

KEVICC KS3 Curriculum:	Subject: French	Key terms and vocabulary.
Year: 9 Term: Autumn	Topic: Les Fêtes (Festivals)	<i>Which words will be explicitly taught &amp; how frequently will understanding be checked? How will assimilation of new vocab be checked?</i>
<p><b>What is the essential knowledge from this unit? What do students need to remember and understand?</b>  <b>Skill focus is SPEAKING</b>  <b>Content</b></p> <ul style="list-style-type: none"> <li>Recap clothes</li> <li>Recap foods</li> <li>Saying what you normally do for your birthday and at Christmas</li> <li>Saying what you did for your last birthday</li> <li>How you are going to celebrate Christmas this year</li> <li>French festivals (Bastille Day, Festival of Music)</li> <li>Describing photos (GCSE photo tasks)</li> <li>HIGHER: Describing a past festival (imperfect tense)</li> </ul> <p><b>Culture:</b> Learning about French festivals and the film 'La Vie en Rose'  <b>Grammar</b>  Using present, perfect and near future tenses together</p>		<p><i>Vocabulary includes clothes and food, key verbs in present, perfect, near future and imperfect tenses, descriptions vocabulary, activities linked to festivals.</i></p> <p><i>Teachers will give students Vocabulary lists/Knowledge Organisers and Sentence builders at the start of each unit. Students should use these to help with their work and build their knowledge.</i></p>
<p><b>What prior learning supports understanding of this content?</b>  Students practised describing photos in Autumn and Summer Terms of Year 8. They have covered present, perfect and near future tenses and key verbs in conditional tense. They completed a Speaking Assessment in Autumn Term in Year 7 and 8 and regularly practise this skill.</p>	<p><b>How does this content link to future learning?</b>  Key questions, grammar and vocabulary that will be revisited and built upon in future learning. Key Verbs and concept of how to TAILOR your work embedded across whole of KS3.</p>	
<p><b>Reading:</b> <i>Where in the unit are students supported to read complex academic text?</i>  Reading activities from textbook and model texts provided by teachers to develop comprehension and literacy.</p>	<p><b>Writing:</b> <i>Independent writing tasks and how they are structured</i>  Writing photo descriptions and answers to key speaking questions in preparation for the Speaking assessment. Checking for accuracy. How to TAILOR your work</p>	
<p><b>Key assessments: Speaking Assessment</b>  <b>How will feedback be received?</b>  WWW/Next Steps feedback sheets will be completed after the assessments and the students' current pathway will be identified using the MFL Personalised Learning Checklist.</p> <p><b>What will be seen in books?</b> 'Can Do' statement purple sheet will be completed by students to assess their confidence and track their progress. Feedback will be given by teachers on the main Speaking assessment (green feedback sheets used for this). Book checks will be regularly completed to ensure work is of high standard and students are achieving their potential..</p>		