



Curriculum Overview: French

Year 7 Autumn Term 1			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
Introduction to French: basic greetings, the alphabet, numbers and dates.	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Vocabulary for basic greetings</li> <li>• The alphabet in French</li> <li>• Vocabulary for numbers up to 40</li> <li>• Vocabulary for days of the week and months of the year</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Differences between English and French with regard to numbers, use of capital letters, phonetics</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Pronunciation</li> <li>• Forming French sentences, including how to ask and answer questions</li> <li>• Using French accents</li> </ul>	<p>Ability to contribute verbally to class discussion and ask and answer questions in French.</p> <p>Ability to spell French words using the French alphabet.</p> <p>The ability to listen carefully to a French speaking person and pick out useful information while setting aside irrelevancies which do not answer the question.</p> <p>Applying knowledge to a GCSE style question.</p> <p>The ability to write short sentences in French and copy accurately.</p>	<p>BBC Bitesize Doddle languagesonline.org.uk BBC class clips – greetings Youtube videos esp by Alain Le Lait</p>

**Year 7 Autumn Term 2**

What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p>Self, family and friends: school equipment and colours and family members</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• The vocabulary for school equipment, colours and close family members</li> <li>• Gender of nouns</li> <li>• Possessive pronouns</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• That all French nouns have a gender, and adjectives change according to the gender of the noun they describe.</li> <li>• That in French most adjectives come after the noun.</li> <li>• Use of possessive pronouns</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Using French nouns correctly including definite and indefinite article</li> <li>• Including adjectives in sentences to improve the quality of writing and speaking</li> <li>• Including possessive pronouns in describing family members</li> <li>• Asking and answering questions in French</li> </ul>	<p>Ability to participate verbally in class conversations, asking and answering questions.</p> <p>The ability write sentences about school equipment and family members, using adjectives, definite and indefinite articles, and possessive pronouns.</p> <p>Ability to explain how gender works in French, and how adjectives are used in French.</p> <p>This is seen in activities such as creating tables and writing sentences as well as answering questions and describing photographs and pictures of families and school equipment.</p>	<p>BBC class clips – family Doodle  <a href="http://languagesonline.org.uk">languagesonline.org.uk</a>                      BBC Bitesize                      Youtube videos</p>

**Year 8 Autumn Term 1**

What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p>Revision of year 7 work followed by more detailed descriptions of friends and family to include physical and character description in the first and third person, jobs, places of work and where people live.</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Vocabulary for description of people</li> <li>• Vocabulary for basic jobs and places of work</li> <li>• Vocabulary for where people live</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Conjugation of the verb to be and its use in first and third person</li> <li>• Conjugation of regular –er verbs</li> <li>• That there is no need for the indefinite article in French when saying what job a person does.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Pronunciation</li> <li>• Strategies for remembering vocabulary</li> <li>• Accuracy in French writing</li> </ul>	<p>Ability to contribute verbally to class discussion and ask and answer questions in French.</p> <p>The ability to listen carefully to a French speaking person and pick out useful information while setting aside irrelevancies which do not answer the question.</p> <p>Applying knowledge to a GCSE style question.</p> <p>The ability to write longer sentences in French and to use connectives to improve writing.</p> <p>Applying the grammatical rules learnt in class to speaking and writing.</p>	<p>BBC Bitesize Doddle languagesonline.org.uk BBC class clips – greetings Youtube videos esp by Alain Le Lait</p>

**Year 8 Autumn Term 2**

What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
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<p>Free time activities including sports, hobbies and TV genres and programmes, and a basic introduction to the past tense in French</p> <p>AP1?</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• The vocabulary for sports and hobbies</li> <li>• The vocabulary for TV genres</li> <li>• How the past tense works in French</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• That the past tense in French is made up of 3 parts: subject pronoun, auxiliary verb and past participle</li> <li>• That when giving opinions about types of TV programme, the genre needs to be in the plural</li> <li>• That for higher marks two tenses need to be used in the same piece of writing</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Using two tenses correctly</li> <li>• Using the past tense correctly with regular –er verbs and 1<sup>st</sup> person.</li> </ul>	<p>Ability to participate verbally in class conversations, asking and answering questions.</p> <p>The ability write extended pieces of writing (40-90 words) with opinions that are justified and two tenses.</p> <p>Ability to explain how the past tense is formed in French and to use it correctly with regular –er verbs in the first person.</p>	<p>BBC class clips – family Doodle  <a href="http://languagesonline.org.uk">languagesonline.org.uk</a>  BBC Bitesize  Youtube videos</p>
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**Curriculum Overview: French**

Year 9 Autumn Term 1			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?

<p>The topic is Me, my family and friends from Theme 1 of the GCSE course, Identity and culture.</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Key vocabulary for giving personal information and describing friends and family</li> <li>• Key vocabulary for talking about relationships with family and friends</li> <li>• Grammar: the verbs avoir and être, reflexive verbs</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• correct use of gender in adjectives and pronouns</li> <li>• the use of the extra pronoun with reflexive verbs</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• strategies for learning vocabulary</li> <li>• ignoring words which are not needed in listening and reading exercises</li> </ul>	<p>Ability to contribute verbally to class discussion in both languages.</p> <p>Ability to express opinions and give reasons for them including as many complex structures as possible.</p> <p>Including time phrases, qualifiers and different time frames whatever topic is being discussed</p> <p>Applying knowledge to a GCSE style question.</p> <p>A clear effort to consolidate knowledge and understanding of new grammar rules through speaking and writing</p>	<p>BBC Bitesize Doddle languagesonline.co.uk memrise.com quizlet.com Vocab lists published by exam board.</p>
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Year 9 Autumn Term 2			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p>The topic is home, town, neighbourhood and region from Theme 2 of the GCSE course, Local, national, international and global areas of interest</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Key vocabulary for describing the house, household chores, different types of house, regions of</li> </ul>	<p>Ability to contribute verbally to class discussion in both languages.</p>	<p>BBC Bitesize Doddle languagesonline.co.uk memrise.com quizlet.com</p>

	<p>France and other countries, and to talk about twinning with towns in other countries</p> <ul style="list-style-type: none"> <li>• Grammar: use and positioning of adjectives, negative phrases, using habiter and vivre, demonstrative adjectives</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• <b>how to use verbs which start with a vowel</b></li> <li>• <b>differences in word order in French and English</b></li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Recognising key topic words in reading and listening tasks</li> <li>• simplification and paraphrasing</li> </ul>	<p>Ability to express opinions and give reasons for them including as many complex structures as possible.</p> <p>Including negatives, time phrases, qualifiers and different time frames whatever topic is being discussed</p> <p>Applying knowledge to a GCSE style question.</p> <p>Ability to narrate or write events with sequencers.</p> <p>A clear effort to consolidate knowledge and understanding of new grammar rules through speaking and writing</p>	<p>Vocab lists published by exam board.</p>
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## Curriculum Overview: French

Year 10 Autumn Term 1			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
The topic is Life at School and College from Theme 1 of the GCSE course, Current and future study and employment.	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Key vocabulary for comparing school life in France and Britain</li> <li>• Key vocabulary for talking about school rules and uniform</li> <li>• Grammar: comparatives, agreeing and disagreeing, modal verbs</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Differences between school life in France and in Britain</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Using visual and verbal context in reading</li> <li>• Including comparatives in speaking and writing</li> <li>• Improving listening skills</li> </ul>	<p>Ability to contribute verbally to class discussion in both languages.</p> <p>Ability to express opinions and give reasons for them including as many complex structures as possible.</p> <p>Including time phrases, qualifiers and different time frames whatever topic is being discussed</p> <p>Applying knowledge to a GCSE style question.</p> <p>A clear effort to consolidate knowledge and understanding of new grammar rules through speaking and writing</p>	<p>BBC Bitesize Doddle languagesonline.co.uk memrise.com quizlet.com Vocab lists published by exam board.</p>

Year 10 Autumn Term 2			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?

<p>The topic is travel and tourism from Theme 2 of the GCSE course, local, national, international and global areas of interest</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Key vocabulary for describing holiday destinations, holiday preferences, holiday activities, different parts of France and means of transport</li> <li>• Grammar: prepositions, negatives, perfect tense with avoir, opinions and intensifiers and imperfect tense.</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Differences between regions of France.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Using negatives to improve writing</li> <li>• Sequencing</li> <li>• Paraphrasing</li> <li>• Recognising cognates and near cognates</li> </ul>	<p>Ability to contribute verbally to class discussion in both languages.</p> <p>Ability to express opinions and give reasons for them including as many complex structures as possible.</p> <p>Including negatives, time phrases, qualifiers and different time frames whatever topic is being discussed</p> <p>Applying knowledge to a GCSE style question.</p> <p>Ability to narrate or write events with sequencers.</p> <p>A clear effort to consolidate knowledge and understanding of new grammar rules through speaking and writing</p>	<p>BBC Bitesize Doddle languagesonline.co.uk memrise.com quizlet.com Vocab lists published by exam board.</p>
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## Curriculum Overview: French

Year 11 Autumn Term 1			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p>The topics are Environment and Poverty and Homelessness from Theme 2 of the GCSE course, local, national, international and global areas of interest.</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Key vocabulary for describing the challenges to the environment locally and globally</li> <li>• Key vocabulary for talking poverty and homelessness</li> <li>• Grammar: revision of modal verbs, using si with the present tense, the vous form of the imperative, verbs of possibility, subjunctive</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Environment problems and their solutions</li> <li>• Social issues and inequality</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Re-using known words and phrases across topics</li> <li>• Making use of social and cultural context when listening</li> <li>• Justifying answers</li> <li>• Agreeing and disagreeing in a discussion</li> </ul>	<p>Ability to contribute verbally to class discussion in both languages.</p> <p>Ability to express opinions and give reasons for them including as many complex structures as possible.</p> <p>Including time phrases, qualifiers and different time frames whatever topic is being discussed</p> <p>Applying knowledge to a GCSE style question.</p> <p>A clear effort to consolidate knowledge and understanding of new grammar rules through speaking and writing</p>	<p>BBC Bitesize Doddle languagesonline.co.uk memrise.com quizlet.com Vocab lists published by exam board.</p>

**Year 11 Autumn Term 2**

What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p>The topics are Charity and Voluntary Work from Theme 2 of the GCSE course, local, national, international and global areas of interest, and Career choices and Ambitions from Theme 3 of the GCSE course Current and future study and employment.</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Key vocabulary for charitable organisations and voluntary work.</li> <li>• Key vocabulary for job preferences, career choices and getting a job</li> <li>• Grammar: vouloir + infinitive, conditional tense of vouloir and aimer, verbs of liking and disliking, exclamations, the passive voice in the present tense, qui and que</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Issues surrounding charities, charitable work, and voluntary work.</li> <li>• The benefits and difficulties of various jobs and careers</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Using a glossary or bilingual dictionary</li> <li>• Using verbal context when listening</li> </ul>	<p>Ability to contribute verbally to class discussion in both languages.</p> <p>Ability to express opinions and give reasons for them including as many complex structures as possible.</p> <p>Including negatives, time phrases, qualifiers and different time frames whatever topic is being discussed</p> <p>Applying knowledge to a GCSE style question.</p> <p>Ability to narrate or write events with sequencers.</p> <p>A clear effort to consolidate knowledge and understanding of new grammar rules through speaking and writing</p>	<p>BBC Bitesize Doddle languagesonline.co.uk memrise.com quizlet.com Vocab lists published by exam board.</p>