



SAINT JOHN WALL CATHOLIC SCHOOL

A Catholic School For All



Departmental Schemes of Work

Curriculum Intent: “To educate each and every unique child in our care to hear and respond to what God calls them to be”.

KS3 French – Year 7



Year 7 French Scheme of Work Overview

Sequencing of topics	Autumn term 1: Greetings (Transition) Autumn term 2: Family Spring term 1: School	Spring term 2: Town Summer term 1: Celebrations Summer term 2: Celebrations
Calendared assessments	Assessment 1: Autumn Term 1 Assessment 2: Summer Term 2	
Personal Development <i>(Cross curricular, SJW Values, SMSCV, cultural capital)</i>	<p>Cross curricular: Geography – provide students with geographical understanding of locations and capital cities relating to TL. Religious studies – students gain an insight into how religious and secular festivals are celebrated in different parts of the world. Maths – students will carry out basic sums in a foreign language after learning the numbers and the operations in TL.</p> <p>SJW Values: Generous & Grateful – Students will learn to share ideas with others and to participate in group discussions Attentive & discerning – Students will be encouraged to apply newly learned structures to different contexts. Compassionate & loving – Students will listen to and give constructive feedback on their peer’s verbal and written contributions. Active & curious – Students will need to complete regular revision for vocabulary tests and process newly learned content. Faith-filled & Hopeful – Students will learn about religious festivals in other cultures and apply this knowledge to broaden their own understanding. Intentional & prophetic – students will demonstrate good practise for their peers in contributing and providing feedback. Learned & wise – Students will have regular opportunities to test their short-term memory recall in the form of low stakes quizzes. Eloquent & truthful – Students will be given the opportunity to lead small sections of lessons in the form of presentations.</p> <p>SMSCV: <i>Spiritual development</i> – opportunities to reflect on religious beliefs and practices in the Francophone world through studies of festivals and celebrations; encourage students to reflect on aspects of their lives, and the universality of human experience, particularly with reference to teenagers. <i>Moral development</i> – students encouraged to dismiss stereotypes and reflect more on what brings people together rather than separating them <i>Social development</i> – students need to show humility and compassion when working with others; students work to help each other learn and complete tasks such as dialogues; regular opportunities to develop communication and listening skills. <i>Cultural development</i> – students encouraged to reflect upon aspects of their own and other cultural environments; opportunities to work with authentic materials, recognise cultural attitudes and expressed in the language and learn the use of social conventions and identify with the experiences and perspectives of people of these countries.</p> <p>Cultural capital: Development homework “Why not...?” section encourages students to broaden their experience of the French language in a variety of ways.</p>	
Progression model	<p align="center">What knowledge will pupils develop? (Including key terminology)</p> Vocabulary Verb paradigms Tenses (variety as appropriate to topics) High frequency vocabulary High frequency structures Connectives (simple and complex) Complex structures (if clauses, subjunctive phrases)	<p align="center">What skills will pupils develop? (Including literacy & Numeracy)</p> Listening – understand and respond to different types of spoken language in a variety of different authentic contexts and give and identify key messages recognising the difference in tenses. Speaking – communicate and interact effectively in speech using and adapting the target language spontaneously to suit the purpose. Reading – understand and respond to different types of written language in a variety of passages and be able to scan and draw inferences in context as well as translate a short passage into English. Writing – communicate in writing in different authentic contexts presenting facts and ideas/opinions appropriately whilst manipulating language accurately.
Development homework	Vocabulary (Essential and Extension) Extension work – short tasks building on class work Continual tasks – small projects (with opportunity for collaboration) to consolidate class work; suggestions to promote cultural experiences: 1) Work with a partner or small group to create a French comic strip of your first few weeks at SJW - how international can you make your characters?	