

French Year 7	Curriculum Intent: In year 7 students will study 6 areas pertinent to their life. They will focus on understanding and expressing descriptions and opinions. Grammatical knowledge will be built upon with key structures to each topic, such as adjectives and time, alongside a study of knowledge which is transferable and relevant for future learning such as opinions and verb conjugation. Continual skill development will occur through the inclusion of the four key areas of listening, speaking, reading and writing. Students will make links between these areas to develop their understanding of how languages work. A range of skills within these key areas will be developed throughout each unit with repeated practice. Each assessment will be used to inform future learning in the next unit, allowing teachers to focus on areas of knowledge and understanding which may need more practice.			
	Half term 1	Half term 2	Half term 3	Half term 4
Module	Unit 1 Allez 1 :Personal information, physical appearance, favourite objects	Unit 2 Allez 1: Personality, family, school subjects, friends	Unit 3 Allez 1: School, home, animals	Unit 4 Allez1: food
Interleaving	Previous knowledge and understanding revisited using a variety of starters			
Knowledge	<ul style="list-style-type: none"> Introduce yourself; say where you live, what languages you speak, your nationality Numbers up to 31; months; dates Say your age and birthday Describe hairstyle and eye colour Describe your favourite possession <ul style="list-style-type: none"> French-speaking regions 	<ul style="list-style-type: none"> Describe personality Name family members, say who you live with and what they are like Give opinions of school subjects Talk about friends and say how long you've known them <ul style="list-style-type: none"> Talk in detail about home and family; compare yourself now with how you used to be 	<ul style="list-style-type: none"> Talk about school and where you live; name different places to live Talk about leisure activities and personal possessions Talk about domestic pets, wild animals and farm animals <ul style="list-style-type: none"> Describe animals using colours and other adjectives 	Say what you eat and drink at different mealtimes <ul style="list-style-type: none"> Give opinions of food and drink; say what you can and can't eat Say where you like to eat out; order food in a café Use quantities and understand recipes; numbers above 40 <ul style="list-style-type: none"> Talk about food specialities and art
Understanding	Students will understand and apply the following grammatical structures: <ul style="list-style-type: none"> Definite article: <i>le, la, l', les</i> Indefinite article: <i>un, une, des</i> How to say 'in' + countries: <i>au, en</i> Adjectives of nationality Adjective agreement <i>Avoir: j'ai, tu as, il/elle/on a</i> 	Students will understand and apply the following grammatical structures: <p><i>Avoir and être</i></p> <ul style="list-style-type: none"> Adjective agreement Possessive adjectives: <i>mon/ma/mes, ton/ta/tes</i> 	Students will understand and apply the following grammatical structures: <ul style="list-style-type: none"> Present tense of regular <i>-er</i> verbs (1st/2nd/3rd person singular) Irregular verbs: <i>aller, faire</i> 	Students will understand and apply the following grammatical structures: <p>The partitive: <i>du, de la, de l', des</i></p> <ul style="list-style-type: none"> Present tense of <i>manger</i> and <i>boire</i> (1st/2nd/3rd person singular) Negatives: <i>ne ... pas, ne ... jamais</i> Use of <i>de</i> after a negative

	<ul style="list-style-type: none"> High-frequency structures, e.g. <i>c'est, il est, c'est quoi?</i> 	<ul style="list-style-type: none"> Connectives: <i>et, parce que, car, mais, par contre</i> Comparisons using <i>plus/moins</i> <i>Depuis</i> + present tense Object pronouns: <i>le, la, les</i> 	<ul style="list-style-type: none"> <i>Avoir</i> and <i>être</i> (full paradigm) Use of <i>j'</i> before a vowel Adjective agreement; position of colour adjectives Plural of nouns and adjectives Perfect tense: <i>j'ai visité, j'ai vu</i> <i>Je voudrais</i> + noun, <i>j'avais, c'était</i> 	<ul style="list-style-type: none"> <i>Pouvoir</i> + infinitive <i>J'aime/j'adore/je préfère/je déteste</i> + infinitive <i>Je voudrais</i> + noun/infinitive <ul style="list-style-type: none"> <i>Il faut</i> + noun/infinitive
Skills	Listening Speaking Reading Writing	Listening Speaking Reading Writing	Listening Speaking Reading Writing	Listening Speaking Reading Writing
Assessment	Listening Test Speaking Test	Reading Test Writing Test	Listening Test Speaking Test	Reading Test Writing Test

	Half term 5	Half term 6
Module	Unit 5 Allez 1: Local area	Unit 6 Allez 1: lifestyle
Interleaving	Previous knowledge and understanding revisited using a variety of starters	

<p>Knowledge</p>	<ul style="list-style-type: none"> • Say what places there are in a town; describe a town • Say what you can do at different places • Ask for and give directions • Arrange to go out and where to meet • Identify and describe the location of places on a map 				<ul style="list-style-type: none"> • Talk about clothes and say what style you like and what you wear on different occasions • Describe the weather • Say when/how often you do activities • Talk about weekend activities • Talk about music preferences and national events 			
<p>Understanding</p>	<p>Students will understand and apply the following grammatical structures:</p> <ul style="list-style-type: none"> • <i>Il y a un/une/des ..., il n'y a pas de/d'...</i> • Adjectives that precede the noun • <i>Au/à la/à l'/aux</i> ('to the', 'at the') • The imperative • <i>Vouloir</i> and <i>pouvoir</i> + infinitive • Prepositions: <i>en face/à côté/à droite/à gauche + du/de la/de l'/des ...</i> 				<p>Students will understand and apply the following grammatical structures:</p> <ul style="list-style-type: none"> • Present tense of regular <i>-er</i> verbs: <i>porter, jouer</i> • Present tense of <i>faire</i> • Reflexive verbs: <i>se lever, se coucher</i> • Possessive adjectives (<i>mon/ma/mes, ton/ta/tes, son/sa/ses</i>) 			
<p>Skills</p>	<p>Listening</p>	<p>Speaking</p>	<p>Reading</p>	<p>Writing</p>	<p>Listening</p>	<p>Speaking</p>	<p>Reading</p>	<p>Writing</p>
<p>Assessment</p>	<p>Listening Test Speaking Test</p>				<p>Reading Test Writing Test</p>			

French Year 8	Curriculum Intent: In year 8 students will study 6 areas pertinent to their life. They will focus on understanding and expressing descriptions and opinions. Grammatical knowledge will be built upon with key structures to each topic, such as adjectives and time, alongside a study of knowledge which is transferable and relevant for future learning such as opinions and verb conjugation. Continual skill development will occur through the inclusion of the four key areas of listening, speaking, reading and writing. Students will make links between these areas to develop their understanding of how languages work. A range of skills within these key areas will be developed throughout each unit with repeated practice. Each assessment will be used to inform future learning in the next unit, allowing teachers to focus on areas of knowledge and understanding which may need more practice. When the timetable for year 9 begins in July, students beginning their GCSE focus on grammar and vocabulary revision as a bridge to GCSE directly related to the GCSE AQA course.			
	Half term 1	Half term 2	Half term 3	Half term 4
Module	Unit 7 Allez 1 :	Unit 8 Allez 1:	Unit 3 Allez 2:	Unit 5 Allez 2:
Interleaving	Previous knowledge and understanding revisited using a variety of starters			
Knowledge	<ul style="list-style-type: none"> • Talk about usual holidays and preferred holidays • Talk about items you take on holiday • Talk about your ideal holiday • Describe a past holiday, where you went and what you did • Talk about festivals 	<ul style="list-style-type: none"> • Talk about sports that you do, and about winter/summer sports • Talk about other leisure activities and active holidays • Name parts of the body and talk about sports injuries <ul style="list-style-type: none"> • Talk about sports personalities and sports events 	<ul style="list-style-type: none"> • Describe old and new technology • Talk about using technology for leisure activities • Identify the potential dangers of social networking sites • Talk about the pros and cons of new technologies • Talk about favourite technology and gadgets 	<ul style="list-style-type: none"> • Talk about healthy eating • Discuss healthy lifestyles • Talk about how diet affects health • Talk about resolutions to be healthier • Talk about what life will be like in the future
Understanding	<p>Students will understand and apply the following grammatical structures:</p> <ul style="list-style-type: none"> • Present tense of <i>choisir</i> and <i>finir</i> • Present tense of <i>prendre</i> • Near future (<i>je vais prendre</i>) • <i>Je voudrais/j'aimerais</i> + infinitive • How to say 'in' + countries/cities: <i>en, au, aux, à</i> • Perfect tense with <i>avoir</i> • Perfect tense of <i>aller</i> 	<p>Students will understand and apply the following grammatical structures:</p> <ul style="list-style-type: none"> • <i>Jouer au/à la/aux</i> + ball games; <i>faire du/de la/de l'</i> + other sports • <i>Depuis</i> + present tense • <i>Je voudrais/j'aimerais</i> + infinitive • Perfect tense of <i>aller</i> 	<p>Students will understand and apply the following grammatical structures:</p> <ul style="list-style-type: none"> • Describe old and new technology • Talk about using technology for leisure activities 	<p>Students will understand and apply the following grammatical structures:</p> <ul style="list-style-type: none"> • Impersonal structures • The pronoun <i>en</i> • Perfect tense (revision) • Expressions of quantity <ul style="list-style-type: none"> • Future tense

	<ul style="list-style-type: none"> <i>C'était</i> 	<ul style="list-style-type: none"> <i>Pouvoir + infinitive</i> <i>J'ai mal au/à la/à l'/aux ...</i> 	<ul style="list-style-type: none"> Identify the potential dangers of social networking sites Talk about the pros and cons of new technologies <ul style="list-style-type: none"> Talk about favourite technology and gadgets 	
Skills	Listening Speaking Reading Writing	Listening Speaking Reading Writing	Listening Speaking Reading Writing	Listening Speaking Reading Writing
Assessment	Listening Test Speaking Test	Reading Test Writing Test	Listening Test Speaking Test	Reading Test Writing Test

	Half term 5	Half term 6
Module	Unit 8 Allez 2:	Unit 9 Allez 2
Interleaving	Previous knowledge and understanding revisited using a variety of starters	
Knowledge	Describe what type of home you live in <ul style="list-style-type: none"> Describe rooms in a house Describe a bedroom, items in it and their location Describe the type of home you would like to have Describe places in detail and express how you feel about them 	<ul style="list-style-type: none"> Talk about jobs and the qualities needed for certain jobs Talk about ideal jobs Talk about ambitions Talk about part-time jobs <ul style="list-style-type: none"> Talk about success and failure

<p>Understanding</p>	<p>Students will understand and apply the following grammatical structures:</p> <ul style="list-style-type: none"> • Y • <i>Depuis</i> + present tense • Regular -re verbs in the present tense • Prepositions <ul style="list-style-type: none"> • <i>Si</i> clauses + imperfect tense and conditional 				<p>Students will understand and apply the following grammatical structures:</p> <ul style="list-style-type: none"> • Masculine and feminine forms of jobs • Imperfect tense and the conditional (revision) • Use different tenses together • <i>Si</i> clauses + imperfect tense and conditional (revision) <ul style="list-style-type: none"> • <i>Quand</i> with different tenses 			
<p>Skills</p>	<p>Listening</p>	<p>Speaking</p>	<p>Reading</p>	<p>Writing</p>	<p>Listening</p>	<p>Speaking</p>	<p>Reading</p>	<p>Writing</p>
<p>Assessment</p>	<p>Listening Test Speaking Test</p>				<p>Reading Test Writing Test</p>			

<h1>French Year 9</h1>	<p>Curriculum Intent: In year 9 students will study 6 areas pertinent to their life. They will focus on understanding and expressing descriptions and opinions. Grammatical knowledge will be built upon with key structures to each topic, such as adjectives and time, alongside a study of knowledge which is transferable and relevant for future learning such as opinions and verb conjugation. Continual skill development will occur through the inclusion of the four key areas of listening, speaking, reading and writing. Students will make links between these areas to develop their understanding of how languages work. A range of skills within these key areas will be developed throughout each unit with repeated practice. Each assessment will be used to inform future learning in the next unit, allowing teachers to focus on areas of knowledge and understanding which may need more practice. When the timetable for year 9 begins in July, students beginning their GCSE focus on grammar and vocabulary revision as a bridge to GCSE directly related to the GCSE AQA course.</p>			
	Half term 1	Half term 2	Half term 3	Half term 4
Module	Unit 1 AQA :	Unit 2 AQA:	Unit 3 AQA:	Unit 4 AQA:
Interleaving	Previous knowledge and understanding revisited using a variety of starters			
Knowledge	<p>Me, my family and friends</p> <ul style="list-style-type: none"> Relationships with family and friends Marriage/ partnership 	<p>Technology in everyday life</p> <ul style="list-style-type: none"> Social media Mobile technology 	<p>Free-time activities</p> <ul style="list-style-type: none"> Music Cinema and TV Food and eating out Sport 	<p>Customs and festivals in French-speaking countries/ communities</p> <ul style="list-style-type: none"> Festivals traditions
Understanding	<p>Students will understand and apply the following grammatical structures:</p> <ul style="list-style-type: none"> avoir and être and regular present tense possessive adjectives reflexive verbs <i>-se disputer/se fâcher/s'entendre avec</i> comparatives <i>plus que/moins que</i> adverbs of frequency revisiting adjectives to describe <i>en</i> + present participle revision of future tense 	<p>Students will understand and apply the following grammatical structures:</p> <ul style="list-style-type: none"> revision of past tenses to recount how social media have been used; or life before technology <i>grâce à/sans/avec</i> enhanced statements of possibility including <i>permettre de</i> <i>il est possible que</i> + subjunctive 	<p>Students will understand and apply the following grammatical structures:</p> <ul style="list-style-type: none"> consolidation of present tense including irregular verbs <i>sortir, prendre, mettre, voir, vouloir</i> extend range of two verbs together future tense introduced for eg weekend plans adverbs such as <i>d'habitude/normalement</i> clauses introduced by <i>quand/lorsque</i> and <i>si</i> 	<p>Students will understand and apply the following grammatical structures:</p> <ul style="list-style-type: none"> perfect of verbs with <i>être</i> + agreement rules reflexive verbs in perfect; perfect and imperfect tenses together describing a past event/festival; actions and opinions

	<ul style="list-style-type: none"> direct and indirect object pronouns 															
Skills	Listening	Speaking	Reading	Writing	Listening	Speaking	Reading	Writing	Listening	Speaking	Reading	Writing	Listening	Speaking	Reading	Writing
Assessment	Listening Test Speaking Test				Reading Test Writing Test				Listening Test Speaking Test				Reading Test Writing Test			

	Half term 5	Half term 6
Module	Unit 5 AQA:	Unit 6 AQA
Interleaving	Previous knowledge and understanding revisited using a variety of starters	
Knowledge	Home, town, neighbourhood and region <ul style="list-style-type: none"> describing home household chores town and area 	Social issues <ul style="list-style-type: none"> Healthy/ unhealthy living
Understanding	Students will understand and apply the following grammatical structures: <ul style="list-style-type: none"> il y a/on a/c'est prepositions pouvoir + infinitive expressions of quantity irregular verbs aller/faire 	Students will understand and apply the following grammatical structures: <ul style="list-style-type: none"> partitive articles with food items recap on devoir/il faut il vaut mieux/il vaudrait mieux negative ne...jamais previous health habits using imperfect tense vouloir + infinitive

	<ul style="list-style-type: none"> • <i>ceux qui</i> + verb • <i>s'intéresser à</i> • <i>s'intéresser à</i> • enhancing descriptions using <i>qui/que/dont</i>) • demonstrative adjectives <i>ce, cet, cette, ces</i> 				<ul style="list-style-type: none"> • <i>vouloir que</i> + subjunctive <i>il est possible que</i> + subjunctive 			
Skills	Listening	Speaking	Reading	Writing	Listening	Speaking	Reading	Writing
Assessment	Listening Test Speaking Test				Reading Test Writing Test			

French Year 10	Curriculum Intent: In year 10 students will study 6 areas pertinent to their life. They will focus on understanding and expressing descriptions and opinions. Grammatical knowledge will be built upon with key structures to each topic, such as adjectives and time, alongside a study of knowledge which is transferable and relevant for future learning such as opinions and verb conjugation. Continual skill development will occur through the inclusion of the four key areas of listening, speaking, reading and writing. Students will make links between these areas to develop their understanding of how languages work. A range of skills within these key areas will be developed throughout each unit with repeated practice. Each assessment will be used to inform future learning in the next unit, allowing teachers to focus on areas of knowledge and understanding which may need more practice.			
	Half term 1	Half term 2	Half term 3	Half term 4
Module	Unit 7 AQA :	Unit 8 AQA:	Unit 9 AQA:	Unit 10 AQA:
Interleaving	Previous knowledge and understanding revisited using a variety of starters			
Knowledge	Global issues The environment Poverty/ homelessness	Travel and tourism Holidays Travel areas	My studies School School subjects opinions	Life at school/ college School day routine
Understanding	Students will understand and apply the following grammatical structures: <ul style="list-style-type: none"> • Revision of <i>devoir</i> and <i>pouvoir</i> + infinitive • Recognising <i>pouvoir</i>, <i>vouloir</i> and <i>devoir</i> in the conditional • Using <i>si</i> + present tense • <i>Si</i> clauses + present tense + future tense • The imperative (vous form) • The imperative (tu form) • Verbs of possibility • <i>Permettre de</i> + infinitive 	Students will understand and apply the following grammatical structures: <ul style="list-style-type: none"> • Using prepositions for countries and modes of transport • Using negatives • Sequencing words and phrases • <i>Depuis</i> + the present tense • The pronoun <i>y</i> • Revision of the perfect tense with <i>avoir</i> and <i>être</i> • Revision of the imperfect tense of –er verbs 	Students will understand and apply the following grammatical structures: <ul style="list-style-type: none"> • <i>devoir</i> + infinitive • <i>il faut</i> + infinitive (compulsory subjects) • <i>parce que/car</i> to express reasons • perfect tense regular <i>avoir</i> verbs • two verbs together eg <i>aimer/aimer mieux/préférer</i> • comparative and superlative in expressing opinions about subjects • use of <i>tu</i> and <i>vous</i> in informal/formal exchanges 	Students will understand and apply the following grammatical structures: <ul style="list-style-type: none"> • transfer <i>devoir/pouvoir/il faut/vouloir</i> to school rules context • <i>si</i> clauses using imperfect and conditional • quantity words <i>beaucoup/trop/assez/pas assez + de</i> (including with plurals) perfect tense with <i>avoir</i> using regular and common irregular verbs (<i>ce que j'ai fait comme devoirs</i>)

Skills	Listening	Speaking	Reading	Writing	Listening	Speaking	Reading	Writing	Listening	Speaking	Reading	Writing	Listening	Speaking	Reading	Writing
Assessment	Listening Test Speaking Test				Reading Test Writing Test				Listening Test Speaking Test				Reading Test Writing Test			

	Half term 5				Half term 6			
Module	Unit 11 AQA:				Unit 12 AQA			
Interleaving	Previous knowledge and understanding revisited using a variety of starters							
Knowledge	Jobs, Career Choices and Ambitions Work experience Different employment opportunities				Current and future study and employment Education post-16			
Understanding	Students will understand and apply the following grammatical structures: <ul style="list-style-type: none"> Using the pronouns <i>ce qui</i> and <i>ce que</i> Using intensifiers; Using less common prepositions Revision of <i>si</i> clauses in the present tense; <i>Si</i> clauses with the future tense Ignoring words which are not needed in listening tests 				Students will understand and apply the following grammatical structures: <ul style="list-style-type: none"> <i>ce qui/ce que ... c'est...</i> sentence pattern building on <i>si</i> clauses with present and future more complex two verb structures (<i>avoir l'intention de/avoir envie de/avoir le droit de</i>) 			
Skills	Listening	Speaking	Reading	Writing	Listening	Speaking	Reading	Writing

Assessment	Listening Test Speaking Test	End of Year Exam – All 4 skill areas
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French Year 11	Curriculum Intent: In year 11 students will revisit the 12 units of work pertinent to their life and to the exam. They will focus on revision of expressing descriptions and opinions. Grammatical knowledge will be revised with key structures to each topic, such as adjectives and time, alongside a study of knowledge which is transferable and relevant for future learning such as opinions and verb conjugation. The four key areas of listening, speaking, reading and writing will constantly be addressed in order to ensure confidence in the final exam.															
	Half term 1				Half term 2				Half term 3				Half term 4			
Module	Units 1, 2, 3 revision				Units 4, 5, 6 revision				Units 7, 8, 9 revision				Units 10, 11, 12 revision			
Interleaving	Previous knowledge and understanding revisited using a variety of starters															
Knowledge	This half term revision of units 1, 2, 3 Specific- unit 1, 2, 3 vocabulary and grammar				This half term revision of units 4, 5, 6 Specific- unit 4, 5, 6 vocabulary and grammar				This half term revision of units 7, 8, 9 Specific- unit 7, 8, 9 vocabulary and grammar				This half term revision of units 10, 11, 12 Specific- unit 10, 11, 12 vocabulary and grammar			
Understanding	Students will understand and apply the following grammatical structures: Grammar from unit 1, 2, 3 specific- please see unit 1, 2, 3 notes for specific grammar points to be revised this half term				Students will understand and apply the following grammatical structures: Grammar from unit 4, 5, 6 specific- please see unit 4, 5, 6 notes for specific grammar points to be revised this half term				Students will understand and apply the following grammatical structures: Grammar from unit 7, 8, 9 specific- please see unit 7, 8, 9 notes for specific grammar points to be revised this half term				Students will understand and apply the following grammatical structures: Grammar from unit 10, 11, 12 specific- please see unit 10, 11, 12 notes for specific grammar points to be revised this half term			
Skills	Listening	Speaking	Reading	Writing	Listening	Speaking	Reading	Writing	Listening	Speaking	Reading	Writing	Listening	Speaking	Reading	Writing

Assessment	Listening Test Speaking Test	November Mock Exams	Listening Test Speaking Test	March Mock Exams
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	Half term 5				Half term 6			
Module	All Topic Areas				N/A			
Interleaving	Previous knowledge and understanding revisited using a variety of starters							
Knowledge	Exam paper practice				N/A			
Understanding	Students will understand and apply the following: Preparation for final exam- ensuring exam success- being confident with the layout of exam papers and answering fully				N/A			
Skills	Listening	Speaking	Reading	Writing	Listening	Speaking	Reading	Writing
Assessment	All 4 skill areas over the half term-pre-exams/ exam season				n/a			

