

Curriculum Overview				
Year Group	Unit	Unit of Work	Assessment Content	Vocabulary mapping
7	1	Unit title La Rentrée Why this? Why now? This unit contains the basic building blocks of French. High frequency words, grammar and concepts are introduced. Students will: <ul style="list-style-type: none"> Know a variety of introductory vocabulary. They will know how to pronounce key French sounds, say their name and learn numbers, talk about siblings and age, describe a classroom, talk about likes and dislikes, describe themselves and others, say what they do and give dates in French. They will also know how to work out the meaning of unfamiliar vocabulary by looking for cognates and translate key vocabulary from French to English and English to French. Understand a variety of basic high frequency grammar skills using the topic vocabulary. They will understand how to pronounce key French sounds, use the indefinite article: <i>un, une</i>, use the grave accent, use the singular forms of <i>avoir</i>, the gender of nouns, use <i>il y a</i> to mean 'there is' or 'there are', use indefinite and definite articles (singular and plural), use the singular forms of <i>aimer</i> + the definite article and use <i>aimer</i> in negative sentences, use connectives (<i>et, mais, aussi</i>) and word order with <i>aussi</i>. They will understand how to use adjective agreements (masculine and feminine singular), use qualifiers with adjectives (<i>assez, très, trop, un peu</i>), use the singular forms of <i>être</i> and use <i>être</i> in negative 	Recall tasks at the start of every lesson Frequent exercises to check understanding	

		<p>sentences, recognise and understanding infinitives of – <i>er</i> verbs and use possessive adjectives: <i>mon, ma, mes</i>.</p> <ul style="list-style-type: none"> Be able to listen to short phrases and elicit specific information and identify familiar vocabulary, read short texts for gist and answer comprehension questions, translate short phrases from French to English and from English to French. They will be able to repeat vocabulary accurately, answer basic questions and use short phrases from memory. They will be able write in full sentences using the topic vocabulary. This is an introduction unit and some customs in French speaking countries will be addressed. 		
	2	<p>Unit title En Classe</p> <p>Why this? Why now? This unit builds on Unit 1 – using the familiar concept of school to demonstrate masculine/feminine noun rules, likes and dislikes with nouns, connectives and some key present tense verbs.</p> <p>Students will:</p> <ul style="list-style-type: none"> Know a variety of vocabulary on the topic of schools. They will know how to talk about colours, tell the time, say what they think about school subjects and why, use – <i>er</i> verbs to give opinions, talk about the school day and say what there is and isn't. They will also know facts about typical French schools. Understand a variety of basic high frequency grammar skills using the topic vocabulary, building on their knowledge from the previous topic. They will understand how to use context and cognates to decode words, pronounce key French sounds, use a range of 	<p>Recall tasks at the start of every lesson</p> <p>Frequent exercises to check understanding</p>	

		<p>verbs to express opinions: <i>aimer, adorer, détester</i> and use <i>ne ... pas</i> with <i>aimer</i>. They will understand how to use <i>parce que</i> to give reasons for their opinions and use <i>et</i> and <i>mais</i> to join sentences, as well as use qualifiers to give more detailed opinions (<i>très, vraiment, trop</i>) and use sequencers: <i>d'abord, ensuite, puis, après</i>. They will understand the conjugation of regular -er verbs and understand simple questions and how to form their responses.</p> <ul style="list-style-type: none"> • Be able to listen to phrases to make notes and to identify specific vocabulary relating to the topic of school. They will be able to read aloud in French and answer comprehension questions or identify specific points in short texts. They will be able to translate short texts into English. They will be able to use some regular verbs and opinions to talk about school in speech or writing, adapting longer sentences as necessary. • In this unit students will have the opportunity to compare many aspects of a typical French school with their own as well as looking at the school facilities in other French speaking countries. 		
	3	<p>Unit title Mon Temps Libre</p> <p>Why this? Why now? This unit starts to interleave vocabulary and grammar – using likes and dislikes with infinitives, using present tense verbs in more detail and introducing irregular verbs.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Know a variety of vocabulary on the topic of free time. They will know how to talk about weather, sports and activities. They will use the verbs <i>jouer à</i> and <i>faire de</i> in 	<p>Mid-Year assessment covering work from Unit 1 and Unit 2. Recall revision tasks before the assessment.</p> <p>Recall tasks at the start of every lesson Frequent exercises to check understanding</p>	

		<p>the context of free time. They will know how to talk about what they like doing using <i>aimer</i> + the infinitive and form and answer questions.</p> <ul style="list-style-type: none"> Understand a variety of basic high frequency grammar skills using the topic vocabulary, building on their knowledge from the previous two topics. They will understand further how to use context and cognates to decode words, pronounce key French sounds. They understand how to use <i>jouer</i> and <i>faire</i> in full sentences as well as <i>aimer</i>, <i>adorer</i> and <i>détester</i> + the infinitive of another verb. They will understand the use of the ne...pas negative and how to ask questions using <i>Est-ce que tu ...?</i> and <i>Qu'est-ce que tu ...?</i> Be able to listen to short extracts on the topic of free time, identifying activities and opinions. They will be able to read aloud in French and answer comprehension questions or identify specific points in short texts which may include some unfamiliar language. They will be able to translate short texts into English and phrases into French. They will be able to use some regular and irregular verbs with opinions to talk about free time in speech or writing and form questions for themselves or others to answer. In this unit students have the opportunity to learn about some traditional sports from different French speaking countries. 		
	4	<p>Unit title Ma Vie de Famille</p> <p>Why this? Why now? This unit builds on the previous units – specifically high frequency vocabulary and grammar.</p> <p>Students will:</p>	<p>Recall tasks at the start of every lesson</p> <p>Frequent exercises to check understanding</p>	

		<ul style="list-style-type: none"> • Know a variety of vocabulary on the topic of family life and homes. They will know how to talk about family members, pets and describe where they live (type of home, rooms etc). They will know how to talk about a typical French breakfast and about the French national holiday 'Bastille Day'. • Understand a variety of basic high frequency grammar skills using the topic vocabulary, building on their knowledge from the previous three topics. They understand how to use possessive adjectives ensuring they are correct for gender and plurality. They will develop their understanding of present tense verbs by practicing regular -re verbs and learning new irregular verbs (<i>boire</i>). They will learn to use the partitive article in the context of food. • Be able to listen to texts on a variety of topics and pick out specific information. They will be able to match descriptions to pictures, read texts and be able to answer detailed questions in English and basic questions in French. They will be able to describe people and pets and use some regular and irregular verbs with opinions to talk about their family or home in speech or writing and form questions for themselves or others to answer. • In this unit students have the opportunity to learn about some traditional French breakfasts and the reasons why the French celebrate Bastille Day. 		
	5	Unit title En Ville Why this? Why now?	Recall tasks at the start of every lesson Frequent exercises to check understanding	

		<p>This unit starts to expand beyond the basic building blocks. Using previous knowledge of the present tense and infinitives to introduce the near future tense.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Know a variety of vocabulary on the topic of town, cafés and plans for the future. They will know how to talk about what facilities there is/Isn't in town and how to talk about what activities they are going to do. They will know what they can order in a typical French café. • Understand a variety of basic high frequency grammar skills using the topic vocabulary, building on their knowledge from the previous four topics. They understand the difference between using <i>tu</i> and <i>vous</i>. They will understand the use of the verb <i>aller</i> – both in the present tense and its use in the near future (present tense of the verb <i>aller</i> + an infinitive) • Be able to listen to texts on a variety of topics and pick out specific information, noting details and opinions. They will be able longer read texts in both the present tense and near future and be able to answer detailed questions in English and basic questions in French. They will be able to describe their town and what they are going to do at the weekend in speech or writing and be able to order drinks and snacks at a café. • In this unit students have the opportunity to learn about some traditional French snacks, the idea of 'café culture' and how to order in a café. 		
	6	<p>Unit title Paris</p> <p>Why this? Why now? This unit consolidates the knowledge from Year 7 and prepares students for Year 8.</p>	<p>End of year assessment covering work from all of Year 7.</p> <p>Recall revision tasks before the assessment.</p>	

		<p>Students will:</p> <ul style="list-style-type: none"> • Know about some of the main tourist attractions in Paris. • Understand how to use the near future to express what you are going to do. • Be able to consolidate their knowledge from this year and prepare for year 8. • In this unit students will learn about some of the main tourist attractions in Paris, this will include tourist information such as opening hours and entrance prices. 	<p>Recall tasks at the start of every lesson Frequent exercises to check understanding</p>	
8	1	<p>Unit title Vive les vacances</p> <p>Why this? Why now? This unit builds on the knowledge from Year 7. Using some familiar vocabulary in a new context then introducing unfamiliar vocabulary and new grammar skills, including the perfect tense.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Know how to build on the vocabulary from Year 7, specifically activities they do in the holidays. They will know how to talk about their school holidays, saying what they visited and what they did. They will also know how to say what their experience was like and how to say they didn't do something. • Understand how to use the perfect tense (past) in French. They will understand further uses of the verbs <i>avoir</i> and <i>être</i> and how they are used in the perfect tense alongside the past participle. They will understand how to use regular verbs and some high frequency irregular verbs in the perfect tense talking about themselves and others. They will also understand how to form a negative sentence in the perfect tense. In 	<p>Recall tasks at the start of every lesson Frequent exercises to check understanding</p>	

		<p>addition, they will understand the use of <i>en/au/aux</i> with countries.</p> <ul style="list-style-type: none"> • Be able to listen to and read texts in the perfect tense to pick out specific information or answer comprehension questions. They will be able to describe a holiday in the past, expressing where they went, how they travelled and who with, where they visited and what they did. • In this unit students will learn about some tourist attractions in other French speaking countries. 		
	2	<p>Unit title À loisir</p> <p>Why this? Why now? This unit builds both concepts from Year 7 and also Unit 1 in Year 8. Bringing together likes and dislikes, the present, near future and the perfect tenses</p> <p>Students will:</p> <ul style="list-style-type: none"> • Know how to build on the vocabulary from Year 7 and the first unit in Year 8. They will know how to describe different genres of film and TV show and give their opinions with reasons why. They will know how to talk about leisure activities and use negatives. They will know how to ask questions and formulate responses. • Understand further uses of the perfect tense as well as revise their use of the near future. They will learn to understand time expressions as an indicator of tense. They will develop their understanding of adjective agreements. • Be able to listen to and read texts in two tenses and to pick out specific information, answer comprehension questions and recognise synonyms. They will be able to describe film and TV show genres giving opinions and reasons for their opinion. 	<p>Recall tasks at the start of every lesson</p> <p>Frequent exercises to check understanding</p>	

		<ul style="list-style-type: none"> In this unit students will look at the leisure activities in other French speaking countries – specifically Cameroon and The Democratic Republic of Congo 		
	3	<p>Unit title Le monde est petit</p> <p>Why this? Why now? This unit continues to consolidate previous knowledge and basic building blocks with new concepts such as modal and reflexive verbs.</p> <p>Students will:</p> <ul style="list-style-type: none"> Know how to build on previous vocabulary. They will know describe where they live and the weather. They will know how to use pouvoir and devoir. They will know how to talk about how you help at me and daily routine. Understand how to use modal verbs with infinitives and reflexive verbs. They will understand different ways of saying 'in' and the little words that change meanings. They will understand irregular adjectives (spellings and position, synonyms and using both the present and perfect tenses together. Be able to listen to and read texts in two tenses and to pick out specific information, answer comprehension questions and recognise synonyms. They will be able to describe, in speech and writing, where they live and the summer and winter climate, talk about how they help at home and their daily routine using both the present and perfect tenses. In this unit students will look at some different regions of France 	<p>Mid-Year assessment covering work from Term 1 and Term 2. Recall revision tasks before the assessment.</p> <p>Recall tasks at the start of every lesson Frequent exercises to check understanding</p>	

	<p>4</p> <p>Unit title Le sport en direct</p> <p>Why this? Why now? This unit consolidates previous vocabulary and looks at up to three tenses together rather than in isolation.</p> <p>Students will:</p> <ul style="list-style-type: none">• Know how to build on previous vocabulary. They will know how to talk about sports using <i>jouer à</i> and <i>faire de</i> and give opinions about sports. They will know how to ask the way and give directions. They will also know how to talk about injuries, illnesses and take part in a conversation with a doctor.• Understand how to use <i>jouer à</i> and <i>faire de</i> in the present tense and as an infinitive with opinions. They will understand the use of <i>il faut</i> and <i>il ne faut pas</i>. They will understand time expressions and further use of the near future. They will understand questions in past present and future and how to respond in the correct time frame.• Be able to listen to and read texts in up to three tenses and to pick out specific information, answer comprehension questions and recognise synonyms. They will be able to describe, in speech and writing, what sports they do and their opinions of them, they will be able to ask for and give directions and discuss ailments with a doctor. <p>In this unit students will look at sports played in French speaking countries and the use of the pharmacy in France.</p>	<p>Recall tasks at the start of every lesson</p> <p>Frequent exercises to check understanding</p>	
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9	5/6	<p>Unit title Les projets d'avenir (1)</p> <p>Why this? Why now? This unit builds on Year 7 and Year 8 – cementing the next layer of the language building blocks. This is a longer Unit.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Know how to build on previous vocabulary. They will know how to talk about earning money through household tasks, part time jobs and future careers. • Understand how to use the modal verbs pouvoir and devoir with infinitives. They will understand further uses of the present, perfect and near future tenses. They will understand how negatives change the meaning in different time frames. • Be able to listen to and read texts in up to three tenses and to pick out specific information, answer comprehension questions and recognise synonyms. They will be able to pick out where negatives have been used. They will be able to describe, in speech and writing, what household chores they do or don't do, part time jobs and what they are going to do in the future. • In this unit students will look at how teenagers in different French speaking countries earn money. 	<p>End of year assessment covering work from all of Year 8 (and Year 7)</p> <p>Recall revision tasks before the assessment.</p> <p>Recall tasks at the start of every lesson</p> <p>Frequent exercises to check understanding</p>	
	1	<p>All Streams</p> <p>Unit title J'adore les fêtes</p> <p>Why this? Why now? This unit builds on previous vocabulary, grammar and contexts – supporting the start of Year 9</p> <p>Students will:</p> <ul style="list-style-type: none"> • Know how to build on previous vocabulary. They will know how to describe different festivals and 	<p>Recall tasks at the start of every lesson</p> <p>Frequent exercises to check understanding</p>	

		<p>celebrations and give their opinions on them. They will know how to buy specific quantities of food in a market and what food is eaten on special days.</p> <ul style="list-style-type: none"> • Understand how to use the present tense (using ER/IR and RE verbs), how to express quantities and using <i>vous</i> in a shopping situation. • Be able to listen to and read texts in up to three tenses and to pick out specific information, answer comprehension questions and recognise synonyms. They will be able to pick out where negatives have been used. They will be able to describe, in speech and writing, what festivals they, or others, celebrate and give their opinions. They will be able to ask and answer questions in two different tenses. • In this unit students will learn about different festivals in French speaking countries 		
	2	<p>All streams Unit title Ma vie en musique</p> <p>Why this? Why now? This unit uses a topic familiar to students to develop questioning and extending responses</p> <p>Students will:</p> <ul style="list-style-type: none"> • Know how to build on previous vocabulary. They will know how to talk about songs and musical instruments. They will know how to discuss their musical preferences and describe a concert. They will know how to ask and answer questions about music, musical events and past activities. • Understand how to use up to three tenses together. They will understand how to ask and answer questions 	<p>Recall tasks at the start of every lesson Frequent exercises to check understanding</p>	

		<p>in more than one tense. They will understand how to use negatives, comparisons and extended opinions.</p> <ul style="list-style-type: none"> • Be able to listen to and read texts in up to three tenses and to pick out specific information, answer comprehension questions and recognise synonyms. They will be able to pick out where negatives have been used. They will be able to describe their musical preferences and give reasons for their opinions, including negative expressions and comparatives. • In this unit students will learn about some young refugees and also will be introduced to music from France and from different French speaking countries both in contemporary and traditional genres. 		
	<p>3</p> <p>All Streams Unit title Le meilleur des mondes</p> <p>Why this? Why now? This unit starts to showcase knowledge and skills from all of KS3 – bringing together more complex language and using three tenses</p> <p>Students will:</p> <ul style="list-style-type: none"> • Know how to build on previous vocabulary. They will know how to talk about food and discuss eating habits such as veganism, talk about animals and the natural world and talk about helping the environment. • Understand how to use two tenses together. They will understand how to use <i>il faut/je voudrais</i> + infinitive and a variety of negative phrases. • Be able to listen to and read texts in up to three tenses and to pick out specific information, answer comprehension questions and recognise synonyms. 	<p>Mid-Year assessment covering work from Term 1 and Term 2. Recall revision tasks before the assessment.</p> <p>Recall tasks at the start of every lesson Frequent exercises to check understanding</p>		

		<p>They will be able to pick out where negatives have been used. They will be able to describe a photo in French as well as discussing eating habits and environmental issues.</p> <ul style="list-style-type: none"> In this unit students will see the difference in school canteen food in French speaking countries, they will look at wildlife and environmental issues in different French speaking countries as well as alternative lifestyles for culture or choice. 		
	4	<p>Stream 1,2&3 Introduction to GCSE Unit title: Mes Loisirs/My hobbies</p> <p>Why this? Why now? This unit gives an introduction to the GCSE course – consolidating KS3 and introducing the Edexcel Themes 1&2: Lifestyle & Wellbeing and Media & Technology</p> <p>Students will:</p> <ul style="list-style-type: none"> Students will revisit and build upon the topic of free time activities introduced in KS3. They will study sports, music, TV and film. They will also talk about social media and gaming. Students continue to practice using three/four tenses together, as well as regularly practicing exam skills for all four papers based on the thematic contexts of My Personal world and Media and Technology. Students will start working on Role-Play cards related to this topic. Photocard practice will be based on free-time activities, and students will start to complete a Speaking booklet in preparation for their GCSE exam. GCSE Thematic Context link: My personal world, Lifestyle and Wellbeing, Media and technology 		

		<ul style="list-style-type: none">As this is Year 9 we will take additional time and use additional support to ensure vocabulary and grammar are embedded		
	4	<p>Stream 4,5&6 Unit title Mon monde à moi</p> <p>Why this? Why now? This first unit consolidates the basic skills covered in previous units with a new context – showing them as transferable skills</p> <p>Students will:</p> <ul style="list-style-type: none">Know how to build on previous vocabulary. They will know how to talk about opinions in greater depth. They will know how to describe other people and extra-curricular activities. They will know how to describe what they did to celebrate their last birthday and what they wore.Understand how to use two tenses together. They will understand how to use opinions with a noun and an infinitive. They will understand how to say when they do an activity and add connectives and sequencers to extend their responses. They will understand different negative phrases and how to use them.Be able to listen to and read texts in up to three tenses and to pick out specific information, answer comprehension questions and recognise synonyms. They will be able to pick out where negatives have been used. They will be able to describe people and describe what they did/wore for their last birthday.	Recall tasks at the start of every lesson Frequent exercises to check understanding	

		<ul style="list-style-type: none"> In this unit students will be able to compare their extra-curricular activities and birthday celebrations with those in France 		
	5	<p>Stream 1,2&3 Introduction to GCSE Unit title: Mes Loisirs/My Hobbies (continued from Unit 4)</p> <p>Why this? Why now? This first unit gives an introduction to the GCSE course – consolidating KS3 and introducing the Edexcel Themes 1&2: Lifestyle & Wellbeing and Media & Technology</p> <ul style="list-style-type: none"> Students will: Students will revisit and build upon the topic of free time activities introduced in KS3. They will study sports, music, TV and film. They will also talk about social media and gaming. Students continue to practice using three/four tenses together, as well as regularly practicing exam skills for all four papers based on the thematic contexts of My Personal world and Media and Technology. Students will start working on Role-Play cards related to this topic. Photocard practice will be based on free-time activities, and students will start to complete a Speaking booklet in preparation for their GCSE exam. GCSE Thematic Context link: My personal world, Lifestyle and Wellbeing, Media and technology As this is Year 9 we will take additional time and use additional support to ensure vocabulary and grammar are embedded 		
	5	<p>Stream 4,5&6 Unit title Le monde Francophonie</p>	Recall tasks at the start of every lesson	

		<p>Why this? Why now? This unit will showcase what students have learnt throughout Year 7 and KS3.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Know how to build on previous vocabulary. In the context learning about French speaking countries, they will know how to showcase what they have learnt throughout Year 9 and KS3. • Understand how to use regular and some high frequency irregular verbs in the present, perfect and near future tenses, use selected modal verbs with an infinitive. They will understand how to use comparisons and use adjectives with the correct agreement. • Be able to listen to and read texts in up to three tenses and to pick out specific information, answer comprehension questions and recognise synonyms. They will be able to pick out where negatives have been used. They will be able to describe different French speaking countries in speech and writing. • In this unit students will be learning about French speaking countries around the world. • During this term some students may be taking part in the French residential trip to Dieppe. 	Frequent exercises to check understanding	
	6	<p>Stream 1,2&3 Introduction to GCSE Unit title: Mes amis et ma famille /My friends and my family</p> <p>Why this? Why now? This second unit gives an introduction to the GCSE course – consolidating KS3 and introducing the Edexcel Themes 3: My Personal World</p>	<p>End of year assessment covering work from all of Year 9 and KS3. Recall revision tasks before the assessment.</p>	

		<p>Students will:</p> <ul style="list-style-type: none"> Students will revisit core KS3 vocabulary related to personal details, family and free time activities. By the end of the module students will be able to talk about self and family, relationships and how they get on with others, and describe their plans for the future regarding marriage and children. They will also learn vocabulary regarding love, equality and respect. They will continue to practice photo descriptions related to the topic of family and relationships. GCSE Thematic Context link: My personal world As this is Year 9 we will take additional time and use additional support to ensure vocabulary and grammar are embedded 	<p>Recall tasks at the start of every lesson Frequent exercises to check understanding</p>	
	6	<p>Stream 4,5&6 Eng of KS3 French Project Unit title: Francophone Music through the decades</p> <p>Why this? Why now? This is a French cultural project celebrating the end of KS3. It covers Francophone music and musical influences from the 1950s to the 2000s. KS3 French skills will be used to look at artist biographies and song lyrics.</p>	<p>End of year assessment covering work from all of Year 9 and KS3. Recall revision tasks before the assessment.</p> <p>Recall tasks at the start of every lesson Frequent exercises to check understanding</p>	