

Brief overview				
<p>Our Year 7 French curriculum promotes communication, initially focusing on how to greet others and share personal information about yourself. We also learn the names of animals which begins our focus on phonics and the importance of pronunciation. Students learn colours which then enable them to link and build sentences as we explore physical descriptions and clothes. We focus upon grammatical terminology (e.g. infinitive, cognate, conjugation) and linguistic structures which embed knowledge and skills from primary school. Additionally, we introduce present tense verbs (Regular ER verbs and irregular verbs e.g. avoir and être) which are directly used to describe hobbies and interests. Throughout our topics students practise giving a variety of opinions and justifying them using <i>parce que</i> and <i>car</i> (because) and <i>c'est</i> (it is).</p>				
Term	Autumn 1	Autumn 2 & Spring 1	Spring 2 & Summer 1	Summer 2
Unit title	Je me présente	Les couleurs du monde	Moi et mes trucs à moi	Ma vie active
Big question/ core concept	<p>1. Comment t'appelles-tu? What is your name?</p> <p>2. Comment ça va? How are you?</p> <p>3. Quel âge as-tu? How old are you?</p> <p>4. Quelle est la date? Quelle est la date de ton anniversaire ? What is the date? What is the date of your birthday?</p> <p>5. Où habites-tu? Where do you live?</p>	<p>1. Quelle est ta couleur préférée ? What is your favourite colour?</p> <p>2. Qu'est-ce que tu portes? What are you wearing?</p> <p>3. Tu es comment? What are you like? / How do you look?</p>	<p>1 C'est quoi, ton truc? What's your thing? / What are you into?</p> <p>2 Tu aimes quoi? What do you like? Tu n'aimes pas quoi? What don't you like?</p> <p>3 C'est quoi, ton animal préféré? What's your favorite animal?</p>	<p>1. C'est quoi, ta passion? Pourquoi? What is your passion? Why?</p> <p>2. Qu'est-ce que tu aimes faire en ligne? What do you like to do online?</p> <p>3. Pourquoi aimes-tu danser? Why do you like to dance?</p>
Knowing	<ul style="list-style-type: none"> • Introductions • Ça va + Key phrases to describe how you are feeling e.g. good, very good, bad, tired, hungry • Classroom language and the alphabet • Numbers 1-31 • Days of the week • Months of the year • Where you live • Je/Tu/Il/Elle 	<ul style="list-style-type: none"> • Colours for description including quel/quelle • Adjectival agreement & position of adjectives • Items of clothing • Opinions about the clothes you like to wear using du/des • Appearance (hair & eyes) using 1st & 3rd person with plural adjectives 	<ul style="list-style-type: none"> • Nouns and gender with cognates and semi-cognates • Definite articles: le, la, l', les • Simple opinions using c'est... • Present tense -er verbs e.g. Opinions using aimer, adorer, detester & negatives • "il y a" with animals and plural indefinite article: des • Possessive adjectives my & your • Prepositions of place • The verb Avoir (to have) 	<ul style="list-style-type: none"> • The verb Être (to be) with a focus upon phonics • Infinitives to describe free time activities / life online • 'Ma passion c'est ..'and give reasons • Consecutive verb rule - full conjugation of aimer / adorer / detester + infinitive phrases • Word families e.g. danser, la danse, danseur

Applying	<ul style="list-style-type: none"> How to introduce yourself and talk about how you are feeling How to use numbers 1-31 and months to give the date, your age and birthday To be able to ask and answer 5 key questions To be familiar with the 1st, 2nd and 3rd person singular To write a mini paragraph about yourself including name, age, birthday and where you live 	<ul style="list-style-type: none"> How to describe your favourite colour To write a description of a piece of art indicating likes and dislikes How to describe what you wear How to describe appearance in the 1st, 2nd and 3rd person singular To write a photo description To be able to ask and answer questions about clothing and appearance 	<ul style="list-style-type: none"> How to describe hobbies & interests How to express likes, dislikes and opinions How to describe your favourite animal How to talk about daily life indicating what your thing is e.g. sport, music, animals and why To be able to ask and answer questions about likes and dislikes How to use present tense ER verbs (opinions) in translation and written tasks 	<ul style="list-style-type: none"> How to talk about identity using the verb <i>être</i> How to talk about hobbies and why you like them How to talk about your life online with opinions and reasons Identify what others love doing in listening, reading and translating tasks How to use consecutive verb rule in translation and written tasks To write about your hobbies & interests
Assessment	<ul style="list-style-type: none"> Verbal feedback on mini dialogues 5 key Q&A Key piece with individual written teacher feedback on mini paragraph <i>Moi</i> with next steps 	<ul style="list-style-type: none"> End of Topic Assessment → Listening, Reading & Translation Mid-year assessment → Listening, Reading & Dictation 	<ul style="list-style-type: none"> Grammar Assessment EOY Assessment → Listening, Reading, Dictation & Writing 	<ul style="list-style-type: none"> Key piece with individual written teacher feedback on mini paragraph <i>C'est quoi ta passion?</i> with next steps End of Topic Assessment

Brief overview				
<p>Our Year 8 French curriculum initially focuses on the topic of school. Students apply knowledge of cognates as they identify school subjects, consolidate giving opinions with infinitives and recap numbers when learning how to tell the time.</p> <p>Our next topic is role models, which allows students to build upon their prior knowledge of adjectives and describe themselves, their friends and role models with the emphasis on positive and negative characteristics. Students also use comparatives and talk about what makes a good friend. We introduce references to the future tense using I would like, I want and you must when we learn the names of jobs and identify what is required to pursue certain careers. Additionally, students learn nationalities, countries and languages to build upon personal information learnt in Year 7. In order to promote cultural awareness our food and drink topic has dishes from Francophone countries. We focus grammatically upon introducing the true future tense, both regular and irregular verbs, with the aim of students being able to describe their future plans. Finally, we study family types and daily routines.</p>				
Term	Autumn 1 & 2	Spring 1 & 2	Spring 2 & Summer 1	Summer 2
Unit title	L'école pour tous	Moi et mon avenir	Le monde francophone	La vie en famille
Big question/ core concept	<ol style="list-style-type: none"> 1. Qu'est-ce que tu fais comme matières? What subjects do you do? 2. Qu'est-ce que tu aimes comme matières? What subjects do you like? 3. Comment est ton collègue? What is your school like? 4. Quelle heure est-il? What time is it? 5. C'est comment une journée typique au collège? What is a typical day at school like? 	<ol style="list-style-type: none"> 1. C'est quoi, un modèle? What is a role model? 2. Qui est plus sympa? Who is nicer? 3. C'est quoi, un bon ami? What is a good friend? 4. Tu veux faire quoi, comme boulot? What job do you want to do? 5. Tu veux faire quoi, à l'avenir? What do you want to do in the future? 	<ol style="list-style-type: none"> 1. Tu es de quelle nationalité? What is your nationality? 2. Qu'est-ce que tu prends au petit-déjeuner? What do you have for breakfast? 3. Qu'est-ce que tu vas prendre? What are you going to have? 4. Et à l'avenir? And in the future? 	<ol style="list-style-type: none"> 1. C'est comment ta famille? How is your family? 2. Quelle est ta routine quotidienne? What is your daily routine?
Knowing	<ul style="list-style-type: none"> • School subjects • The verb faire (to do) • The partitive articles du, de la, de l', des • Reasons for likes & dislikes (Teacher personality) • Adjectives with agreements • The verb avoir (to have) • The verb aller (to go) • à + the definite article • Il y a + school facilities • Time 	<ul style="list-style-type: none"> • Adjectives to describe personality • Relative pronoun Qui • Comparative adjectives (more / less ... than) • Je voudrais (I would like) + infinitive • Adverbs of frequency • Negatives - ne ...pas, ne...jamais, ne... rien • The verb vouloir (to want) to refer to the future. • Use of je veux, je vais and je voudrais + infinitive • Jobs • Use of il faut + infinitive (consecutive verb rule) • Infinitives to describe post 16 plans 	<ul style="list-style-type: none"> • Nationalities, countries & languages • The verb habiter (to live) and en / au / aux / à with countries & towns • The verb prendre (to take / have with food) • Items of breakfast food and drink, revisiting the partitive article (du / de la / de l' / des) 	<ul style="list-style-type: none"> • Family • Possessive adjectives • Daily routine • Reflexive verbs in the present tense • Time • Numbers

	<ul style="list-style-type: none"> Numbers Infinitives e.g. arriver au collège, aller en classe) Mealtimes Timetables After school activities The pronoun 'on' 		<ul style="list-style-type: none"> Breakfast in Francophone countries Items of lunch and dinner food & drink including Francophone dishes Expressions with <i>avoir</i> e.g. j'ai soif (I have thirst) NOT je suis soif (I am thirsty) Recap the near future and use je voudrais Form the "true" future tense regular verbs 	
Applying	<ul style="list-style-type: none"> How to talking about school subjects giving reasons for likes and dislikes How to talk about what is in your school using 'il y a' Identify school subjects, opinions, reasons and what someone's school is like in listening, reading and translating tasks How to use <i>faire</i> and <i>aller</i> in translation and written tasks How to tell the time and refer to activities at a specific time How to describe your timetable and after school activities How to talk about the school day using 'on' To write a description of your school including subjects studied, opinions, facilities and timetable 	<ul style="list-style-type: none"> How to describe role models To be able to describe yourself and a friend using comparatives and negatives To write a description of your role model and a friend How to refer to future events using <i>je veux, je vais</i> and <i>je voudrais</i> + infinitive Identify information about the future in listening, reading and translating tasks To describe what you would like to do in the future as a job using <i>je veux, je vais</i> and <i>je voudrais</i> + infinitive To be able to ask and answer questions about the future 	<ul style="list-style-type: none"> How to talk about nationalities, where you and others live and the languages you speak How to describe what you have for breakfast and what they have in different Francophone countries To be able to order items of food and drink To write about what you eat at mealtimes and express opinions about Francophone dishes Identify classic dishes in listening, reading and translating tasks How to talk about events in the true future tense e.g. I will travel or I will visit, I will leave or I will stay To write a description of your nationality, where you live, the language you speak, the same details for a friend or celebrity and where you would like to go in the future. 	<ul style="list-style-type: none"> How to discuss types of family Identify different family types in listening, reading and translating tasks How to tell the time and refer to activities at a specific time How to describe your daily routine To write a description of your daily routine
Assessment	<ul style="list-style-type: none"> End of Topic Assessment → Listening, Reading & Translation Key piece with individual written teacher feedback on mini paragraph <i>Mon collège</i> with next steps 	<ul style="list-style-type: none"> Mid-year assessment → Listening, Reading & Dictation End of Topic Assessment → Listening, Reading & Translation (including Grammar Assessment) 	<ul style="list-style-type: none"> EOY Assessment → Listening, Reading & Dictation End of Topic Assessment → Listening, Reading & Translation 	<ul style="list-style-type: none"> Key piece with individual written teacher feedback on mini paragraph <i>Ma routine</i> with next steps

Brief overview				
<p>Our Year 9 French curriculum firstly focuses on clothes and school uniform building upon prior knowledge of colours, adjectival agreement and clothing from Y7 and Y8. It is an opportunity to consolidate knowledge of present tense verbs and for students to extend opinions and create reasons linked to fashion. Adverbs of time from Y8 are referenced and we introduce <i>si</i> and <i>quand</i> clauses with weather when describing outfits we wear at the weekend. Grammatically we introduce the perfect tense to enable students to describe events in the past with an emphasis on last weekend and activities done during holidays at home. Additionally students learn to talk about new technologies and identify information about Francophone influencers, as well as providing a comparison of life online and real life through looking at examples of past and future activities. Finally, we study town and transport, and identify information about cities in francophone countries. Students will focus upon the recognition and use of three-time frames (four tenses for top sets).</p>				
Term	Autumn 1 & 2	Spring 1 & 2	Summer 1 & 2	Summer 2
Unit title	Le monde autour de moi	Les technologies	Les villes dans le monde francophone	Les opinions et les questions
Big question/ core concept	<p>1. Qu'est-ce que tu portes normalement? What do you normally wear?</p> <p>2. Qu'est-ce que tu portes au collège? What do you wear to school?</p> <p>3. Qu'est-ce que tu porteras? What will you wear ? TOP SET ONLY</p> <p>3. Et le weekend dernier? And last weekend?</p>	<p>1. Tu es technophile ou technophobe? Are you a technophile or a technophobe?</p> <p>2. Tu aimes les influenceurs? Do you like influencers?</p> <p>3. En ligne ou en réalité? Online or in real life?</p> <p>4. C'est le passé, le présent ou le futur? Is it the past, the present, or the future?</p>	<p>1. Qu'est-ce qu'on y trouve? What can be found there?</p> <p>2. Que vas-tu faire à Bruxelles? What are you going to do in Brussels?</p> <p>3. Où es-tu allé ? Where did you go?</p> <p>4. Comment est-ce que tu vas en ville normalement? How do you usually go into town/city?</p> <p>5. Quelles sont les villes de ta vie ? What are the cities of your life? TOP SET ONLY</p>	<p>1. Quel est ton opinion de ... ? What is your opinion of ...?</p> <p>2. C'est quoi ...? What is ... ?</p>
Knowing	<ul style="list-style-type: none"> Clothing with colours Adjectival agreement Fashion with opinions and reasons Regular present tense ER verbs with adverbs of time <i>Si</i> and <i>quand</i> clauses including weather Uniform The verb devoir (to have to) Language to describe a Photo <i>including il y a ...</i> How to form the simple future tense How to form 'le passé composé' with <i>avoir</i> -ER Regular verbs -IR / -RE Regular verbs 	<ul style="list-style-type: none"> New technology specific vocabulary e.g. un portable = mobile phone and infinitives e.g. télécharger = to download Pros and cons of technology using 'on peut', 'on veut' and 'on doit' New negatives e.g. ne...que, ne...plus, ne....personne Francophone influencers Verbs followed by prepositions and infinitives e.g. J'ai décidé à = I decided to... Life online and real life activities How to form the immediate future tense Adverbs of time – past, present and future 	<ul style="list-style-type: none"> Francophone countries Places in the town The adverbial pronoun y e.g. 'On y trouve' Demonstrative articles ce / cet / cette / ces Ask questions using subject-verb inversion The adverbial pronoun 'en' 'Je veux', 'Je vais' and 'J'ai l'intention de' + infinitives to describe future events. Adverbs Difference between the Perfect and Present tense in holiday descriptions Transport with <i>Prendre</i> Superlatives 	<ul style="list-style-type: none"> Expressions to give opinions High quality opinion phrases e.g. <i>je dirais que</i> Wide variety of adjectives Giving reasons for opinions Key question words Developing extended

	<ul style="list-style-type: none"> How to form 'le passé composé' with <i>être</i> Time phrases in the past Infinitives to describe weekend activities and activities at home during the holidays 	<ul style="list-style-type: none"> Future technologies 3 time frames 	<ul style="list-style-type: none"> Life journeys Imperfect tense 	answers to questions
Applying	<ul style="list-style-type: none"> How to describe outfits you wear at the weekend and to school To be able to accurately use present tense verbs Identify information about clothes, colours, adverbs of time in listening, reading and translation tasks To write a description of a photo To write about what I and others 'will' wear at some point in the future How to refer to past events using <i>le passé composé</i> Identify information about the past in listening, reading and translating tasks To describe what you wore, what you did last weekend and during the holidays at home To be able to ask and answer questions about the past To write about a festival / celebration / event using 'le passé composé' 	<ul style="list-style-type: none"> How to describe the pros and cons of new technology To be able to form negative sentences using new infinitive e.g. Je ne paye que sans contact = I only pay contactless How to talk about Francophone influencers and identify information about their careers, how they started, how many followers they have etc. in listening, reading and translation tasks To write an extended description about a Youtuber in the 3rd person How to use three-time frames How to describe life online and real life using key infinitives How to identify three time frames in listening, reading and translation tasks about technology and influencers To be able to translate and write sentences in the past, present and future tenses 	<ul style="list-style-type: none"> How to answer interview questions in 3 tenses How to describe a photo To write about a future visit to a Francophone city or town To identify the present and perfect tense in a visit to Kinshasa listening, reading and translation tasks To describe what you did in the perfect tense How to describe transport How to give reasons using superlatives How to describe life journeys including when you were younger where you used to live e.g. J'habitais 	<ul style="list-style-type: none"> How to use a variety of opinion phrases and adjectives non-cognates) To write extended sentences with opinions with reasons To answer questions - Quel est ton opinion de...? Quand? Pourquoi? Où? Qui ? Comment? C'est quoi?
Assessment	<ul style="list-style-type: none"> Grammar Assessment End of Topic Assessment → Listening, Reading & Translation 	<ul style="list-style-type: none"> Mid-year assessment → Listening, Reading & Dictation Key piece with individual written teacher feedback on mini paragraph <i>Imagine que ton frère ta soeur ou ton ami est Youtubeur ou influenceur. écris une paragraphe plein de details</i> with next steps. End of Topic Assessment → Listening, Reading & Grammar 	<ul style="list-style-type: none"> EOY Assessment → Listening, Reading & Dictation End of Topic Assessment → Listening, Reading & Translation 	<ul style="list-style-type: none"> End of Topic Assessment → Writing