

## Year 7 French Curriculum

**Communication:** Classroom language, pupil interaction language, phonics

**Grammar:** NCELP Model including: Key verbs, present tense, adjectival agreement, definite/indefinite article, pronouns and future tense

**Cultural/Career focus :** Film studies - Le Petit-Nicolas/Les Choristes

	Cycle One: Classroom language and Self	Cycle Two: The Present Tense/film study (Le Petit Nicolas)	Cycle Three: Questions/negative forms/near future/film study (Les choristes)
<b>Core Content</b>	<ol style="list-style-type: none"> <li>1. Introduction to learning languages</li> <li>2. Developing interaction language for use in the French classroom</li> <li>3. Using the verb “être” (to be)</li> <li>4. Understanding adjectives</li> <li>5. Saying how you are feeling</li> <li>6. Describing a person or a thing, yourself and others</li> <li>7. Understanding pronouns.</li> <li>8. Adjectival agreement</li> <li>9. Giving reasons for feelings.</li> <li>10. Using the verb “to have” and the indefinite article.</li> <li>11. Using verbs “avoir” and “être” to talk about having and being</li> <li>12. Understanding how the plural works</li> <li>13. Using the verb “faire” to talk about what you and others do.</li> </ol> <p><u>Independent Learning:</u> Careers Studying a French poem Using Linguagenut Revision</p>	<ol style="list-style-type: none"> <li>1. Developing an understanding of the present tense.</li> <li>2. Using the present tense to describe what happens usually, and what is happening in that instance.</li> <li>3. Learning the difference between the present simple and present continuous.</li> <li>4. Talking about what you do, and what he/she does.</li> <li>5. Talking about what we do, and what people like doing.</li> <li>6. Introducing the plural: talking about what they do.</li> <li>7. Studying plural verb endings in the present tense.</li> <li>8. Learning translation skills</li> <li>9. Developing reading skills to decode information in longer texts.</li> <li>10. Using larger numbers and consolidating numbers.</li> <li>11. Reviewing and extending classroom interaction language in French</li> </ol> <p><u>Independent Learning:</u> Careers Studying French film (Le Petit Nicolas) Using Linguagenut Revision</p>	<ol style="list-style-type: none"> <li>1. Developing an understanding of questions in French</li> <li>2. Questioning with intonation and verb-subject inversion</li> <li>3. Understanding and using question words to ask for information.</li> <li>4. Giving opinions on a character from a film.</li> <li>5. Using the negative.</li> <li>6. Saying what you and others don’t do</li> <li>7. Introducing prepositions.</li> <li>8. Saying what there is or is not.</li> <li>9. Using the irregular verb “to go” and introducing the immediate future.</li> <li>10. Expressing future intentions</li> <li>11. Reviewing and extending classroom interaction language in French</li> </ol> <p><u>Independent Learning:</u> Careers Studying a French film (Les Choristes) Using Linguagenut Revision</p>
<b>Other Content</b>	Reading and understanding a French poem.	<i>Le Petit Nicolas</i> - learning the present tense through film. Understanding a well known French literary character.	<i>Les Choristes</i> – Learning question forms through film. Developing empathy and understanding.
<b>Skills</b>	French phonics, use of interaction language for the French classroom.	Conjugating and manipulating present tense verbs	Developing understanding of the present tense. Question forms Learning to form the future tense.
<b>Key Concepts</b>	Phonics	The Present Tense	The Future Tense
<b>Building schema</b>	Using phonics to develop pronunciation skills and developing confidence in speaking.	Recognising patterns in verb conjugation and manipulating verbs in written and spoken French.	Forming the present tense, learning irregular verbs and forming the immediate future.
<b>Assessment</b>	Pre-Assessment, Mid Cycle Assessment (Knowledge Test), End Cycle Assessment (Applying Your Knowledge Test)	Pre-Assessment, Mid Cycle Assessment (Knowledge Test), End Cycle Assessment (Applying Your Knowledge Test)	Pre-Assessment, Mid Cycle Assessment (Knowledge Test), End Cycle Assessment (Applying Your Knowledge Test)

## Year 8 French Curriculum

**Communication:** Classroom language, pupil interaction language, phonics

**Grammar:** NCELP Model including: Key verbs, present tense, modal verbs, past tense, adjectival agreement, possessive adjectives, negative structures

**Cultural/Career focus:** Film- Les Vacances de Petit Nicolas, poetry - Robert Desnos, qualities needed for jobs (careers)

	Cycle One: Modal Verbs, past tense/ Les Vacances de Petit Nicolas	Cycle Two: Describing where you go and what you eat and drink	Cycle Three: Free time
<b>Core Content</b>	<ol style="list-style-type: none"> <li>Using and understanding modal verbs</li> <li>Saying what you want, must or can do</li> <li>Using negative structures</li> <li>Talking about what happens at different times of the year.</li> <li>Developing an understanding of the past tense (le passé composé)</li> <li>Talking about past experiences</li> <li>Comparing what you did yesterday to with today</li> <li>Talking about free-time</li> <li>Developing an understanding of questions (Est-ce que)</li> <li>Using possessive adjectives</li> </ol> <p><u>Independent Learning:</u> Careers Studying a French film Using Languageut Revision</p>	<ol style="list-style-type: none"> <li>Talking about what you do on a typical day</li> <li>Describing what you eat and drink</li> <li>Saying what people do and don't do</li> <li>Using the partitive article</li> <li>Review of present tense ir/re verbs</li> <li>Using the past (perfect) tense with a negative structure</li> <li>Understanding countable and uncountable nouns</li> <li>Reviewing definite and indefinite articles</li> <li>Reviewing and consolidating numbers</li> <li>Reviewing and extending classroom interaction language in French</li> </ol> <p><u>Independent Learning:</u> Careers Studying a French poem Using Languageut Revision</p>	<ol style="list-style-type: none"> <li>Comparing two things</li> <li>Comparing the past and present</li> <li>Saying what you are (not) going to do</li> <li>Saying what you always/never do</li> <li>Talking about how groups of people do things</li> <li>Asking and answering questions</li> <li>Talking about what you know</li> <li>Talking about the environment around you</li> <li>Reviewing and consolidating phonics knowledge</li> <li>Reviewing and extending classroom interaction language in French</li> </ol> <p><u>Independent Learning:</u> Careers Studying a French literary text Using Languageut Revision</p>
<b>Other Content</b>	Film study: Les Vacances de Petit Nicolas Career Focus: Discussing qualities needed for different jobs	Poetry: L'oiseau du Colorado – Robert Desnos	Animation: Le Saute-Mouton/Les Oiseaux
<b>Skills</b>	Talking in a range of tenses.	Comparing the past with the present in French	Being able to compare what you did, with what you are doing and what you are going to do. Being able to use the comparative form. Being confident with French pronunciation
<b>Key Concepts</b>	Modal verbs, the past tense	Present tense, the past tense, uncountable nouns	Present, past (perfect) and near future tense Phonics review
<b>Building schema</b>	Extending knowledge of the present tense and starting to use and understand the past tense	Being able to say what you did yesterday and to give an opinion and compare that to today.	Developing an understanding of communicating in three tenses
<b>Assessment</b>	Pre-Assessment, Mid Cycle Assessment (Knowledge Test), End Cycle Assessment (Applying Your Knowledge Test)	Pre-Assessment, Mid Cycle Assessment (Knowledge Test), End Cycle Assessment (Applying Your Knowledge Test)	Pre-Assessment, Mid Cycle Assessment (Knowledge Test), End Cycle Assessment (Applying Your Knowledge Test)

**Year 9 French Curriculum Communication:** Development of Speaking and Listening skills, sharing and justifying opinions.

**Grammar:** Adjectives, Phonics, Modal verbs, reviewing the past present and future tenses, reflexive verbs.

**Cultural/Career focus:** Film studies - excerpts from films, Le Petit Prince, Une Vie de Chat

	Cycle One: Me, My Family and Friends	Cycle Two: Technology	Cycle Three: Free time and food
<b>Core Content</b>	<ol style="list-style-type: none"> <li>Using pronouns and understanding gender neutral pronouns.</li> <li>Using adjectives and reviewing adjectival agreements plus adjective order.</li> <li>Use of complex structures to describe something/someone (soit...soit...)</li> <li>Review of SSCs taught in year 7 and 8 via an authentic literary text (Le Petit Prince – Chapter 1)</li> <li>Understanding difficult vocabulary in a text – synonyms and cognates.</li> <li>Describing a picture or a scene.</li> <li>Expressing future intentions – saying what you are going to do and what you want to do.</li> <li>Using adverbs to describe a scene.</li> <li>Using infinitive structures (sans and pour)</li> </ol> <p><u>Independent Learning:</u> Careers Languagenut Revision</p>	<ol style="list-style-type: none"> <li>Simple verbs in the past tense to talk about New Year celebrations.</li> <li>Using the past tense with “être” verbs.</li> <li>Using the present tense to talk about free-time</li> <li>Using complex opinion phrases.</li> <li>Reviewing and using time phrases.</li> <li>Using the perfect tense to talk about what you have recently done.</li> <li>Using sequencers to organise your writing.</li> <li>Using a complex past tense structure – après avoir</li> <li>Introduction to the imperfect tense to describe past events.</li> <li>Using the the perfect and imperfect tenses together.</li> </ol> <p><u>Independent Learning:</u> Careers Languagenut Revision</p>	<ol style="list-style-type: none"> <li>Talking about your past and what you used to do.</li> <li>Talking about childhood memories and what others used to do using the perfect tense.</li> <li>Talking about gender identity and expression.</li> <li>Using direct object pronouns.</li> <li>Talking about personal preferences (shopping, reading, film etc)</li> <li>Using direct object pronouns to talk about TV.</li> <li>Introducing the vocab for music and discussing what music you like.</li> <li>Making decisions about the future.</li> <li>Using impersonal phrases – il y a/il faut/il y avait</li> <li>Using three tenses in your writing.</li> <li>Using reflexive verbs</li> </ol> <p><u>Independent Learning:</u> Careers Languagenut Revision</p>
<b>Other Content</b>	Authentic literary text study: Le Petit Prince – Chapter 1 Film Study: Le Petit Prince	Film Study – Une Vie de Chat Song: Amir – J’ai cherché	Careers – comparing what you wanted to do in the past to your current ambitions. Discussing future choices of career.
<b>Skills</b>	Using complex structures to improve writing and speaking answers.	Developing syntax and more complex opinion phrases and being able to give opinions in another tense.	Using complex opinions and connectives to narrate events in the past, present and future tense.
<b>Key Concepts</b>	Complex opinion phrases	Improving oracy through picture based discussions.	Using a variety of tenses
<b>Building schema</b>	Using complex structures to improve writing and speaking answers.	Developing syntax and more complex opinion phrases and being able to give opinions in another tense.	Using complex opinions and connectives to narrate events in the past, present and future tense.
<b>Assessment</b>	Pre-Assessment, Mid Cycle Assessment (Written Test), End Cycle Assessment (Speaking, Reading and listening)	Pre-Assessment, Mid Cycle Assessment (Written Test), End Cycle Assessment (Reading and listening)	Pre-Assessment, Mid Cycle Assessment (Written Test), End Cycle Assessment (Reading and listening)

## Year 10 French Curriculum GCSE French (Legacy GCSE)

**Communication:** Development of Speaking and Listening skills and writing skills, sharing and justifying complex opinions.

**Grammar:** Modal verbs, reviewing the past, present and future tenses. Developing a knowledge of the conditional and the imperfect tenses.

**Cultural/Career focus:** Film studies – Neilly sa mère

	Cycle One: Festivals	Cycle Two: My Region/holiday	Cycle Three: Social and Global Issues (Health/the Environment)
<b>Core Content</b>	<ol style="list-style-type: none"> <li>Discussing festivals in France.</li> <li>Investigating French culture and festivals.</li> <li>Understanding the significance of Bastille Day</li> <li>Discussing Christmas in France and consolidating knowledge of festivals.</li> <li>Comparing festivals in France and the UK</li> <li>Complex opinion phrases and using the present tense to talk about your preferred festival</li> <li>Using the past tense to talk about what you did last year to celebrate Christmas/your birthday</li> <li>Recognising three tenses in written texts.</li> <li>Talking about your hopes for future celebrations</li> <li>Describing a photo on the theme of festivals</li> <li>Using three tenses in your writing.</li> <li>Using the imperfect tense to describe something in the past tense</li> <li>Using the perfect and the imperfect tense together.</li> </ol> <p><u>Independent Learning:</u> Careers Languagenut Revision</p>	<ol style="list-style-type: none"> <li>Talking about places in town and what there is in town.</li> <li>Using infinitive structures to say what you can do.</li> <li>Using adverbs with the present tense.</li> <li>Using the conditional tense with “if” clauses.</li> <li>Developing the conditional tense.</li> <li>Talking about your region using comparatives and superlatives.</li> <li>Using the perfect tense to say what you have recently done in your town.</li> <li>Using the conditional to give and justify opinions.</li> <li>Talking about your house and rooms of the house.</li> <li>Analysing long texts in French.</li> <li>Describing your ideal house/town using the conditional tense</li> <li>Talking about what you would do on a gap year.</li> <li>Talking about ideal holidays.</li> <li>Discussing what someone did on a gap year</li> <li>Talking about future holiday plans.</li> <li>How to approach and succeed in the written exam.</li> <li>Analysing an exam question to find ways to improve.</li> </ol> <p><u>Independent Learning:</u> Careers Languagenut Revision</p>	<ol style="list-style-type: none"> <li>Introducing vocabulary to discuss healthy living.</li> <li>Reviewing infinitive structures and how to stay fit.</li> <li>Giving complex opinions.</li> <li>Developing reading and analytical skills.</li> <li>Reviewing the imperfect tense to compare what you used to do to what you do now.</li> <li>Reviewing the conditional to talk about how you could or should improve your health.</li> <li>Analysing written work about healthy lifestyle and embedding ways to improve.</li> <li>Talking about environmental problems.</li> <li>Talking about problems local to you.</li> <li>Discussing what you have recently done to help the environment where you live.</li> <li>Using the conditional tense to debate what you could/should do to help the environment more.</li> <li>Recognising cognates, antonyms and synonyms in a longer text.</li> </ol> <p><u>Independent Learning:</u> Careers Languagenut Revision</p>
<b>Other Content</b>	Five minute French history – The French Revolution	Film Study: Neully sa mère	Music: Yannick Noah – Aux Arbres Citoyens
<b>Skills</b>	Key vocab for Festivals. Using two different past tenses.	Debating different possibilities, using the comparative and the superlative	Giving complex opinions. Talking about how life used to be and discussing future possibilities.
<b>Key Concepts</b>	Perfect/imperfect tense	The conditional tense	The imperfect/the conditional tense
<b>Building schema</b>	Using two different past tenses to discuss what you used to do/were doing and what you have done/did.	Expanding our knowledge and understanding of tenses. Using the conditional as well as the past.	Being able to write, using a range of tenses on a range of topics.
<b>Assessment</b>	Pre-Assessment, Mid Cycle Assessment (Written Test), End Cycle Assessment (Speaking, Reading and listening)	Pre-Assessment, Mid Cycle Assessment (Written Test), End Cycle Assessment (Speaking, Reading and listening)	Pre-Assessment, Mid Cycle Assessment (Written Test), End Cycle Assessment (Speaking, Reading and listening)



## Year 11 French Curriculum - GCSE French (Legacy GCSE)

**Communication:** Development of Speaking, Listening skills and writing skills, sharing and justifying complex opinions.

**Grammar:** Review of all tenses, improving speaking and writing with complex structures

**Cultural/Career focus:** Comparison the French and British education system. Discussion of future career options.

	Cycle One: Education and future plans	Cycle Two: Revision & Speaking Prep	Cycle Three: Revision
Core Content	<ol style="list-style-type: none"> <li>Describing how you are you are a good pupil</li> <li>Talking about school subjects and using complex opinions</li> <li>Talking about life at school and reviewing the present tense</li> <li>Talking about school rules and reviewing infinitive structures</li> <li>Comparing the school system in France and the UK</li> <li>Talking about what you have recently done at school</li> <li>Debating what you would change or improve about your school</li> <li>Describing your work experience</li> <li>Talking about plans for further study</li> <li>Discussing future career options</li> <li>Describing your ideal job</li> </ol> <p><u>Independent Learning:</u> Languagenut Speaking booklet preparation Theme 3 Revision</p>	<p>Review of Theme 2 – Social and Global issues</p> <ol style="list-style-type: none"> <li>Flipped learning reading task – Health</li> <li>Flipped learning listening task – Holidays</li> <li>Translation at higher/foundation level</li> <li>Speaking booklet preparation Theme 1: What sort of person are you, how do you get on with..., free-time, technology, future relationships/views on marriage.</li> <li>Speaking booklet preparation Theme 2: Describe your town, your recent activities at home, problems in your local area, your ideal town, what you prefer to do on holiday, your last holiday, plans for future travel.</li> <li>Walking/talking mock – reading and listening</li> <li>90/150 word writing practice</li> </ol> <p><u>Independent Learning:</u> Languagenut Speaking booklet preparation Theme 1/2 Revision</p>	<p>Targeted revision of all skills.</p> <ol style="list-style-type: none"> <li>Speaking booklet preparation for all three themes.</li> <li>Role play practice.</li> <li>Practice of question forms.</li> <li>90 word question practice.</li> <li>150 word question practice.</li> <li>Vocabulary cross topic drilling.</li> <li>Revision clocks (Higher and Foundation)</li> </ol>
Other Content	Careers focus – work experience discussion/benefits of apprenticeships/further study	A variety of past paper questions Listening to and discussion of example speaking exams.	
Skills	Key vocab for discussing education. Review of all tenses.	Review of tenses, complex structures and key vocab	
Key Concepts	Complex opinions/connectives	Speaking preparation all themes	
Building schema	Gaining a deeper understanding of reading and listening task skills.	Creating well structured spoken responses and using them to improve written work.	
Assessment	Pre-Assessment, Mid Cycle Assessment (Written Test), End Cycle Assessment (Reading and listening mock, writing)	Pre-Assessment, Mid Cycle Assessment (Written Test), End Cycle Assessment (Reading and listening mock, writing and speaking)	

