

Year 7

Brief overview

In year 7, students arrive with varying levels of prior knowledge and understanding of other languages. Teachers work closely with students this year to develop their understanding of key concepts in French and Spanish, such as conjugation of key regular and irregular verbs, and their understanding of different time frames. Students are taught in their first half term of learning, how to communicate with their peers and their teacher in the classroom. They learn the key vocabulary and structures to enable them to use language within the context their own world. This involves understanding, recognising and producing high frequency verbs in the language studied, through the 4 skills; listening, reading, writing and speaking, which are embedded frequently in each module studied. As they progress throughout year 7, they revisit the concept of conjugation through a range of topics and learn how to express themselves and their opinions on a wide range of topics, such as family, friends and holidays. Students acquire a secure knowledge of basic, high frequency vocabulary across these topics, which are then revisited in different contexts, so that they are consolidated throughout the year. As well as learning the present tense across the course of the year, students also learn how to conjugate the immediate future tense and learn some key verbs in the past tense. This enables them to speak and write with increasing confidence throughout the year. In this year of study, students have regular opportunities for speaking practice, with a focus on becoming confident communicators with the ability to speak spontaneously with their peers. Students will be encouraged to speak spontaneously in the present tense and the immediate future tense in order to solidify their understanding of key grammar.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	My world - French	My family, friends and I - French	Holidays - French	My house and home - French	My clothes, my look – French	School in the Francophone world
Relevant core concepts	<p>Mechanics of Language – (grammar/ phonics and pronunciation/ competence): recognition and production of language through correct use of phonics, understanding and identification of key elements of genders of nouns, knowing how to conjugate the three regular verb groups, knowing the formation rules of three time frames (past, present and future) and knowing the key elements of a sentence and which specific language alters the syntax of a sentence</p> <p>Communication - (speaking/ writing/ translation/ pronunciation/ vocabulary/ competence/ character): development of spoken and written language beyond a basic response, Coping with unprepared situations and using spontaneous/ unrehearsed language, narrating events when appropriate, awareness of different registers and when to use them appropriately, knowing how to successfully convey information from one language to another, knowledge of key elements needed for effective spoken and written communication</p> <p>Comprehension - (reading/ listening/ vocabulary/ competence/ character): Acquiring and building on a wide vocabulary base for comprehension purposes, appreciation of a range of spoken and written media in the TL (Cultural, literary, exam specific), identifying ‘triggers’ or ‘red herring’ in a spoken or written text, Knowledge of audible and visible key features of tenses of regular and irregular verbs, understanding key elements (vocabulary and structures) needed to listen or read for gist information on a specific subject</p> <p>Intercultural Understanding - (cultural capital/ community): understanding what makes the TL countries different from the UK, understanding what we have in common with the TL countries, knowing how culture has evolved in the TL countries, knowledge of basic facts and figures about the demography, area, climate and industry in the TL countries, awareness of current events in the TL countries, appreciation of popular culture (music, film, art, sport, literature, celebrities) in the TL countries</p>					
Relevant end points	<p>Mechanics of Language</p> <p>ML1.7 Accurate pronunciation and intonation of key phonics and vocabulary</p> <p>ML2.7 Using correct forms of relevant definite/indefinite articles, adjectives, nouns, verbs and pronouns depending on gender</p> <p>ML3.7 Make the transition from an infinitive to a conjugated verb (1st/ 2nd and 3rd person singular, , 1st person plural)</p> <p>ML4.7 Production of syntactically correct short sentences in the Target Language</p> <p>ML5.7 Ability to conjugate an infinitive of a verb into present, immediate future and conditional (1st/ 2nd/ 3rd person singular, 1st person plural) perfect (3rd person singular)</p> <p>Communication</p> <p>Comm1.7 Applying use of correct register in everyday transactions and dialogues</p> <p>Comm2.7 Translation of short sentences between two languages</p> <p>Comm3.7 Rephrasing and repairing language (adapting for real life situations)</p> <p>Comm4.7 Application of connectives, lexical structures, basic opinions, reasons and justification phrases</p> <p>Comm5.7 Speaking accurately and fluently with good pronunciation, accent and intonation</p> <p>Comm6.7 Producing written language fit for purpose</p> <p>Comprehension</p> <p>Comp1.7 Ability to comprehend, interpret and identify key points from a given short paragraph</p> <p>Comp2.7 Transcribing spoken short TL sentences accurately</p> <p>Comp3.7 Understanding the overarching message in a short spoken or written piece by skimming or scanning</p> <p>Comp4.7 Consider ‘triggers’ and manage ‘red herrings’ to answer questions and form conclusions</p> <p>Comp5.7 Ability to recall and apply vocabulary to a limited range of cross thematic stimuli</p> <p>Comp6.7 Ability to infer meaning in new or unfamiliar situations</p> <p>Comp7.7 Differentiate between time frames for the purpose of responding to comprehension tasks on a range of texts and extracts (cultural, literary, assessment focused)</p> <p>Intercultural Understanding</p>					

<p>Core substantive knowledge</p>	<ul style="list-style-type: none"> Family members Indefinite articles Key verb : avoir (1st/ 3rd person singular) Key verb : être (1st/ 3rd person singular) Adjectival descriptions with être Developing adjectival agreement Range of regular ER infinitives Using opinion phrases + range of infinitive verbs Time phrases + opinions + infinitives to talk about what you do an when 	<ul style="list-style-type: none"> Être: present tense 1st, 2nd, 3rd person Nationalities (link to concept of AA from Aut 2) Avoir: present tense 1st, 2nd, 3rd person + numbers 1-31 for age Months of the year Léopold Sedar Senghor, poem (colours) Adjectival agreement Physical descriptions with avoir (hair/ eyes) Possessive adjectives (+ revisit family members) Continued physical descriptions with être Describing personality with adjectives (+revisit Aut 2 adjectives) 	<ul style="list-style-type: none"> Je vais + À + French speaking countries: Prendre (1st person) + transport Complex opinions ER present tense verbs (je, tu, il/elle, nous) ER verbs for activities on holiday Immediate future tense using 'aller' + infinitive verb (je, il/elle, nous) Conditional tense: (je voudrais, il/elle voudrait) 	<ul style="list-style-type: none"> Present tense VIVRE + types of home and locations Describing what you have in your house using 'il y a / il n'y a pas de' + rooms in the house Describing location of rooms in the house using prepositions Describing your area with opinions + justifications Adjectives to describe Madagascar/ local area Adjectival agreements (revisit year 7 rules, + irregular) BAGS adjectives Describing where you will live in the future using the verb aller and the near future tense (revisit Y7 je / il/elle / nous) 	<ul style="list-style-type: none"> Items of clothing Giving complex justifications on clothes Adjectives Adjectival agreement of clothes with colours ER verb (porter) present tense (full paradigm) Perfect tense of verbs using 'avoir' (elle a + je / tu / nous) Perfect tense description of French designer Coco Chanel Perfect tense description of Cannes Festival using 'avoir' Different events and celebrations High level opinions Pour + infinitive <p>Demonstrative pronouns</p>	<ul style="list-style-type: none"> En / au / aux for countries French speaking countries and linked continents The position of BAGS adjectives Familiar and less familiar methods of transport Clothing Irregular verbs: prendre and apprendre (full paradigm), mettre (je / ils) Languages Partitive articles du / de la / des Present tense ER verb endings (full paradigm) Expressing two sides of an opinion Perfect tense with avoir auxiliary
<p>Core disciplinary knowledge</p>	<ul style="list-style-type: none"> To be able to say who is in your own family and that of others To be able to describe who is in your wider family To be able to use 1st and 3rd person present tense of 'avoir' to say who is in your family To be able to apply adjectival agreement rules To be able to use 1st and 3rd person present tense of 'être' to describe the personality of yourself and others To be able to use the negative structure 'ne ... pas' to say what yourself and others are not like To be able to use a variety of opinions to say what you like and dislike doing using ER infinitives phrases 	<ul style="list-style-type: none"> To be able to understand and describe a range of nationalities (être) To be able to recognise and apply months and key graphemes To be able to apply numbers up to 31 to say our birthdays To be able to apply avoir (je / tu / il/elle) to describe our age. To be able to understand a poem and recognise colours in French To be able to apply avoir (je / tu / il/elle) and colours to describe appearance To be able to apply être (je / tu / il/elle) and adjectives to describe appearance To be able to recognise and use possessive adjectives and a range of adjectives to describe our family. 	<ul style="list-style-type: none"> To express recognise a range of francophone countries and apply SSCs To be able to give our opinion on transport using j'aime + prendre and apply SSCs To be able to express more complex opinions on locations and apply the SSC To be able to recognise and apply ER verbs endings in the context of holidays To consolidate our knowledge or present tense ER verb conjugation To be able to use the near future tense (je, il/elle, nous) to describe future holidays To be able to use the present and future tense confidently with third person singular To be able to recognise and apply the conditional tense 	<ul style="list-style-type: none"> To be able to describe where you live and different locations To be able to say what there is and isn't in your house (vocabulary for items in the house) To be able to use the present tense of the verb 'vivre' to describe where you live To be able to use a range of prepositions to say where items are located 	<ul style="list-style-type: none"> To be able to describe what we like to wear and recognise key graphemes To be able to recognise and describe the colours of clothing using adjectival agreement To be able to conjugate the ER verb porter (je / tu / il/elle) To be able to describe the events we attend using pour + infinitives 	<ul style="list-style-type: none"> To be able to talk about different countries from the francophone world using en / au / aux, and to understand the history of the French speaking world To be able to describe different school buildings and apply the grammar rule BAGs (adjectival position) To be able to describe how students get to school (revisit prendre)



FRENCH: Year 10

In year 10, students begin Key Stage 4 with engaging in the topic of mobile technology and with consolidation of key grammatical structures students learnt at Key Stage 3 (such as present tense verb conjugation and pour + infinitive), so that these structures become automatic. In the social issues module, students discuss issues that affect their own communities, as well as communities globally, and begin to give more complex opinions on these issues in speaking and writing. They are also encouraged to build a sense of global responsibility, through discussion of how they could help society themselves. They are also exposed to societal issues in the French speaking world, by reading texts and watching videos to learn about recent protests that have taken place in the world, such as protests for women's rights. Students are encouraged to approach these complex issues with sensitivity and empathy.

Students learn to describe their family, friends and health habits in order to develop their character and ability to express their own beliefs and values. In the holidays in the francophone world unit, students express their opinions with a complex range of structures and expressions, and are exposed to a range of authentic resources, including videos about festivals from the French speaking world. This further develops their cultural awareness and understanding.

The film module in year 10 is designed not only to consolidate students' learning of high frequency verbs and structures, but also enables students to engage with issues of global significance in the French speaking world. This gives students the opportunity to consolidate their learning of grammar from year 10 studies.

Across all years of study, students have regular opportunities for speaking practice, with a focus on becoming more confident communicators with the ability to speak spontaneously and for their own purposes. At this level, we expect students to be able to speak spontaneously on a broad range of issues using multiple time frames.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	<p>Topic: Mobile technology and social media</p> <p>Vocabulary covered:</p> <p>Key verbs for the topic: Regarder, télécharger, écouter, utiliser, envoyer, acheter, surfer, faire, enregistrer, poster, mettre, éteindre, vivre, se servir, prendre, téléphoner, lire, garder</p> <p>TV vocabulary: Une série, un dessin-animé, la télé-réalité, un jeu télévisé, une émission pour la jeunesse, un documentaire, un feuilleton, les informations, une émission de sport, la météo</p> <p>Social media/technology vocabulary: un ami, un bouton, un lien, ajouter à mes amis, taguer, liker, partager, un mu un profil, publier, un partage, l'agenda, le GPS</p> <p>Pour + infinitive</p> <p>ER, RE, IR verbs present tense (Je / il/elle / nous)</p> <p>Partitive articles des films, de la musique</p> <p>Expressing a range of opinions on French music</p>	<p>Topic: Healthy Living</p> <p>Vocabulary covered:</p> <p>Food and drink: la pain, le beurre, le café, les pommes de terre, les bonbons, le fromage, les boissons gazeuses etc la protéine, les féculents, les fruits et les légumes, malsain, sain</p> <p>Justifications: ça contient du calcium, des minéraux, des protéines, des vitamines, du sucre, du gras, du sel, des calories, ça apporte de l'énergie</p> <p>Sports: jouer (au foot, basket, rugby, billard/a la pétanque/aux boules) faire (du vélo.canôe-kayak/de la lute, de l'équitation, de la natation) etc</p> <p>Extreme sports: le ski (nautique), le saut à l'élastique, les sports aquatiques, le wingsuit, sauter, voler</p> <p>Grammatical structures and skills partitive du/de la/des with eating and drinking</p> <p>Present tense of verb 'avoir' full paradigm</p> <p>Present tense of verb 'faire' full paradigm</p> <p>Expressions with 'avoir'- 'avoir chaud/froid, faim, soif</p> <p>pronoun 'en' e.g j'en mange/bois</p>	<p>Topic: Social Issues</p> <p>Vocabulary covered:</p> <p>Social problems : le tabagisme, l'alcoolisme, l'anorexie, la drogue, le sida, l'obésité, le tabac, SDF, le stress</p> <p>Justifications: c'est convivial, ça fait adult, ça donne confiance, c'est déstressant, on peut perdre du poids. c'est mauvais pour la santé, les jeunes sont dépendants, c'est dégoûtant, je n'aime pas l'odeur, c'est trop dangereux</p> <p>Protests and strikes: le grève, manifester, le droit, la liberté, offrir des emplois, construire des maisons, essayer, écouter, dénoncer, venir</p> <p>Charities: une association, lutter, la nourriture, les guerres, combattre, les catastrophes naturelles, le travail bénévole, faire du bénévolat</p> <p>Grammatical structures and skills superlative adjectives- le problème le plus grave/répandu c'est</p> <p>'vous' form of imperative/commands with 'il faut' + infinitive</p> <p>Present tense conjugation of key topic ER verbs full paradigm: manger, garder, mener, causer, tousser, fumer, se drogue</p> <p>Present tense conjugation of irregular verbs 'boire' and 'prendre' full paradigm</p>	<p>Topic: Family, Friends and Future plans</p> <p>Vocabulary covered:</p> <p>Adjectives to describe others: généreux(euse), gentil(le), sympa, amusant(e), drôle, sévère, casse-pieds, égoïste, méchant(e), difficile</p> <p>Saying you get on with people- je m'entends bien avec, je me fâche avec, je me dispute avec,, nous avons beaucoup de choses en commun</p> <p>Key topic verbs: voyager, être, se marier, travailler, avoir des enfants, acheter</p> <p>Discussion of future plans: avoir des enfants, se marier, vivre en concubinage, continuer avec les études, élever les enfants, une famille monoparentale/nombreuse, habiter en concubinage</p> <p>Vocabulary for statistics: augmenter, grandir, diminuer, réduire, baisser</p> <p>For or against marriage: justifications: c'est une stabilité, ça coûte cher, ce n'est pas nécessaire pour l'amour, ça n'apporte rien à une relation, c'est une perte d'argent</p> <p>Grammatical structures and skills</p>	<p>Topic: Amélie (Film module)</p> <p>Vocabulary covered:</p> <p>Music genres: la musique pop.rap/classique/traditionnelle/française, le jazz, le hip-hop, le metal, le trap, le rock, le reggae</p> <p>Film genres: les western, les dessins-animés, les comédies, les films d'horreur, les films policier, les films d'amour, les films de science-fiction, les films d'action</p> <p>Expressions of assumption: il/elle a l'air (d'être), il/elle semble/paraît, il me semble qu'il/elle, il/elle ressemble à, autant que je sache</p> <p>Physical descriptions: les yeux/cheveux noirs, bleus etc, des lunettes, un chapeau</p> <p>Personality descriptions: il/elle a l'air sévère, effrayant, souriant, stricte, douce, sympa</p> <p>Key verbs: plonger, ranger, coller, avoir, nettoyer, voir, briser, faire, tomber (amoureux), voler, être malade, quitter, voyager, réparer</p> <p>Exploring Paris: La Tour Eiffel, la cathédrale Notre Dame, le Sacré Coeur, le café des Deux Moulins, le quartier de Montmartre, la gare du Nord</p>	<p>Topic: Holidays in the francophone world [4 week unit, allowing 2 weeks for EOY revision]</p> <p>Vocabulary covered:</p> <p>Le monde francophone et son histoire: Countries (au / en / aux) Le colonialisme</p> <p>Le transport: En voiture, en car, en avion, en bateau, en train, à vélo</p> <p>Types of weather: il y a des éclairs, il y a du vent, il fait beau, il fait mauvais, il y a du soleil, il neige, il y a des orages/du brouillard/de la brume, une tempête, il pleut, il y a des nuages</p> <p>Modal verbs pouvoir / devoir + range of holiday activities</p> <p>ER/IR/RE verbs present tense + present and future si sentences</p> <p>Present tense stem changing verbs (célébrer / préférer)</p> <p>Perfect vs. imperfect tense: Festivals: La francofolie à Montréal, le festival de Voodoo au Bénin</p> <p>Logement + demonstrative adjectives (ce / cette / ces /cet)</p>



<p>Possessive adjectives (mon, ma, mes / son, sa, ses)</p> <p>Arguments for and against social media/technology: on peut + se faire des amis en ligne, communiquer avec mes amis, garder le contact avec mes amis, faire des achats en ligne</p> <p>Dangers of technology: on doit + faire attention parce que... je suis accro, je n'ai que des amis virtuels, le risque d'avoir le cancer du cerveau, de vol d'identité, d'échouer à ses examens, de devenir asocial, de perdre contact avec la réalité, de radicalisation, de s'abimer les yeux, de séduction</p> <p>Grammatical structures and skills:</p> <p>Grâce à/au/à la/aux</p> <p>Present tense regular ER/IR/RE verbs (je / il/elle / nous)</p> <p>Indirect object pronouns e.g. je lui envoie (HPA)</p>	<p>Present tense of verb 'devoir' full paradigm + infinitives</p> <p>Negative constructions present tense: ne...pas, ne...rien, ne...jamais, ne...plus, ne...que</p> <p>Third person plural verbs present tense: ils mangent, prennent, boivent, commandent</p> <p>demonstrative pronouns: celui, celle, ceux, celles</p> <p>depuis + present tense</p> <p>pronouns y + en</p> <p>Past tense (passé composé) full paradigm, verbs with avoir + être</p> <p>Recognition of past tense (imperfect) forms: j'étais, je jouais, j'avais, je faisais, deciding when to use imperfect and when to use passé composé</p>	<p>cela peut + infinitives: provoquer, causer, mener à, favoriser, lier, tuer</p> <p>Conditional tense HPA: stems + endings full paradigm for être, boire, prendre, fumer LPA: je voudrais/j'aimerais/préférerais, il serait</p> <p>si + imperfect + conditional : interdire, aider, éviter, si je pouvais, si j'avais plus d'argent, si j'étais le premier ministre, si je pouvais</p>	<p>Agreement of adjectives il/elle est + masc/fem form of adjective</p> <p>Possessive pronouns: mon/ma/mes, ton/ta/tes, son/sa/ses</p> <p>Comparative adjectives: plus...que, moins...que, aussi...que</p> <p>Reflexive verbs: s'entendre avec, se disputer avec, se fâcher avec, s'appeler, present tense full paradigms</p> <p>Direct object pronouns to describe people e.g. je le trouve casse-pieds</p> <p>Formation of imperfect tense (full paradigm)</p> <p>Revision of immediate future, formation of simple future (lower ability: with 'je', higher ability: full paradigm)</p> <p>Si + present + je vais future (lower), + simpler future (higher)</p> <p>Recognising different tenses together- past/present/future</p>	<p>Film review: une critique, l'espor, le bonheur, les petits plaisirs, la tristesse, l'amour, la gentillesse</p> <p>Grammatical structures and skills</p> <p>Past tense (passé composé, avoir / être auxiliary)- a choisi, quitté, habité, trouvé, est devenue(e), morte</p> <p>Future tense LPA: near future, HPA: simple future</p> <p>Imperfect tense to describe scenes in the film</p> <p>Direct object pronouns e.g. je l'aime parce qu'il est bizarre.</p>	<p>Skills covered: Revisit en/aux/au/à</p> <p>Revisit: present tense (+ introduce stem changing verbs) future tense perfect tense imperfect tense</p> <p>Pouvoir / devoir + infinitive</p> <p>Demonstrative adjectives (ce / cette / ces /cet)</p>
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