their likes and dislikes around celebrities, cinema, TV, technology and leisure activities whilst using a range of tenses</p>	<ul style="list-style-type: none">Talking about celebrities and TV programmes using adjectival agreementsAsking and answering questions about technologyArranging to go to the cinema using transactional languageTalking about leisure activities that you do and don't do using negatives	<p>Speaking - One Minute Presentation Creative Writing Task Memrise % (weighted 50/30/20%)</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p>

		<ul style="list-style-type: none"> Talking about past leisure activities using the perfect tense and giving opinions about them Talking about past, present and future weekend activities using the perfect, present and near future tenses 	Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.
Term 2 A (Spring)	<p><u>Le monde est petit</u></p> <p>Students will be able to discuss their daily lives and routines, the housework they do at home, what it is like to live in different places and how their routines changes when they are on holiday. They will further develop skills of using the main three tenses and their ability to narrate.</p>	<ul style="list-style-type: none"> Saying where you live and what the weather is like there in different seasons using the correct word for "in" Describing where you live and what you can do there using pouvoir + infinitive Talking about housework using devoir + infinitive Talking about daily routine using reflexive verbs Talking about moving house using irregular adjectives beau, nouveau and vieux Talking about where you are on holiday, your holiday routine, what you have done and what you are going to do using three tenses 	<p>Speaking - Phonics Translation both ways Reading Listening Memrise % Equally weighted</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
Term 2 B (Spring)	<p><u>Le sport en direct</u></p> <p>Students will be able to describe their weekend activities and what they like to do with their families. They will describe their town and surrounding whilst being able to describe future actions.</p>	<ul style="list-style-type: none"> Giving opinions about sport using jouer à and faire de, also using comparatives Asking the way and giving directions using the imperative Talking about what you must do to be a successful sportsperson using il faut + infinitive Talking about illnesses and injuries using j'ai mal au / à la / à l' / aux Interviewing a sportsperson using questions in three tenses 	<p>Speaking - Photocard Creative Writing Task Memrise % (weighted 50/30/20%)</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>

Term 3 A (Summer)	<p><u>Recall and extension work</u></p> <p>Students will develop speaking, listening, reading and writing skills in preparation for the End of Year exams. Students will focus on practise of all three tenses and ability to narrate verbally and through written texts. Extension materials to stretch and challenge students will be provided as they prepare for the End of Year exams.</p>	<ul style="list-style-type: none"> • END OF YEAR EXAMS (week may vary) • À toi / Extension Module 1 • À toi / Extension Module 2 • À toi / Extension Module 3 • À toi / Extension Module 4 • À toi / Extension Module 5 • Preparation for the skills needed for End of year Assessments 	<p>Speaking Q+A Translation both ways Reading Listening Memrise % Equally weighted</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
Term 3 A (Summer)	<p><u>Les Choristes</u></p> <p>Students study cultural characteristics of French Cinema and complete a project on the film Les Choristes, analysing the main themes, storyline and characters of the film whilst linking the film back to its historical context.</p>	<ul style="list-style-type: none"> • Les Choristes – Information about the film • Research into the film, director and historical context • Characters, storyline and themes • Producing a critique of the film • Presentations and discussions on the film • Cultural knowledge about French cinema 	<p><u>Assessment Schedule - EOY Exam</u></p> <p>Reading & Listening Speaking - Answering to unexpected Questions Translation both ways Memrise %</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>



Key Stage 3 French Curriculum Map

Year 8 (L2)



Term	Substantive Knowledge (Intent) This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) (Implementation) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment opportunities (Impact) What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.
Term 1 A (Autum)	<p><u>Ma famille, mes amis et moi</u></p> <p>Students begin the year with an intensive introduction to French. They will be able to describe themselves and their families, give personal information such as talking about their birthdays, their favourite hobbies and what they do at school. They will be able to discuss what they like or do not like to do, as well as give descriptions of other people's personalities.</p>	<ul style="list-style-type: none">• Saying your name, age and how you are feeling• Saying how many brothers and sisters you have using the I, you and he/she forms of avoir (to have)• Describing things in a classroom using il y a and the articles 'a', 'some' and 'the'• Talking about what you like using aimer + le/la/les and what you dislike using aimer with ne + pas• Describing peoples' personalities using the I, you and he/she forms of être (to be) and adjectival agreements• Describing peoples' height, hair and eye colour as well as pets using adjectival agreement of colour adjectives• Talking about your hobbies and what you do at school using infinitive verbs• Asking and answering questions about yourself and saying when your birthday is	<p>Speaking Q+A Translation both ways Reading Listening Memrise % Equally weighted</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>

Term 1 B (Autum)	<p style="text-align: center;"><u>En Classe</u></p> <p>Students will be able to describe their school experience and build upon expressions of opinion. They will discuss subjects, facilities and teachers and begin to write longer texts using more complex phrases.</p>	<ul style="list-style-type: none"> • Learning colours, telling the time and saying what subjects you like and dislike and why using an opinion verb followed by the definite article • Describing and giving opinions about your school uniform using adjectival agreements • Talking about a typical school day routine in France using regular -er verbs in the present tense • Talking about what facilities there are and are not in your school using il y a and il n'y a pas de • Talking about what games you play in different types of weather and seasons using jouer à • Talking about what sports you do using faire de • Talking about about what activities you like to do using aimer followed by an infinitive verb 	<p>Speaking - One Minute Presentation Creative Writing Task Memrise % (weighted 50/30/20%)</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
Term 2 A (Spring)	<p style="text-align: center;"><u>Les fêtes en ville</u></p> <p>Students will learn transactional language and learn how to buy food for a celebration. They will learn about cultural events and French cuisine, whilst also discussion future events and plans for a trip. Students will be able to describe their weekend activities and what they like to do with their families. They will describe their town and surrounding whilst being able to describe future actions.</p>	<ul style="list-style-type: none"> • Describing places in town and where you go at the weekend using the verb aller in the present tense • Inviting people to go out to places in town using the verb venir in the present tense • Talking about what you are going to do at the weekend and on a trip to Paris using the near future tense • Talking about what holidays and celebrations you like and dislike and why. • Talking about how you celebrate different holidays using regular -IR and -RE verbs in the present tense 	<p>Speaking - Phonics Translation both ways Reading Listening Memrise % Equally weighted</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>

Term 2 B (Spring)	<p style="text-align: center;"><u>Vive les vacances!</u></p> <p>Students will learn how to describe preferences for holidays and past holiday experiences. They will develop the skills to deliver a presentation and answer questions related to holiday experiences. They will be able to describe and narrate holidays in the past and look forward to holidays in the future.</p>	<ul style="list-style-type: none"> • Describing what you did during the holidays using regular verbs in the perfect tense with avoir • Describing what you did at a theme park using the perfect tense with irregular past participles • Talking about where you went on holiday and how you travelled there using the perfect tense with être • Talking about a disastrous holiday using negatives in the perfect tense • Comparing a typical holiday to last year's holiday using the present and perfect tenses together 	<p>Speaking - Photocard Creative Writing Task Memrise % (weighted 50/30/20%)</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
Term 3 A (Summer)	<p style="text-align: center;"><u>À loisirs, le monde est petit</u></p> <p>Students will be able to discuss their free time activities and hobbies using expressions of opinion to communicate what they like do and how frequently, building upon knowledge from Year 7. Students will move onto discussing their likes and dislikes around celebrities, cinema, TV, technology and leisure activities whilst using a range of tenses. Students will be able to discuss their daily lives and routines, the housework they do at home, what it is like to live in different places and how their routines changes when they are on holiday. They will further develop skills of using the main three tenses and their ability to narrate.</p>	<ul style="list-style-type: none"> • Talking about the celebrities and TV programmes you like and why using adjectival agreements • Asking and answering questions about how you use technology • Talking about different types of films and making plans to go to the cinema using the near future tense and venir • Talking about a recent shopping trip in the perfect tense • Talking about what you can do where you live using pouvoir in the present tense followed by an infinitive verb • Talking about what chores you have to do using devoir in the present tense followed by an infinitive verb • Talking about your daily routine using reflexive verbs • Talking about moving to a new area using irregular adjectives beau, nouveau and vieux 	<p>Speaking Q+A Translation both ways Reading Listening Memrise % Equally weighted</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>

Term 3 B (Summer)	<p style="text-align: center;"><u>Le sport en direct</u></p> <p>Students will be able to describe their weekend activities and what they like to do with their families. They will describe their town and surrounding whilst being able to describe future actions.</p>	<ul style="list-style-type: none"> • Giving opinions about sport using jouer à and faire de, also using comparatives • Asking the way and giving directions using the imperative • Talking about what you must do to be a successful sportsperson using il faut + infinitive • Talking about illnesses and injuries using j'ai mal au / à la / à l' / aux • Interviewing a sportsperson using questions in three tenses 	<p><u>Assessment Schedule - EOY Exam</u></p> <p>Reading & Listening Speaking - Answering to unexpected Questions Translation both ways Memrise %</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
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Key Stage 3 French Curriculum Map

Year 9



Term	Substantive Knowledge (Intent) This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) (Implementation) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment opportunities (Impact) What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.
Term 1 A (Autum)	<p><u>Mon Monde à Moi</u></p> <p>Students begin the year recalling and extending previously learnt topics where they can describe their likes, activities, friends, preferences for clothes, relationships but on a more complex level.</p>	<ul style="list-style-type: none">Talking about likes and dislikes using opinion verb + infinitive or + definite article and nounTalking about extracurricular activities using regular and irregular present tense verbsDescribing friends - appearance and how well you get on using reflexive verbs in the present tense and negativesDescribing past birthdays using the perfect tense with avoir and êtreDescribing what you are going to wear using the near future tense	<p>Speaking Q+A Translation both ways Reading Listening Memrise % Equally weighted</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
Term 1 B (Autum)	<p><u>Projets d'avenir</u></p> <p>Students will be able to discuss their plans for the future in terms of careers and lifestyle plans, giving students the perfect opportunity to use the simple future tense to say what they 'will' do. They will be able to combine this knowledge of tenses to narrate their</p>	<ul style="list-style-type: none">Talking about ways of earning pocket money using modal verbs pouvoir and devoirTalking about what you want to do after Year 11 using the modal verb vouloirTalking about future career / lifestyle plans using the simple future tenseTalking about what life will be like in the future using the simple future tense	<p>Speaking - One Minute Presentation Creative Writing Task Memrise % (weighted 50/30/20%)</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p>

	opinions of what life was, has been and will be like in the future.	<ul style="list-style-type: none"> Talking about inventors and asking and answering questions using the present, perfect and simple future tenses 	Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.
Term 2 A (Spring)	<p><u>Le monde est petit</u></p> <p>Students will talk about their taste in music and be able to describe how life 'used to' using comparatives. They will combine this to describe 'used to be' situations and how they have changed. Students will cover the global topic of refugees developing their knowledge of why people become displaced around the world.</p>	<ul style="list-style-type: none"> Talking about tastes in music using direct object pronouns le, la and les Describing what you used to be like the imperfect tense Comparing primary and secondary schools using comparative structures Talking about how life has changed from 50 years ago to now using the present and imperfect tenses together Talking about refugees and asking and answering questions using the present, perfect and simple future tenses 	<p>Speaking - Phonics Translation both ways Reading Listening Memrise % Equally weighted</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
Term 2 B (Spring)	<p><u>Le Meilleur des Mondes</u></p> <p>Students will learn about the global issue of environmental problems in different countries and endangered species. They will learn to express their ideas on what could be done to change the world for the better.</p>	<ul style="list-style-type: none"> Talking about what people eat in different countries using comparative structures and describing photos Discussing eating habits using a range of negatives Talking about animals and the natural world using the superlative Talking about plastic and the environment using different time frames Talking about what you would like to do to change the world using the conditional tense 	<p>Speaking - Photocard Creative Writing Task Memrise % (weighted 50/30/20%)</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
Term 3 A (Summer)	<p><u>Le monde francophone</u></p> <p>Students will learn about cultural aspects of the French-speaking world including many historical and cultural sites. They will develop their knowledge of cultural heritage and</p>	<ul style="list-style-type: none"> Discussing where you would like to go using indefinite and definite articles Discussing impressive sites and monuments using adjectival agreements and adjectives that go before the noun 	<p>Speaking Q+A Translation both ways Reading Listening Memrise % Equally weighted</p>

	<p>understand why it is important to protect these sites. In addition, student continue to develop speaking, listening, reading and writing skills in preparation for the End of Year exams. Extension materials to stretch and challenge students will be provided as they prepare for the End of Year exams.</p>	<ul style="list-style-type: none"> • Discussing what you like and dislike doing using infinitives with modal verbs • Learning about French-speaking countries using the superlative • Discussing young French-speaking people you would like to meet using the regular present tense • Discussing plans for the future using the near and simple future tenses 	<p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
<p>Term 3 B (Summer)</p>	<p><u>Qui suis-je?</u></p> <p>Students will have a full review of the present tense family, town and favourite activities. They will give opinions relationships with friends and family using reflexive verbs and practising complex language.</p>	<ul style="list-style-type: none"> • End of Year Assessment (weeks may vary) • Describing family members using adjectival agreements • Describing family members using the present tense • Revising places in town and activities using the definite and indefinite articles as well as prepositions • Revising places in town and activities using aller in the present tense and the prepositions au / à la / à l' / aux 	<p><u>Assessment Schedule - EOY Exam</u></p> <p>Reading & Listening Speaking - Answering to unexpected Questions Translation both ways Memrise %</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>