

MOSSBOURNE COMMUNITY ACADEMY – FRENCH CURRICULUM MAP Y7-Y11 (PLEASE READ AND REFERENCE APPENDIX ON PAGE 4)

	TERM 1.1	TERM 1.2	TERM 2.1	TERM 2.2	TERM 3.1	TERM 3.2
YEAR 7 (DYNAMO 1)	<p>Core Knowledge (M1)</p> <p>Content and Language: - me and my family, adjectives of personality, classroom, spare time activities, low numbers</p> <p>Grammar: - use of "comment", "avoir/être" in present tense, articles, present tense of "-er" verbs, adjectival agreement, opinions</p> <p>Skills: - speaking (role play and photo card), writing (40 words paragraph)</p>	<p>Core Knowledge (M2)</p> <p>Content and Language: - colours, the time, school subjects, uniform, timetable, French school</p> <p>Grammar: - opinions, present tense of "-er" verbs, adjectives, use of "il y a/il n'y a pas"</p> <p>Skills: - translation, listening, speaking (photo card and general conversation), writing (40 words)</p>	<p>Core Knowledge (M3)</p> <p>Content and Language: - weather, sports, free time, sport in French-speaking countries, opinions, expression of frequency</p> <p>Grammar: - use of "jouer à", "faire" in present tense, "aimer" + infinitive, forming questions</p> <p>Skills: - listening, speaking (role play and photo card), translation, writing (40 and 90 words paragraph relative to set)</p>	<p>Core Knowledge (M4)</p> <p>Content and Language: - animals, large numbers, family, hometown, breakfast, French festival</p> <p>Grammar: - possessive adjectives, present tense of "-er/-re" verbs, partitive article</p> <p>Skills: - reading, translation, speaking (photo card)</p>	<p>Core Knowledge (M5)</p> <p>Content and Language: - places in town, weekend activities, organising to go out, ordering food and drink, Paris</p> <p>Grammar: - present tense of "aller/vouloir", present tense of regular "-er/-re/-ir" verbs, near future tense</p> <p>Skills: - speaking (general conversation), listening, writing (90 words paragraph)</p>	<p>Core Knowledge</p> <p>Content and Language: - revision – nouns, adjectives, question words</p> <p>Grammar: - present tense of regular and irregular verbs, adjectival agreement, near future tense</p> <p>Skills: - listening, reading, speaking, writing, translation</p>
	<p>Revisited Knowledge</p> <p>Content and Language: - N/A</p> <p>Grammar: - N/A</p>	<p>Revisited Knowledge</p> <p>Content and Language: -adjectives (Y7 T1.1), introducing oneself (Y7 T1.1)</p> <p>Grammar: -regular present tense (Y7 T1.1), verbs "avoir" and "être" (Y7 T1.1)</p>	<p>Revisited Knowledge</p> <p>Content and Language: -days of the week (Y7 T1.2), colours (Y7 T1.2), spare time activities (Y7 T1.1)</p> <p>Grammar: - present tense of "-er" verbs (Y7 T1.2), adjectival agreement (Y7 T1.1)</p>	<p>Revisited Knowledge</p> <p>Content and Language: -adjectives (Y7 T1.1), expressions of frequency (Y7 T2.1), opinions (Y7 T2.1)</p> <p>Grammar: -irregular verbs "avoir" and "être" (Y7 T1.1), adjectival agreement (Y7 T1.1)</p>	<p>Revisited Knowledge</p> <p>Content and Language: - opinions (Y7 T2.1), colours (Y7, T1.2), numbers (Y7, T1.1)</p> <p>Grammar: -adjectival agreements (Y7 T1.1), intensifiers (Y7 T2.2)</p>	<p>Revisited Knowledge</p> <p>Content and Language: -all vocabulary covered</p> <p>Grammar: -all grammar covered</p>
	<p>Core Knowledge (M1)</p> <p>Content and Language: - describing holidays</p> <p>Grammar: - present tense of "avoir/être," near future tense, perfect tense – regular and irregular verbs, negative verbs</p> <p>Skills: - reading, translation, speaking</p>	<p>Core Knowledge (M2)</p> <p>Content and Language: - festivals, food, school trip, New Year</p> <p>Grammar: - present tense of "-ir/-re/-er" regular verbs, near future tense, perfect tense</p> <p>Skills: - translation, speaking (role play), reading</p>	<p>Core Knowledge (M3)</p> <p>Content and Language: - TV programmes, celebrities, technology, cinema, free time, shopping</p> <p>Grammar: - forming questions, adjectival agreement, negatives, perfect tense of regular and irregular verbs, near future and present tenses, possessive adjectives</p> <p>Skills: - speaking (general conversation), translation</p>	<p>Core Knowledge (M4)</p> <p>Content and Language: - weather, hometown, chores, daily routine, moving house, Francophone regions</p> <p>Grammar: - modal verbs "pouvoir/vouloir/devoir", reflexive verbs, irregular adjectives "beau/vieux/nouveau"</p> <p>Skills: - translation, reading, writing</p>	<p>Core Knowledge (M5)</p> <p>Content and Language: - sports, directions, injuries and illnesses</p> <p>Grammar: - comparatives, opinions, "jouer à/faire de", imperative, "il faut" + imperative, forming questions</p> <p>Skills: - listening, speaking (photo card),</p>	<p>Core Knowledge</p> <p>Content and Language: - free time and holiday activities, daily routine, opinions</p> <p>Grammar: - modal verbs, present, perfect and near future tenses, comparatives</p> <p>Skills: -all skills covered</p>
YEAR 8 (DYNAMO 2)	<p>Revisited Knowledge</p> <p>Content and Language: - opinions (Y7 T2.1), adjectives (Y7 T1.2)</p> <p>Grammar: - present tense of regular and irregular verbs (Y7 T1.1, T1.2)</p>	<p>Revisited Knowledge</p> <p>Content and Language: - opinions (Y7 T2.1), adjectives to justify (Y7 T2.1), activities and weather (Y7 T1.3)</p> <p>Grammar: - present tense of regular verbs (Y7 T1.2), opinions (Y7 T2.1), intensifiers (Y7 T2.2)</p>	<p>Revisited Knowledge</p> <p>Content and Language: - opinions (Y7 T2.1), adjectives to justify (Y7 T2.1)</p> <p>Grammar: - near future tense (Y7 T3.1), perfect tense (Y8 T1.1, T1.2), adjectival agreement (Y7 T1.1), possessive adjectives (Y7 T2.2)</p>	<p>Revisited Knowledge</p> <p>Content and Language: - hometown (Y7 T2.2), weather (Y7 T2.1)</p> <p>Grammar: - sequencers (Y7 T2.1), adjectival agreement (Y7 T1.1)</p>	<p>Revisited Knowledge</p> <p>Content and Language: -sports (Y7 T2.1),</p> <p>Grammar: - "jouer à" (Y7 T2.1), using three tenses (Y8 T1.1), forming questions (T2.1 Y8)</p>	<p>Revisited Knowledge</p> <p>Content and Language: -all vocabulary covered</p> <p>Grammar: -all grammar covered</p>

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	TERM 1	TERM 2	TERM 3
YEAR 9 (STUDIO AQA GCSE)	Core Knowledge (Module 1)	Core Knowledge (Module 2)	Core Knowledge (Module 3)
	<p>Content and Language: - family and family, personal descriptions, hometown, free time activities, organising to go out, describing an outing, childhood, role models</p> <p>Grammar: - complete regular paradigms for present, perfect, imperfect and near future tenses for regular and irregular verbs, "avoir/être", reflexive verbs, adjectival agreement, articles, prepositions, relative pronoun "qui", possessive adjectives, emphatic pronouns, forms of address (tu vs. vous)</p> <p>Skills: - listening: identifying person of a verb, understanding % - speaking: GCSE oral practice – role-play, photo card, general conversation - reading: identifying positive or negative opinions - writing: Q1-4 of F paper and Q1-3 of H paper skills - translation: into French and into English</p>	<p>Content and Language: - sports, music, technology, films and actors, TV programmes, habits, online activities, literature</p> <p>Grammar: - "depuis" + present tense, comparative, imperfect tense, direct object pronouns, superlatives, "faire" in present tense, relative pronoun "que"</p> <p>Skills: - listening: recognising time, understanding opinions and reasons - speaking: GCSE oral practice – role-play, general conversation - reading: Q&A in English, Q&A in French - writing: Q1-4 of F paper and Q1-3 of H paper skills - translation: into French and into English</p>	<p>Content and Language: - food/meals, clothes shopping, daily life, family celebrations, festivals and traditions</p> <p>Grammar: - modal verbs "devoir/pouvoir/vouloir", the pronoun "en", forms of address (tu vs. vous), "venir de" + infinitive, using three time frames, partitive article, "il faut" + infinitive,</p> <p>Skills: - listening: identifying synonyms and negatives - speaking: GCSE oral practice – role-play, general conversation - reading: Q&A in English, recognising synonymous expressions, reading for detail - writing: Q1-4 of F paper and Q1-3 of H paper skills - translation: into French and into English</p>
	Revisited Knowledge	Revisited Knowledge	Revisited Knowledge
	<p>Content and Language: - family (Y7 T1.1, T2.2), holiday activities (Y8 T1.1), hometown (Y8 T2.2), organising to go out (Y7 T3.1)</p> <p>Grammar: - present, perfect and near future tenses (Y8), reflexive verbs (Y8 T2.2), adjectival agreement (Y8 T2.2), possessive adjectives (Y7 T2.2)</p>	<p>Content and Language: - sports (Y8 T3.1), TV programmes (Y8 T2.1),</p> <p>Grammar: - adjectival agreement (Y7 T1.1), three time frames combined (Y8), modal verbs (Y8 T2.2, T3.2), comparatives (Y8 T3.1)</p>	<p>Content and Language: - food (Y8 T1.2), festivals (Y8 T1.2),</p> <p>Grammar: - modal verbs (Y8 T2.2), reflexive verbs (Y9 T1), forming questions (T2.1 Y8), forms of address (tu vs. vous) (T1 Y9)</p>
YEAR 10 (STUDIO AQA GCSE)	Core Knowledge (M4)	Core Knowledge (M5)	Core Knowledge (M6)
	<p>Content and Language: - hometown, weather, transport, regions, town attractions, future plans, community projects</p> <p>Grammar: - the pronoun "y", negatives, questions with "quel(s)/quelle(s)", simple future tense, using three time frames, the imperative</p> <p>Skills: - listening: identifying time frames, opinions and justifications - speaking: GCSE oral practice – role-play, photo card - reading: true or false, matching answers, Q&A in French - writing: Q1-4 of F paper and Q1-3 of H paper skills - translation: into French and into English</p>	<p>Content and Language: - holidays, booking accommodation, ordering in a restaurant, travelling, souvenir shopping</p> <p>Grammar: - using three time frames, conditional tense, reflexive verbs in the perfect tense, the "en" + present participle, "avant de" + infinitive, demonstrative adjectives and pronouns, pluperfect tense</p> <p>Skills: - listening: open-ended questions, identifying time phrases, listening for detail - speaking: GCSE oral practice – general conversations Q&A - reading: using cognates and semi-cognates, multiple choice - writing: Q1-4 of F paper and Q1-3 of H paper skills - translation: into French and into English</p>	<p>Content and Language: - school subjects, timetable, French schools, rules, healthy living, vices, school exchange</p> <p>Grammar: - use of pronouns "il" and "elle", comparatives, use of pronouns "ils" and "elles", use of "il faut/il es interdit de" + infinitive, imperative, using three time frames, definite articles, adverbs, using present and simple future (si-clauses)</p> <p>Skills: - listening: Q&A in English - speaking: GCSE oral practice – role-play, photo card, general conversation - reading: Q&A in English, true or false, using inference, literary texts, navigating distractors - writing: Q1-4 of F paper and Q1-3 of H paper skills - translation: into French and into English</p>
	Revisited Knowledge	Revisited Knowledge	Revisited Knowledge
	<p>Content and Language: - hometown (Y9 T1), weather (Y8 T2.2), regions (Y8 T2.2),</p> <p>Grammar: - using three time frames (Y8-9), negatives (Y7-9), imperative (Y8 T3.1)</p>	<p>Content and Language: - holidays (Y8 T1), ordering food (Y7 T3.1), shopping (Y9 T3)</p> <p>Grammar: - using three time frames (Y8-9), verbs "avoir" and "être" (Y8 T1.1), perfect tense (Y9 T1), reflexive verbs (Y9 T2), imperfect tense (Y9 T2)</p>	<p>Content and Language: - school subjects (Y7 T1.2), timetable (Y7 T1.2), French school (Y7 T1.2)</p> <p>Grammar: - use of "il faut" + infinitive (Y9 T3), using three time frames (Y8-Y9), simple future tense (Y10 T1)</p>

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YEAR 11 (STUDIO AQA GCSE)	TERM 1	TERM 2	TERM 3
	Core Knowledge (M8)	Core Knowledge (M7)	Core Knowledge (Revision)
	<p>Content and Language: - global issues, the environment, ethical shopping, volunteering, big events, arguing for and against</p> <p>Grammar: - modal verbs "pouvoir/vouloir/devoir" in the conditional tense, the passive, indirect object pronouns, present subjunctive in impersonal expressions (il est important que...)</p> <p>Skills: - listening: multiple choice, recording large numbers, pros and cons, identifying different tenses, Q&A in English - speaking: GCSE oral practice – role-play, photo card, general conversation - reading: Q&A in English, summarising texts, multiple choice - writing: Q1-4 of F paper and Q1-3 of H paper skills - translation: into French and into English</p>	<p>Content and Language: - future study, jobs and employment, earning money, work experience, job applications, ambitions</p> <p>Grammar: - comparatives/superlatives (mieux/pire), direct object pronouns in the perfect tense, verbal prepositions (à/de), nominal agreement, the perfect infinitive, present subjunctive for "-er/-ir/-re" verbs, si-clauses</p> <p>Skills: - listening: identifying distractors, opinions/reasons, recording questions, true or false - speaking: GCSE oral practice – role-play, photo card, general conversation - reading: Q&A in English, gap-fill - writing: Q1-4 of F paper and Q1-3 of H paper skills - translation: into French and into English</p>	<p>Content and Language: - vocabulary from M1-8 of the Studio AQA textbook; exam practice</p> <p>Grammar: - grammar from M1-8 of the Studio AQA textbook; exam practice</p> <p>Skills: - all skills will be routinely practised in preparation for sitting of the final GCSE</p>
	Revisited Knowledge	Revisited Knowledge	Revisited Knowledge
<p>Content and Language: - N/A</p> <p>Grammar: - modal verbs "pouvoir/vouloir/devoir" (Y9-10), conditional tense (Y10 T2)</p>	<p>Content and Language: - future plans (Y10 T1)</p> <p>Grammar: - comparatives (Y9 T2), direct object pronouns (Y9 T2), the perfect tense (Y8-10), si-clauses (Y10 T3), present subjunctive (Y11 T1)</p>	<p>Content and Language: -all vocabulary covered</p> <p>Grammar: -all grammar covered</p>	

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APPENDIX

1. Text contained within the Y7 and Y8 sections that is underlined in maroon, indicates content that may have been covered in Hackney Learning Trust’s primary curriculum for Spanish. William Patten Primary School’s Spanish curriculum is the basis for indicative knowledge students may have upon entry to MCA (see table, right.) Prior knowledge from the primary curriculum is therefore acknowledged in the Schemes of Work in Y7 and Y8 and should be taken into account when delivering course content to these year groups.
2. This curriculum map solely charts the knowledge and skills building experience of an MCA student from Y7 through to Y11. For a more detailed overview of the Spanish secondary curriculum and our assessment procedure, consult our SoW (link to be added here) and SoA (link to be added here.)

<i>Hackney Learning Trust Primary Curriculum Content covered from Y1-Y6, based on William Patten School’s provision.</i>	
<u>VOCABULARY</u>	<u>GRAMMAR</u>
<i>Greetings, name and wellbeing</i>	<i>-ar, -er and -ir verbs for the present tense paradigm</i>
<i>Numbers 1-20</i>	<i>Imperative for tú and vosotros</i>
<i>Colours and shapes</i>	<i>Partitive article “del”</i>
<i>Age and birthdays</i>	<i>Cuál in a question</i>
<i>Large Classroom Objects</i>	<i>Gender and number in nouns</i>
<i>Fruits</i>	<i>Negatives</i>
<i>Drinks</i>	<i>Adjectival agreement</i>
<i>Days and months</i>	<i>Indefinite articles</i>
<i>Spanish-speaking countries</i>	<i>The verb “ir”</i>
<i>Simple actions in the first person</i>	<i>“Hace/hay/está” for weather</i>
<i>Opinion with me gusta</i>	<i>“en” with transport</i>
<i>Family</i>	<i>Indirect object pronouns with “gustar” and “encantar”</i>
<i>Weather</i>	<i>Me gusta + infinitive</i>
<i>What is there in your city</i>	<i>Definite articles</i>
<i>Seasons</i>	<i>Adjectival agreement for gender and number</i>
<i>Planets</i>	<i>Connectives</i>
<i>Ordering in a café</i>	<i>Preterite tense for different persons</i>
	<i>Había vs hay</i>
	<i>Metalinguage – verb, noun, adjective, adverb, pronoun</i>
	<i>Immediate future for 3rd person singular</i>
	<i>Es vs está</i>
	<i>“Más” as an intensifier</i>
	<i>Intensifiers with adjectives</i>