



King Alfred School

Curriculum Map 2017-2018 Department: French

| | Autumn | | Spring | | Summer | |
|---------------|--|--|--|--|--|--|
| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Year 7 | It's Personal An introduction to France and being able to give personal details about yourself | Education Looking at the difference in the schooling systems in the two countries and talking about the school day at KAS | Hobbies Being able to discuss the different hobbies you might have and understanding the difference between the two verbs needed for sport | Where I live Looking in more depth at your home town and what it has to offer. Using directions in town | Holidays An overview on transport, lodging and extended activities that people do on holiday. Introducing a second tense to talk about future holidays | Holidays + Project Bringing together all the grammar and vocabulary from the year and using it independently to talk about yourself and what you like to do in the summer holidays |

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| Year 8 | Media Looking at the differences between French and British media and the different types of films that students like to watch | Travel + Tourism Introduction of the past tense and talking about activities you may have done on a past holiday | Cultural Identity A more indepth way to describe yourself and look at relationships, hobbies and fashion | At my house Looking at where people live and how daily lives differ in France, especially with food and festivals | Talents A term looking at what makes us all different and what talents we each have. A fun look at a talent competition in the same vein as the X Factor | Talents + Project Bringing together all the grammar and knowledge from KS3 and using it to prepare a school trip for their class -mates, incorporating ICT and organisational skills |
| Year 9 | Me, my family and friends Introduction to the new GCSE and a more indepth look at the vocabulary needed to talk about family and relationships, extending the basic learned in KS3 | My home town Looking at the differences between French and English lifestyles and introducing the conditional tense about where you would like to live | My studies Examining the everyday differences and similarities between the two education systems. Starting to look at the new format GCSE with regards to describing a photo | Free time A look at the way French people spend their free time and the differences between French customs and food choices. | Free time Continuing to look at sport and how French people spend their free time and their sporting passions | Customs and festivals A comparison between festivals and holidays between the two countries and how they differ in certain aspects |
| Year 10 | Life at school Recapping the vocabulary necessary for discussing the differences in the | Travel + Tourism Talking about holiday preferences, time phrases and the tense that is relevant to that and | Post 16 education Looking at vocab relating to future plans/ apprenticeships/ mock interviews and | Social issues Understanding the importance of charitable works in both Countries and looking at the issues | Marriage + partnership Recapping the vocabulary needed for discussing future relationships and the | Technology Talking about the use of social media and its advantages/disadvantages to young |

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| | <p>schooling system in France and the UK, paying attention to revision of tenses and expanding abilities to describe in French. Modal verb phrases</p> | <p>paraphrasing. Speaking practise of the key aspects of a photo</p> | <p>introducing the conditional and passive voice for PPE speaking practise</p> | <p>that affect students in France and England with regards to healthy living and the problems associated with that.</p> | <p>changing face of family life in France and the UK. Being able to talk generally about your family and any other relationships you may have using reflexive verbs</p> | <p>people. Preparation for year 10 PPEs in all attainments. Reflection on PPE results, reviewing CWAG and creating an action plan to help a smooth transition into year 11</p> |
| Year 11 | <p>Environment Reflection on performance in year 10 and agreeing an action plan for progress. Discussing environmental issues and their solutions both personally and internationally</p> | <p>Social Issues - charity work Discussing inequality and recapping on the need for charities to help overcome these issues</p> | <p>Global Issues - Homelessness + poverty Dealing with poverty both at home and abroad and introducing longer texts to help students focus on the correct part of the text. Introduction of more complex grammar structures to help the high achievers access the top grades.</p> | <p>Exam Focus Indepth reflection of the PPEs to enable students to go back and update their action plans and personalise their learning with regards to the actual exams in May/June.</p> | <p>Exam Focus Extensive revision of topics and grammar (as agreed by the group/teacher) to maximise understanding and help students gain their EP/CT. Intervention will be a priority for those deemed as not at EP by this time.</p> | <p>Exam Focus Continued revision and practise of past papers to give students the best grounding possible for the GCSE exams. Subject matter will be decided by the teacher and the students to facilitate coverage of all topics/grammar.</p> |

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| <p>Year 12</p> | <p>Intensive Grammar Extensive revision of the main grammatical aspects of the language which has previously been taught at GCSE. A few additional tenses will also be taught (subjunctive)</p> | <p>Intensive Grammar Extensive revision of the main grammatical aspects of the language which has previously been taught at GCSE. A few additional tenses will also be taught (subjunctive)</p> | <p>Family Heritage Film Study Discussing how marriage trends have evolved over the generations. Considering why France protects its heritage so much. Begin to study La Haine.</p> | <p>Cyber Society Music Film Study Discuss the developing trends in terms of technology. Answer the question as to why music is so important in French society. Develop a greater understanding of La Haine</p> | <p>Charity 7th Art Film Study Consider the role of charity work within French society. Discuss the importance of the 7th Art. Finalise conclusions from La Haine.</p> | <p>IRP Literature Begin to prepare for the IRP element of the course. Start researching and gathering evidence. Begin to study L'étranger.</p> |
| <p>Year 13</p> | <p>Social Diversity Political Landscape Literature Discuss the social diversity of French society. Understand the political situation in France and discuss how effective it is. Continue to study L'étranger</p> | <p>Marginalisation Demonstrations Literature Consider which groups of French society are considered as being marginalised. Review the reasoning behind the many strikes and demonstration that take place in France. Finalise your conclusions from L'étranger.</p> | <p>Crime Immigration Literature + Film Study Study current trends in crime figures. Review the current and past trends in France regarding immigration. Review the main conclusions from the film and literature study.</p> | <p>Exam Focus Begin to review all aspects of the course in preparation for the summer examinations.</p> | <p>Exam Focus Begin to review all aspects of the course in preparation for the summer examinations.</p> | <p>Exam Focus Begin to review all aspects of the course in preparation for the summer examinations.</p> |



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| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Year 9 | <p>Me and My World Introducing myself and learning how to pronounce German accurately, counting to 19 and using the alphabet to help me learn spellings.</p> | <p>Family and Pets Describing and talking about pets and people close to me using a range of adjectives.</p> <p>Confidently using dates and numbers, and asking/ answering questions using full sentences.</p> | <p>Free time – woohoo! Expressing opinions about hobbies and sports I play and asking others about their free time.</p> <p>Varying sentence structure by using adverbs of frequency and time expressions.</p> | <p>School is great! Expressing justified opinions about school and teachers, using a range of conjunctions and qualifiers.</p> <p>Talking at length about a topic with good pronunciation.</p> | <p>Happy Holidays! Saying what my town has to offer and what one can do there, including buying souvenirs, drinks and snacks.</p> <p>Introducing a second tense to talk about holiday plans.</p> | <p>I love holidays! Introducing a third tense by talking about recent holidays, what I did, how I travelled and what the weather was like.</p> <p>Comparing places to combine two or three tenses in my work.</p> |

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