



Year 7 French curriculum – 2024-2025						
	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	<p>Greetings and introductions, numbers. Key verbs- avoir- to have Etre- to be</p> <p>Adjectival agreements of nationalities and nouns.</p> <p>Au-masc countries en- fem countries</p>	<p>Adjectives masc/fem/plural To be- etre Avoir- to have Full paradigms to allow for 3rd person use and 1st person plural. Making comparisons plus_____ que/moins _____qu e. Using possessive adjectives to start sentences about other people- introduction of higher numbers to talk about older family members. Colours will be introduced and colour agreements to</p>	<p>School subjects and opinion phrases. Pupils will be introduced to the conjugation of regular verbs with “étudier- to study”. “porter- to wear” Pupils will be initiating comparisons and engaging in cultural discussions about the potential differences between our school and schools in France. Key verb- Il y a- there is/are. Transcribing of sentences from dictated phrases- phonics and pronunciation will be important for plural</p>	<p>Free time and opinion phrases + infinitive, pupils will be using their understanding of key vocabulary and grammar to complete translations of longer and more complex authentic texts as well as writing extended pieces of work with the use of adverbs.</p>	<p>Locational prepositions to describe the location of things in their house/bedroom or generally where their house is. Pupils will be using plural nouns to describe plural objects in their houses and using this to express and develop their written ideas as well as orally. Adjectives that are more relevant to objects will be introduced. Pupils will be introduced to the conditional tense through set phrases-</p>	<p>Why are there 4 ways of saying ‘to the’? (au a la, a l’ aux) How could I talk about other people? Could I add in a negative construction? Comparison of word order/sentence structure Directions also an introduction to the imperative tense- do pupils understand this in English? Extending their writing by expressing opinions of their towns or what they do in their towns (can they use their free time verbs for this)</p>



		discuss their pets/animals.	phrases where the S is omitted.			
<p>Knowledge & Understanding (National Curriculum) Skills are across the whole year.</p>	<p>Pupils are learning this to give them basic knowledge of French. For some pupils this is the first time they will have studied French- therefore it allows them to introduce themselves and talk about themselves in the first person. Some pupils may have some basic knowledge from primary school where they will recall this knowledge and further develop with the fundamental skills of languages for example read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and</p>	<p>They can use their previous learning of adjectives, numbers and possessive pronouns to build on their grammar structures, They will use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate- this will allow pupils to talk in the 3rd person by describing someone else. Pupils will be able to talk in the first and third person by introducing the 3rd person of their important verbs to be used.</p>	<p>Pupils are learning this to give themselves the opportunities to continue talking about themselves and their “world”. They will continue to work on their key skills, and understanding of cognates will be tested in this topic. They will be able to apply already known adjectives and use them in different contexts (school subjects/teachers) They will listen to a variety of forms of spoken language to obtain information and respond appropriately and they will be able to express their opinions on aspects of school and give more</p>	<p>Pupils will be using their knowledge of adjectives and recently learnt opinion phrases to initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address by discussing their free time activities and expressing how they make them feel. Pupils will be able to continue their knowledge of 1st person verbs and use them to speak coherently and write about their free time using time phrases for more detailed responses.</p>	<p>Pupils again are being taught to continue talking about “their world”. This module encourages pupils to describe in detail (building on previous knowledge of adjectives) their home, rooms and their own bedroom. They will use accurate grammar, spelling and punctuation and pupils will be able to converse in greater detail about their personal belongings in their home. Pupils will be going into greater detail with their knowledge of colours and using their listening skills to understand plurals/singulars.</p>	<p>They will be able to say what there is and isn’t in a town and to use the correct version of ‘to the’ with various places (understanding the rule m/f/pl) Pupils will be encouraged to use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate and increase the complexity of their spoken and written French by using infinitive constructions and more complex conjunctions To develop understanding of the subtleties of adjective position. To allow pupils to understand and give directions to find your way around a French town or to initiate directional conversations.</p>



	provide an accurate English translation of short, suitable material and write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language		detailed accounts with reasoning.			
Skills	R Develop RESILIENCE			<ul style="list-style-type: none"> ★ Making use of knowledge organiser when hit with a challenge or struggling rather than asking the teacher straight away. Can the phrase be said in different way (synonyms) ★ tackling challenging questions and completing higher level questions 		
	A Possess AMBITION			<ul style="list-style-type: none"> ★ They are assessed and given targets to aim for, engaging in challenging tasks, trying to use complex phrases. Using feedback activities to find errors and correcting these. 		
	I Demonstrate INTEGRITY			<ul style="list-style-type: none"> ★ Following the school rules, following the class teacher's rules. Being respectful to everyone in the class. Taking care with presentation. Can you help your peers in their work? 		



	S Embed Self-Discovery			★ completing independent learning at home or in spare time. Competing homework to their best ability.		
	E Display EMPATHY			★ accepting our opinions are all different, we must accept this and respect different opinions. We are all learning at different paces, accept that pupils may need more help than others. Can pupils help each other out. When discussing different countries and cultures. Be respectful of our cultural differences.		
Curriculum Links	<p>maths (numbers) maps (geog)</p> <p>will continue to use personal adjectives as they begin to talk about other people in their family and then as they discuss teachers at school. They will engage in number use and descriptions at GCSE level in all papers.</p>	<p>maths (numbers) RE (christmas)</p> <p>Pupils will take their 3rd person use of verbs into GCSE as they will be describing people and using their comprehension skills to identify these descriptions in listening and reading.</p>	<p>maths (timetable/telling the time)</p> <p>School studies is a GCSE topic that pupils will recover at KS4. they will also use some of this in y9 when they discuss their future careers- can they link their love of school subjects to a job?</p>	<p>Free time activities is a topic that will come into sports topic (y8) technology/ media (y8) and there is a specific free time topic in GCSE KS4- this allows pupils to continue using their basic vocabulary and add more complex structures into their work.</p>	<p>Pupils will be discussing their home environment at GCSE level- they will also be able to identify what other people's houses are like through their listening and reading skills. They will use their complex tenses (conditional) and writing skills to discuss a dream(future) home- this could be a key writing question at GCSE.</p>	<p>pupils will engage in descriptions of their town in y9 where they look at their town from an environmental problem- they will be able to build on this key vocabulary to discuss environmental problems and resolutions for their towns. They will also describe their hometown and the environmental problems that we come across at GCSE.</p>
Assessment	<p>SEPT- baseline OCT- CCP1- Language maths, all about me DEC- CCP2 -my family and friends FEB- EXAM 1- all about me, my family and friends, school</p>					



	<p>APRIL- CCP3- animals, free time June-EXAM 2- all year 7 topics</p>		
<p>Aspirations & Careers</p>	<p>whilst completing different topics- one career linked to each half termly topic included for pupils to learn and discuss?</p> <p>HT1- shop assistant HT2- Zoologist HT3- teacher HT4- children's entertainer HT5- estate agent HT6- tour guide</p>		