**5 Year Curriculum Map French 2021-2022**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Y7**  **Content** | **Introductions**  Students will learn basic introductions, personal details, family members and adjectives to describe appearance and personality. | **School**  Students will use present tense verbs and infinitive constructions to describe their school subjects, buildings and uniform, and to give justified opinions. | **Hobbies and opinions**  Students are introduced to a range of present tense verbs, and will learn how to say what they do, what the like to do and to give reasons for their opinions.  . | **Where I live**  Students will describe their houses and local areas, and learn further infinitive constructions to say what they can do in their town and to give justified opinions | **Holidays**  Students will focus on the verb “je vais” in order to express where they go in the present tense, then use it to construct the near future ‘je vais aller’ to say where they are going to go. They will then add other infinitive verbs to describe a future holiday. | **Films, music and television**  Students talk about what they like to read, what and listen to, and then consolidate the year’s learning before an end of year assessment. |
| **Year 8**  **Content** | **N/A** | **N/A** | **N/A** | **N/A** | **N/A** | **N/A** |
| **Y9**  **Content** | **N/A** | **N/A** | **N/A** | **N/A** | **N/A** | **N/A** |
| **Y10**  **Content**  **Assessment** | **Family, friends and relationships.**  Students build on prior knowledge from Year 9 to describe their relationships with family and friends in detail using reflexive verbs and giving opinions. They will use the preterite to describe a recent family celebration and use the conditional tense to describe an ideal future partner. They will do this through giving detailed and varied descriptions in writing and speaking and to apply their knowledge to GCSE reading and listening tasks.  Assessment: AC1 exam covering reading, listening and writing. | **Healthy Living.**  Students will give their opinions on healthy eating in the present and then use the imperfect to describe previous bad habits. They will use the future and conditional tenses to describe what they will do to be healthy in the future. They will also describe a recent trip to a restaurant in the preterite tense. They will do this through giving detailed and varied descriptions in writing and speaking and to apply their knowledge to GCSE reading and listening tasks.  Assessment: Writing 90 GCSE question. | **Home, Local Area & Environment.**  Students will describe their homes and local area in detail and give opinions by building on prior knowledge. They will also describe a recent visit to town and what they can do to protect the environment. They will do this through giving detailed and varied descriptions in writing and speaking and to apply their knowledge to GCSE reading and listening tasks.  Assessment: AC2 exam covering reading, listening and writing. | **Travel & Tourism.**  Students will recap countries, regions, and activities and describe holidays in the past, present and future. They will also use the imperfect tense to describe their hotel and a bad holiday. They will do this through giving detailed and varied descriptions in writing and speaking and to apply their knowledge to GCSE reading and listening tasks.  Assessment: Exam covering reading, listening and writing. | **School.**  Students will describe their school life in detail and give opinions by building on prior knowledge. They will also describe future plans using the conditional and future tenses.  They will do this through giving detailed and varied descriptions in writing and speaking and to apply their knowledge to GCSE reading and listening tasks.  Assessment: Summer Mock GCSE: Speaking, Listening, Reading & Writing. | **Social & Global Issues.**  Students will learn about social and global issues in the present tense and describe solutions in the future tense in detail and give opinions by building on some prior knowledge of environmental problems. |
| **Y11**  **Content**  **Assessent** | **N/A** | **N/A** | **N/A** | **N/A** | **N/A** | **N/A** |