

KEVICC KS3 Curriculum:	Subject: French	Key terms and vocabulary.
<b>Year: 9</b> <b>Term: Spring</b>	<b>Topic: Ma Ville et L'environnement (My town and the environment)</b>	<b>Which words will be explicitly taught &amp; how frequently will understanding be checked? How will assimilation of new vocab be checked?</b>
<p><b>What is the essential knowledge from this unit? What do students need to remember and understand?</b></p> <p><b>Skill focus is <u>READING AND LISTENING</u></b></p> <p><b><u>Content</u></b></p> <p><b><u>Content</u></b></p> <ul style="list-style-type: none"> <li>• Describing your town</li> <li>• Adjectives to describe</li> <li>• Places in the town</li> <li>• Your ideal town</li> <li>• A past visit to a different town</li> <li>• Environment vocabulary</li> <li>• Saying what you do to protect the environment</li> <li>• What you will do in the future to protect the environment</li> </ul> <p><b><u>Culture:</u></b> I know about French eco-warriors and the film 'Demain'</p> <p><b><u>Grammar</u></b></p> <p>Nouns, adjectives, verbs</p> <p>Adjectival agreement</p> <p>Present, perfect, near future and conditional tenses (imperfect for more able)</p> <p>Extension: using comparatives and negatives</p>		<p>Vocabulary includes key verbs in present, perfect, near future and conditional tenses, adjectives to describe towns, places in the town and environment vocabulary.</p>
<p><b>What prior learning supports understanding of this content?</b></p> <p>Students learnt sports and foods in Year 8. They have covered present, perfect and near future tenses and key verbs in conditional tense. They completed Reading and Listening Assessment in Spring Term in Year 7 and 8 and regularly practise these skills.</p>	<p><b>How does this content link to future learning?</b></p> <p>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>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.</p>
<p><b>Reading:</b> <i>Where in the unit are students supported to read complex academic text?</i></p> <p>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></p> <p>Students will write sentences/short paragraphs/essays to describe their diet and lifestyles. They will do this using scaffolds and model texts to support and will also be encouraged to sometimes write with less support to develop independent writing skills.</p>	
<p><b>Key assessments: Reading and Listening Assessments (GCSE Past Paper Questions)</b></p> <p><b>How will feedback be received?</b></p> <p>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. Students will complete a Reading assessment (which includes translation and comprehension exercises) and a Listening assessment at the end of the unit based on this unit. Feedback will be given by teachers on the main assessments (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>		