

Birkdale High School		Autumn Half Term 1 French Curriculum Map	
Unit: La Francophonie		Year Group: 7	
INTENT:	IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment	
<p>To develop a greater understanding of where French is spoken in the world in order to broaden students' general knowledge and cultural capital</p> <p>To understand the concept of la francophonie and French as a global language</p> <p>To motivate students to visit a French speaking country in the future</p> <p>To motivate pupils to think of global job opportunities</p>	<p>Le monde francophone la Francophonie (countries listed year 7 core resource)</p> <p>Basic TL/register calling: Bonjour la classe! Bonjour Madame/ Oui / Non / Présent / Absent merci / au revoir definition of francophonie https://www.youtube.com/watch?v=S_dIWdiciEE Highlights French speaking World https://www.youtube.com/watch?v=pVqZ-3ki3Joatch?v=voJhZnqZtrA</p>	<p>I can explain the term 'la francophonie'</p> <p>I can inform others about the importance of learning a language in order to open up job opportunities in the world</p> <p>I can name at least 5 countries where French is spoken other than in France</p> <p>I can the name of the French Prime Minister and President of France</p> <p>I can state the capital city of France</p> <p>I can give at least 5 facts about life in France</p>	
Enabling Learning	Grammar	Phonics / root words	
Recall word ' Francophonie' introduced in tier 2 high frequency vocabulary	single nouns(countries) passive use of indefinite article	"phon" from the greek root word meaning "sound" eg. saxophone, telephone, microphone	
Key Vocabulary		Wider Learning	
<p>Tier 2: High Frequency La Francophonie / Je m'appelle / C'est/Ce n'est pas / J'ai / Je n'ai pas / Je suis/ Je ne suis pas /Je pense que/ Il y a</p>		<p>Culture: French speaking world Geography: The wider world</p>	

Birkdale High School			Autumn Half Term 1 French Curriculum Map		
Unit: Introduction to French Phonics			Year Group: 7		
INTENT: Aims of the Unit		IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment		
To understand how French phonology works To develop knowledge of the French alphabet and vowels To understand the role of The French Academy		Introduction to the Phonics using the audio phonic teaching resource	I can state how many letters are in the French alphabet I can name the 7 vowels in French I can explain what 'phonics' are I can explain what the French Academy does		
Enabling Learning		Grammar	Phonics / root words		
Recall the meaning of 'phonics' from the previous lesson.		What is phonics? Acronyms used in phonics: SFC - Silent final consonant SSC - Symbol sound correspondences SFE - Silent final 'E' Introduction of source word and 5 cluster words for each phonic sound.	"phon" from the greek root word meaning "sound" eg. saxophone, telephone, microphone		
Key Vocabulary			Wider Learning		
Tier 2: High frequency La Francophonie/ Je m'appelle/ C'est/ Ce n'est pas / J'ai / Je n'ai pas/ Je suis/ Je ne suis pas / Je pense / Il y a			Cultural: Developing an awareness of 'L' Academie francaise' France's most elite cultural organisation and of its mission to promote the French language. Literacy: practising the French alphabet/ vowels		

Birkdale High School		Autumn Half Term 1 French Curriculum Map	
Unit: Greetings		Year Group: 7	
INTENT: Aims of the Unit	IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment	
<p>To initiate a basic conversation with a French speaker in order to broaden students' general knowledge of social norms/etiquette</p> <p>To ask key questions when initiating a conversation for the first time during a visit to a French speaking country</p> <p>To answer key questions as part of an initial conversation for the first time during a visit to a french speaking country</p>	<p>Salutations: Bonjour/Bonsoir/Salut/Au revoir Ca va? Comment tu t'appelles? et toi? et vous? Comment vous appelez-vous? Ca va bien/mal/super/merci/Je m'appelle Je m'appelle.... Faire la bise NB: listening resource (intonation) requires them to listen for voice pitch only. Unfamiliar vocabulary deliberately used.</p>	<p>I can explain the term 'faire la bise'</p> <p>I can open a conversation with bonjour/salut and I can end a conversation with au revoir</p> <p>I can ask how somebody how they are and I can say how I am</p> <p>I can ask somebody their name and give my name</p> <p>I can explain the term 'intonation' and I can ask simple questions using intonation and 'et toi'? 'et vous?' I can use the vous form of a verb when addressing more than one person and the tu form of a verb when talking to one person</p> <p>I can explain the role of a written accent</p>	
Enabling Learning	Grammar	Phonics / root words	
<p>Recall 'Je m'appelle' introduced in Tier 2 high frequency vocabulary.</p> <p>Awareness of phonic sounds to enable accurate pronunciation.</p>	<p>Formal and informal register - et toi? et vous? Comment t'appelles-tu?/ Comment vous appelez-vous? Questions and voice intonation -Ca va?/et toi? et vous? Written accents - (see core resources) pupils are seeing the written word for the first time possibly Asking questions using intonation</p>	<p>Phonic sound 'OU' (Bonjour/douze/nous/toujours/trouver/jouer)</p> <p>Phonic sound 'OI' (au revoir/ trois/ droite/ avoir/ voir/ pourquoi)</p> <p>Root words: Bon - good Jour - day Bon - good Soir - evening Au revoir - voir/revoir Je m'appelle - s'appeler/ appellation</p>	
Key Vocabulary		Wider Learning	
<p>Tier 2: High frequency La Francophonie / Je m'appelle/ C'est / Ce n'est pas/ J'ai /Je n'ai pas / Je suis /Je ne suis pas / Je pense que/ Il y a</p>		<p>Culture: "la bise" https://www.youtube.com/watch?v=qm1SfpsltwQ Culture/Literacy: Understanding formal and informal register. Et toi? Et vous?</p>	

Birkdale High School		Autumn Half Term 1 French Curriculum Map	
Unit: Homework - Spelling Programme		Year Group: 7	
INTENT: Aims of the Unit	IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment	
To develop strategies to improve memory To develop strategies to learn new vocabulary	Definition of the term vocabulary	I can explain the meaning of the term 'vocabulary' I can discuss several strategies to help improve my memory I can name several strategies to help when learning weekly spellings I can use Quizlet to learn new vocabulary and weekly spellings.	
Enabling Learning	Grammar	Phonics / root words	
Key Vocabulary		Wider Learning	
<i>Tier 2: High frequency</i>		Literacy: developing memory skills and learning spellings	

Birkdale High School		Autumn Half Term 1 French Curriculum Map	
Unit: Dans ma classe il y a		Year Group: 7	
INTENT: Aims of the Unit	IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment	
<p>To understand how gender works and apply the rules of indefinite articles to nouns</p> <p>To describe a classroom environment using Il y a + indefinite article + noun</p> <p>To start to develop knowledge of the question 'qu'est-ce que?'</p> <p>To understand how simple sentence structure works, which includes a pronoun, verb, article and noun in order to communicate effectively in everyday situations in a French speaking context</p>	<p>Qu'est-ce qu'il y a (dans ta classe)? Dans ma classe il y a un/une..... un tableau blanc/un poster/un professeur/une professeur/un écran/un ordinateur/une porte/une fenêtre/une tablette/une table/ des tables/une chaise/ des chaises/un élève / des élèves</p>	<p>I can explain what 'gender of nouns' is</p> <p>I can use un and une accurately before a noun</p> <p>I can use plural indefinite article 'des'</p> <p>I can name at least 5 classroom objects with the correct indefinite article</p> <p>I can use il y a in a sentence to describe what is around you</p> <p>I can ask what is in a classroom using 'Qu'est-ce que?'</p> <p>I can explain what 'intonation' means</p> <p>I can explain how a question is formed using intonation</p>	
Enabling Learning	Grammar	Phonics / root words	
Recall 'il y a' introduced in Tier 2 High frequency vocabulary at the start of the unit of work.	<p>Il y a</p> <p>indefinite articles : un/une/des</p> <p>ma/ta - possessive adjective passive</p> <p>Question: qu'est-ce que?</p>	<p>Phonic sound: 'É' (élèves/écran)</p> <p>Phonic Sound: 'EU' (jeudi/professeur/ordinateur/deux)</p>	
Key Vocabulary		Wider Learning	
<p>Tier 2: High frequency</p> <p>La Francophonie/ Je m'appelle /C'est / Ce n'est pas/ J'ai/ Je n'ai pas /Je suis /Je ne suis pas /Je pense que/ Il y a</p>		<p>Literacy: recognising patterns / general rules on gender of nouns</p>	

Birkdale High School		Autumn Half Term 1 French Curriculum Map	
Unit: Indefinite articles		Year Group: 7	
INTENT: Aims of the Unit	IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment	
<p>To understand how indefinite articles work to allow pupils to build sentences when talking to a french speaker</p> <p>To understand how to recognise nouns in a sentence in French (by searching for the article/determiner)</p> <p>To understand the concept of gender and apply the rules to all nouns in French</p>	<p>un/une/des + classroom objects (previous unit)</p> <p>un tableau blanc/un poster/un professeur/une professeur/un écran/un ordinateur/une porte/une fenêtre/une tablette/une table/ des tables/une chaise/ des chaises/un élève / des élèves</p>	<p>I can explain the rules of indefinite articles</p> <p>I can explain the concept of gender of nouns</p> <p>I can write a list of masculine, feminine and plural nouns with the correct indefinite articles</p>	
Enabling Learning	Grammar	Phonics / root words	
<p>Using a bilingual dictionary to find the gender and meaning of nouns in French</p>	<p>un/une/des - indefinite articles</p> <p>single nouns (see core resources for full list of classroom items)</p>	<p>Root words: élève - élever/ élévation/ élevage Tableau - table/ tablette/tableur</p> <p>Porte - porter/ apporter/rapporter</p>	
Key Vocabulary		Wider Learning	
<p>Tier 2: High frequency</p> <p>La Francophonie/ Je m'appelle /C'est / Ce n'est pas/ J'ai/ Je n'ai pas/ Je suis /Je ne suis pas/ Je pense que/ Il y a</p>		<p>Literacy: recognising patterns / general rules on gender of nouns</p>	

Birkdale High School		Autumn Half Term 1 French Curriculum Map	
Unit: Describing a photo -			Year Group: 7
INTENT: Aims of the Unit		IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment
To describe a photo using prepositions		<p>Sur la photo il y a..... un/une/des + classroom objects (previous unit) un tableau blanc/un poster/un professeur/une professeur/un écran/un ordinateur/une porte/une fenêtre/une tablette/une table/ des tables/une chaise/ des chaises/un élève / des élèves sur / dans.../ au centre / au fond / à droite / à gauche il y a</p>	<p>I can use 'il y a ' in everyday situations I can give a simple description of a photograph I can use prepositions to describe where things are on a photograph</p>
Enabling Learning		Grammar	Phonics / root words
<p>Recall classroom objects from previous lesson to include in photo description</p> <p>Recall 'il y a' introduced in high frequency vocabulary at the start of the unit of work.</p>		<p>Il y a + un/une/des - indefinite articles prepositions</p>	<p>Phonic sound: SFC (dans/petit/mot/prix/grand/ mais) Phonic sound: 'EU' (jeudi/ jeu/feu/deux) Phonic sound: 'AU' (gauche/ beau/ aussi/eau/ faux)</p>
Key Vocabulary			Wider Learning
<p><i>Tier 2: High frequency</i> La Francophonie/ Je m'appelle / C'est / Ce n'est pas /J'ai/ Je n'ai pas / Je suis /Je ne suis pas/ Je pense que/ Il y a</p>			<p>Cultural: Awareness of the French education system? A typical French classroom/ no uniform for pupils etc...</p>