

# NKS French Curriculum Map 2021



The purpose of studying French at NKS is to foster pupils' curiosity and deepen their understanding of language, communication and culture. Learning French enables pupils to express their thoughts and ideas in another language and to understand and respond to its speakers in both speech and writing. It also provides them with opportunities to communicate for practical purposes and learn new ways of thinking. Learning French provides the foundation for learning further languages, equipping pupils to work and socialise internationally.

As a result of studying French, pupils will: develop a deeper understanding of how language – including English – works; develop their listening, speaking, reading and writing skills; develop useful and transferable study skills; broaden their horizons through a positive approach to a multicultural society; and develop a spontaneous and creative use of French.

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## Year 7

Students of French in year 7 start their journey from the basics. This allows for key concepts to be embedded from the beginning. Near-native speakers or students who have had previous contact with the language will use this introduction as a chance to revise and analyse what they need to improve on. This course will form the base of any future study of French; thus, we want our students to become confident and passionate about their learning.

During year 7, students begin to understand, speak, read and write French. They become familiar with the sounds, written form and grammar of the language, and use this knowledge with increasing confidence and competence to express themselves in role-plays, conversations and writing. They improve their understanding of the language by listening to people talking about different subjects and by reading a range of texts.

Please note that the following timings can vary slightly based on students' abilities, variable term lengths and unexpected circumstances.

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
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<p><b>Content – Knowledge and Understanding</b></p> <p><b>Skills and concepts</b></p>	<p>Myself:</p> <ul style="list-style-type: none"> <li>Classroom instructions</li> <li>Asking to be able to do / have something</li> <li>Meeting and greeting</li> <li>Alphabet</li> <li>Numbers</li> <li>Ages</li> <li>Days</li> <li>Months</li> <li>Birthdays</li> <li>Classroom items</li> <li>Likes and dislikes</li> </ul> <p>-----</p> <p>Using French to cope with usual classroom situations</p> <p>Understanding concept of gender through using indefinite article</p> <p>Forming and using ‘there is/are’ and its negative form</p> <p>Using preparation time in Listening and speaking activities</p> <p>Answering role play style tasks</p>	<p>Activities, descriptions, people and dates:</p> <ul style="list-style-type: none"> <li>Sport &amp; hobbies</li> <li>Descriptions of yourself</li> <li>Descriptions of others</li> <li>Preferences</li> <li>Giving dates</li> </ul> <p>-----</p> <p>Forming and using adjectival agreement</p> <p>Using the 3<sup>rd</sup> person singular</p> <p>Forming and using the negative and the infinitive. Using connectives and qualifiers</p> <p>Form and use the possessive adjectives in the 1<sup>st</sup> and 3<sup>rd</sup> person singular</p> <p>Conjugate ‘to have’</p> <p>Conjugate ‘to be’</p>	<p>School:</p> <ul style="list-style-type: none"> <li>School subjects</li> <li>Teachers</li> <li>Telling the time</li> <li>Timetables</li> <li>Food</li> <li>Uniforms</li> <li>Agreeing and disagreeing</li> </ul> <p>-----</p> <p>Forming and using the definite article</p> <p>Forming and using regular -er verbs</p> <p>Understanding the position of adjectives</p> <p>Answering spoken picture based style task</p>	<p>Hobbies:</p> <ul style="list-style-type: none"> <li>French speaking countries</li> <li>Weather and seasons</li> <li>Sports</li> <li>Activities</li> <li>Saying what you like doing</li> <li>technology</li> </ul> <p>-----</p> <p>Developing sentences through the use intensifiers</p> <p>Developing sentences through the use of connectives</p> <p>Forming and using irregular verbs = ‘faire’</p> <p>Forming and using jouer ‘à’</p> <p>Using aimer + the infinitive</p> <p>Forming and answering questions.</p>	<p>My family life:</p> <ul style="list-style-type: none"> <li>animals</li> <li>Higher numbers</li> <li>Family members</li> <li>Physical descriptions</li> <li>Where you live</li> <li>The house</li> <li>Talking about breakfast</li> <li>Celebrations</li> </ul> <p>-----</p> <p>Forming and using the possessive adjectives ‘your’</p> <p>Forming and using tolive + ‘in’</p> <p>Forming and using the irregular verb ‘boire’</p> <p>Forming and using the 1<sup>st</sup> person plural ‘nous’ with irregular ‘ger’ verbs</p> <p>Forming and using the 3<sup>rd</sup> person plural</p> <p>Using reflexive verbs.</p>	<p>My surroundings:</p> <ul style="list-style-type: none"> <li>My town/village</li> <li>Saying where you go</li> <li>Invitations</li> <li>Ordering snacks and drinks</li> <li>Talking about plans</li> </ul> <p>-----</p> <p>Understanding prices</p> <p>Forming and using ‘aller + à’</p> <p>Conjugate ‘to want to’</p> <p>Using ‘tu’ and ‘vous’</p> <p>Using the conditional ‘je voudrais’ to order.</p> <p>Forming and using the near future tense.</p> <p>Combining the present and the near future tenses.</p>
<p><b>Assessment</b></p>	<p>Regular vocabulary tests</p> <p>Speaking – role play style</p> <p>Reading on topic of Myself and including translation French to English</p>	<p>Regular vocabulary tests</p> <p>Listening activities</p> <p>Writing and speaking activities to introduce yourself and others.</p> <p>Translation English to French</p>	<p>Regular vocabulary tests</p> <p>Reading on topic of All about me and including translation French to English</p> <p>Speaking – picture based task on family, animals, activities</p>	<p>Regular vocabulary tests</p> <p>Listening on topic of School</p> <p>Writing supporting paragraph on topics from terms 1-4 and including translation English to French</p>	<p>Regular vocabulary tests</p> <p>Grammar</p>	<p>Regular vocabulary tests</p> <p>End of year assessments in</p> <p>Listening</p> <p>Speaking – conversation introduction style task</p> <p>Reading, including translation French to English</p> <p>Writing unsupported parageraph and including translation English to French</p>
<p><b>Enrichment and extension</b></p>	<p>International Translation Day House competition</p> <p>European Day of Languages assembly</p> <p>MFL Christmas Carol House competition (tbc)</p> <p>Languages Olympiad (tbc)</p> <p>6 websites to broaden cultural knowledge (these are shared with pupils via Enrichment leader)</p>					

	Extension tasks listed on PLCs
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# NKS French Curriculum Map 2021

## Year 8

The Year 8 curriculum builds on and extends previous work by introducing perfect and future tenses. Whilst covering new topics and language, pupils regularly revisit previous vocabulary and grammar. Units are sequenced to encourage progression in terms of grammar and complexity of vocabulary and structures. The units have been carefully selected in order to touch upon as many GCSE topics as possible, giving pupils a broad foundation of vocabulary.

By the end of Year 8, pupils should be able to use three tenses in a variety of contexts and be confident in their knowledge of vocabulary across a range of topics. They are also taught how to and justify opinions.

The Year 8 curriculum 2020-2021 takes into consideration lessons missed due to lockdown.

**Please note that the following timings can vary slightly based on students' abilities, variable term lengths and unexpected circumstances.**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Content – Knowledge and Understanding</b>	School holidays <ul style="list-style-type: none"> <li>Saying what you did</li> <li>Describing a theme park</li> <li>Saying where you went</li> <li>Means of transport</li> <li>Describing disastrous holidays.</li> </ul>	Celebrations <ul style="list-style-type: none"> <li>Festivals and celebrations</li> <li>Describing special days</li> <li>Food at the market</li> <li>Discovering specialities</li> <li>Discovering places in France</li> </ul>	Leisure activities <ul style="list-style-type: none"> <li>Celebrities</li> <li>Tv programmes</li> <li>Digital technology</li> <li>Arranging to go to the cinema</li> <li>Leisure activities</li> <li>Shopping</li> </ul>	Your area: <ul style="list-style-type: none"> <li>Where you live</li> <li>The weather.</li> <li>Your region</li> <li>Chores</li> <li>Routine</li> <li>Moving house</li> <li>Discovering a new reason</li> </ul>	Sports: <ul style="list-style-type: none"> <li>Sports</li> <li>Directions</li> <li>Healthy living</li> <li>The body</li> <li>Injury</li> <li>Illnesses</li> </ul>	Summary and revision of the year: <ul style="list-style-type: none"> <li>Vocabulary revisions</li> <li>Tenses revisions</li> <li>Project</li> </ul>
<b>Skills and concepts</b>	Revising 'avoir' and être'  Forming and using the perfect tense of regular –er verbs  Using the perfect tense of irregular verbs  Using the perfect tense with 'être'  Asking and answering questions  Using the present and the perfect tenses together.	Saying what you like and dislike  Using the presente tense of regular –ir and –re verbs  Revising 'want' in the present and the conditional tenses  Using the partitive.  Using the near future tense.  Combining the present and the near future tenses.	Using singular and plural adjective agreement  Forming and answering a range of questions.  Buying cinema tickets  Using negatives  Developing writing and speaking through use of 2 or 3 tenses together.	Using 'pouvoir' + infinitive  Using 'devoir'  Reflexive verbs  Irregular adjectives  Combining past present and future	Using 'jouer à' et 'faire de'  Using the comparative  Using the imperative  Using 'il faut'  Using 'depuis'  Using expressions with 'avoir'  Asking and ansering questions in the perfect tense	Using confidently three tenses in writing and speaking activities  Using strategies to understand literary texts  Answering conversation introduction tasks
<b>Assessment</b>	Regular vocabulary tests  Listening on topic of holidays Writing – supported paragraph and English to French translation on topic of Free time	Regular vocabulary tests  Reading on topic of celebrations and including French to English translation  Speaking – role play style	Regular vocabulary tests  Listening on topic of My identity Writing – supported paragraph and English to French translation on topic of My identity	Regular vocabulary tests  Reading on topic of Home, food and events, and including French to English translation  Speaking – picture based style	Regular vocabulary tests  Grammar including past, present and future tenses	Regular vocabulary tests  End of KS3 assessments in Listening Speaking – conversation introduction Reading including French to English translation

						Writing – unsupported paragraph and including English to French translation
<b>Enrichment and extension</b>	International Translation Day House competition European Day of Languages assembly MFL Christmas Carol House competition (tbc) Languages Olympiad (tbc) 6 websites to broaden cultural knowledge (these are shared with pupils via Enrichment leader) Extension tasks listed on PLCs					

# NKS French Curriculum Map 2021

## Year 9

Students at NKS start with the Edexcel GCSE curriculum in Year 9. In order to ease the transition from KS3 to KS4, Year 9 uses Foundation level work for approximately one term with extension within lessons wherever possible.

Most of the content in year 9 relates to topics that students would have come across during years 7 and 8. Every topic starts with revision of familiar language, allowing students to recap and apply their knowledge as the grammatical aspect of the language becomes increasingly more complex.

The Scheme of Work derives from a logical sequence of learning which encompasses revisiting previously acquired grammar, vocabulary and general language skills. This allows students to move with ease and confidence from one topic to another.

**Please note that the following timings can vary slightly based on students' abilities, variable term lengths and unexpected circumstances.**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Content – Knowledge and Understanding</b>	Theme: Identity and culture (Relationships) <ul style="list-style-type: none"> <li>Family members</li> <li>Appearances</li> <li>Towns</li> <li>Activities</li> <li>Telling the time</li> <li>Friendships</li> <li>Family relationships</li> </ul>	Theme: Identity and culture (Relationships) <ul style="list-style-type: none"> <li>Making arrangements</li> <li>Evenings out</li> <li>Then and now</li> <li>Role models</li> </ul>	Theme: Identity and culture: (Free time) <ul style="list-style-type: none"> <li>Sport</li> <li>Music</li> <li>Technology</li> <li>Films and television</li> </ul>	Theme: Identity and culture (Free time) <ul style="list-style-type: none"> <li>Reading</li> <li>Television programmes</li> <li>Actors and films</li> </ul>	Theme: Identity and culture (Daily life and celebrations) <ul style="list-style-type: none"> <li>Food and meals</li> <li>Shopping for clothes</li> <li>Daily life</li> <li>Food for special occasions</li> </ul>	Theme: Identity and culture (Daily life and celebrations) <ul style="list-style-type: none"> <li>Formal and informal register</li> <li>Family celebrations</li> <li>Festivals</li> <li>Traditions</li> </ul>
<b>Skills and concepts</b>	Revising and using regular -er verbs in the present tense  Forming and using reflexive verbs  Answering the written picture based question  Answering the 40-50 word question  Using strategies to translate from English to French	Revising and using the near future tense  Revising and using the perfect tense  Forming and using the imperfect tense  Improving writing and speaking through using present, perfect and imperfect tenses together  Answering the role play task  Improving listening skills through use of the preparation time  Improving reading skills through questions first strategy	Developing sentences by using 'depuis' with the present tense  Forming and using comparatives  Answering the 80-90 word question	Revising and using the imperfect tense  Forming and using direct object pronouns  Forming and using superlative adjectives  Answering the spoken picture based task	Revising and using 'to be able to'  Revising and using 'to have to'  Developing sentences by using the pronoun 'en'  Using strategies to prepare for the conversation task	Forming questions in the formal and informal registers  Developing sentences by using 'venir de' + infinitive  Improving writing and speaking by using a combination of tenses
<b>Assessment</b>	Regular vocabulary tests  Writing on topic of Relationships including picture based task, 40-50 word task and Higher level translation from English to French	Regular vocabulary tests  Listening on topic of Relationships  Reading on topic of Relationships including Higher level translation French to English  Speaking – role play style	Regular vocabulary tests  Writing on topic of free time including photo task, 80-90 word task and Higher level translation from English to French	Regular vocabulary tests  Listening on topic of free time  Reading on topic of free time including Higher level translation French to English  Speaking – picture based task style	Regular vocabulary tests  Grammar  Speaking – Conversation style introduction plus questions	Regular vocabulary tests  End of Year assessments:  Listening sample paper  Reading sample paper  Writing sample paper

<b>Enrichment and extension</b>	International Translation Day House competition European Day of Languages assembly MFL Christmas Carol House competition (tbc) Languages Olympiad (tbc) 6 websites to broaden cultural knowledge (these are shared with pupils via Enrichment leader)  Grammar and Translation workbooks available to all pupils for homework and extension.  Activelearn Exercises available to all pupils for extension.
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# NKS French Curriculum Map 2021

## Year 10

The year 10 curriculum builds on and extends the work done in year 9 by covering new themes and new grammar. Students are supported with regular revision of previous grammar and vocabulary through starter tasks at the beginning of lessons. At this point in the course, students are encouraged to make links between the different areas of the curriculum, adapting the vocabulary and grammar to work in new contexts.

The language becomes increasingly more complex; thus, students will be developing the necessary skills to face higher tier reading and listening tasks, as well as more intricate translations into French.

Please note that the following timings can vary slightly based on students' abilities, variable term lengths and unexpected circumstances.

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Content – Knowledge and Understanding</b>	Theme: Local area, holiday and travel (My region) <ul style="list-style-type: none"> <li>• My town</li> <li>• Weather</li> <li>• Transport</li> <li>• Directions</li> <li>• My region</li> </ul>	Theme: Local area, holiday and travel (My region) <ul style="list-style-type: none"> <li>• Tourist activities</li> <li>• Making plans</li> <li>• Community projects</li> </ul>	Theme: Local area, holiday and travel: (Holidays) <ul style="list-style-type: none"> <li>• Holiday activities</li> <li>• Ideal holiday</li> <li>• Hotel reservations</li> <li>• Hotel reviews</li> </ul>	Theme: Local area, holiday and travel: (Holidays) <ul style="list-style-type: none"> <li>• Ordering in a restaurant</li> <li>• Travelling</li> <li>• Buying souvenirs</li> <li>• Holiday disasters</li> </ul>	Theme: School: <ul style="list-style-type: none"> <li>• School subjects</li> <li>• My school</li> <li>• Comparing schools</li> </ul>	Theme: School: <ul style="list-style-type: none"> <li>• School rules</li> <li>• Enjoying school</li> <li>• School exchanges</li> </ul>
<b>Skills and concepts</b>	Developing sentences by using the pronoun 'y'  Forming and using a variety of negatives  Improving listening skills through use of the preparation time  Improving reading skills through questions first strategy	Forming and asking questions using 'which/what'  Forming and using the future tense  Improving writing and speaking by using present, perfect and future tenses together  Answering the role play task	Forming and using the conditional tense  Forming and using reflexive verbs in the perfect tense  Answering the 80-90 / 130-150 word tasks  Using strategies to translate from English to French	Developing sentences by using 'en' + present participle  Developing sentences by using 'avant de' + infinitive  Forming and using demonstrative adjectives and pronouns  Forming and using the pluperfect tense  Using strategies to prepare for the conversation task	Revising and using the 3 <sup>rd</sup> person singular  Revising and using the 3 <sup>rd</sup> personal plural	Revising and using 'il faut'  Developing sentences by using 'il est interdit de'  Forming and using the imperative  Improving writing and speaking by using past, present and future timeframes  Answering the picture based task
<b>Assessment</b>	Regular vocabulary tests  Reading past paper Foundation  Listening past paper Foundation	Regular vocabulary tests  Speaking – role play style on any topics/themes studied so far  Grammar	Regular vocabulary tests  Writing 80- 90 word task, 130-150 word task, Higher translation English to French	Regular vocabulary tests  PPE Speaking – role play task and Conversation introduction and questions  PPE Listening Higher past paper	Regular vocabulary tests  PPE Reading Foundation / Higher past paper  PPE Writing Foundation / Higher adapted paper  PPE Listening Foundation past paper	Regular vocabulary tests  Speaking – picture based task and Conversation part 2 questions
<b>Enrichment and extension</b>	International Translation Day House competition European Day of Languages assembly MFL Christmas Carol House competition (tbc) Languages Olympiad (tbc)					



	<p>6 websites to broaden cultural knowledge (these are shared with pupils via Enrichment leader)</p>
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Grammar and Translation workbooks available to all pupils for homework and extension.

Activelearn Exercises available to all pupils for extension.

# NKS French Curriculum Map 2021

## Year 11

The Year 11 2020-2021 curriculum addresses lessons missed due to lockdown and builds on and extends the work done in Year 10. New topics and more challenging grammar are covered in the last two themes of the specification. Students are actively encouraged to constantly apply their prior knowledge to become increasingly more confident in their manipulation of French.

In the last terms, time permitting, a general review of the course takes place. This is an opportunity for students to identify the areas they need to work on more thoroughly in order to succeed in their final exam.

**Please note that the following timings can vary slightly based on students' abilities, variable term lengths and unexpected circumstances.**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Content – Knowledge and Understanding</b>	Theme: Future aspirations, study and work (Ambitions and work) <ul style="list-style-type: none"> <li>Jobs</li> <li>Work preferences</li> <li>Career choices</li> <li>Plans, hopes and wishes</li> </ul>	Theme: Future aspirations, study and work: (Ambitions and work ) <ul style="list-style-type: none"> <li>Importance of languages</li> <li>Job applications</li> <li>Case studies</li> </ul>	Theme: International and global dimension (Environmental issues) <ul style="list-style-type: none"> <li>What inspires you</li> <li>Global problems</li> <li>Protecting the environment</li> </ul>	Theme: International and global dimension (Bringing the world together) <ul style="list-style-type: none"> <li>Ethical shopping</li> <li>Volunteering</li> <li>Big events</li> </ul>	Revision	n/a
<b>Skills and concepts</b>	- - - - - Forming and using 'better/worse' and 'the best/worst'  Forming and understanding the subjunctive tense	- - - - - Forming and using adverbs  Forming and using direct object pronouns in the perfect tense  Forming and using verbs followed 'à' or 'de'	- - - - - Recognising connections between word types  Forming and using 'to be able to' and 'to have to' in the conditional tense	- - - - - Forming and using the passive voice  Forming and using indirect object pronouns  Arguing for and against	- - - - - n/a	- - - - - n/a
<b>Assessment</b>	Regular vocabulary tests  Writing 80-90 word task and both Foundation and Higher level translations from English to French on the theme of school	Regular vocabulary tests  PPE Listening – Higher past paper in hall, Foundation past paper in class  PPE Reading – Higher or Foundation past paper  PPE Writing – Higher or Foundation adapted paper	Regular vocabulary tests  Writing Foundation and Higher tasks covering additional topics and themes not included in PPE	Regular vocabulary tests  Listening sample papers  Reading sample papers  Writing weakest Foundation and Higher tasks	Regular vocabulary tests	Regular vocabulary tests
<b>Enrichment and extension</b>	International Translation Day House competition European Day of Languages assembly MFL Christmas Carol House competition (tbc) Languages Olympiad (tbc) 6 websites to broaden cultural knowledge (these are shared with pupils via Enrichment leader)  Grammar and Translation workbooks available to all pupils for homework and extension.  Activelearn Exercises available to all pupils for extension.  Target 5/9 Writing books available on request for additional support/extension					

# NKS French Curriculum Map 2021

## Year 12

Prior to commencing A Level students will have studied French at GCSE level and the minimum requirement is a grade 6.

An understanding of students' starting points is achieved by completing a grammar test within the first few weeks and by general conversation in lessons.

Our Y12 curriculum builds on and extends this by covering the specific themes for A Level year 12 (as per below) giving students a better understanding of the French culture and of the French speaking world. It develops their ability to use the language in different contexts. Their knowledge of grammar is enhanced on an ongoing basis as well. Their essay writing skills are developed in year 12 through the study of the film *Les Intouchables*.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Content – Knowledge and Understanding</b>	<p><i>Theme 1: Changes in the French society</i></p> <p>Changes in family structures</p> <p><i>Grammar</i></p> <p><i>Examination techniques and practise</i></p>	<p><i>Theme 1: Changes in the French society</i></p> <p>Education</p> <p><i>Grammar</i></p> <p><i>Study of the film Les Intouchables.</i></p> <p><i>Examination techniques and practise</i></p>	<p><i>Theme 1: Changes in the French society</i></p> <p>Work market</p> <p><i>Grammar</i></p> <p><i>Examination techniques and practise</i></p>	<p><i>Theme 2: Political and artistic culture in French speaking countries</i></p> <p>music</p> <p><i>Grammar</i></p> <p><i>Examination techniques and practise</i></p>	<p><i>Theme 2: Political and artistic culture in French speaking countries</i></p> <p>festivals and traditions</p> <p><i>Grammar</i></p> <p><i>Examination techniques and practise</i></p>	<p><i>Theme 2: Political and artistic culture in French speaking countries</i></p> <p>festivals and traditions</p> <p><i>Grammar</i></p> <p><i>Examination techniques and practise</i></p>
<b>Skills and concepts</b>	<p>-----</p> <p>Knowledge of vocabulary / grammar</p> <p>Better knowledge, understanding and appreciation of French culture (particularly family structures in France)</p> <p>Development of reading and listening skills through the use of authentic materials</p> <p>Development of translation skills</p> <p>Debates and classroom discussions are used to develop speaking abilities</p>	<p>-----</p> <p>Knowledge of vocabulary / grammar</p> <p>Better knowledge, understanding and appreciation of French culture (particularly education in France)</p> <p>Development of reading and listening skills through the use of authentic materials</p> <p>Development of translation skills</p>	<p>-----</p> <p>Knowledge of vocabulary / grammar</p> <p>Better knowledge, understanding and appreciation of French culture (particularly work market in France)</p> <p>Development of reading and listening skills through the use of authentic materials</p> <p>Development of translation skills</p> <p>Debates and classroom discussions are used to develop speaking abilities</p>	<p>-----</p> <p>Knowledge of vocabulary / grammar</p> <p>Better knowledge, understanding and appreciation of French speaking countries (particularly music in the French speaking countries)</p> <p>Development of reading and listening skills through the use of authentic materials</p> <p>Development of translation skills</p>	<p>-----</p> <p>Knowledge of vocabulary / grammar</p> <p>Better knowledge, understanding and appreciation of French speaking countries (particularly festivals and traditions in the French speaking countries)</p> <p>Development of reading and listening skills through the use of authentic materials</p> <p>Development of translation skills</p>	<p>-----</p> <p>Knowledge of vocabulary / grammar</p> <p>Better knowledge, understanding and appreciation of French speaking countries (particularly festivals and traditions in the French speaking countries)</p> <p>Development of reading and listening skills through the use of authentic materials</p> <p>Development of translation skills</p>

	<p>Development of research skills</p> <p>Development of critical thinking skills so students can respond critically to different aspects of the culture and society of countries where the language is spoken.</p>	<p>Debates and classroom discussions are used to develop speaking abilities</p> <p>Development of research skills</p> <p>Development of essay writing skills and film analysis skills</p> <p>Development of critical thinking skills so students can respond critically to different aspects of the culture and society of countries where the language is spoken.</p>	<p>Development of research skills</p> <p>Development of critical thinking skills so students can respond critically to different aspects of the culture and society of countries where the language is spoken.</p>	<p>Debates and classroom discussions are used to develop speaking abilities</p> <p>Development of research skills</p> <p>Development of critical thinking skills so students can respond critically to different aspects of the culture and society of countries where the language is spoken.</p>	<p>Debates and classroom discussions are used to develop speaking abilities</p> <p>Development of research skills</p> <p>Development of critical thinking skills so students can respond critically to different aspects of the culture and society of countries where the language is spoken.</p>	<p>Debates and classroom discussions are used to develop speaking abilities</p> <p>Development of research skills</p> <p>Development of critical thinking skills so students can respond critically to different aspects of the culture and society of countries where the language is spoken.</p>
<b>Assessment</b>	Reading & listening and translation on Unit 1	Reading & listening and translation on Unit 2 & Speaking	Reading & listening and translation on Unit 3 & Essay	Reading & listening and translation on Unit 3 & Essay	Mock exams	Essay
<b>Enrichment and extension</b>	<p>Ad hoc lunchtime support sessions</p> <p>Study guides for works</p>					