



Curriculum Overview

Curriculum Area: French Year: 7

Year 7 Curriculum:

Autumn Term: All about me

Bonjour! All pupils will learn how to greet someone, ask key questions about personal information and introduce themselves with the correct pronunciation and word order.

L'alphabet All pupils will be able to understand the French alphabet and use it with accurate pronunciation to spell out words.

Quel âge as-tu? All pupils will be able to ask and say how old they are and when their birthday is using the correct intonation, word order and pronunciation.

Comment es-tu? All pupils will be able to describe their personality and appearance using key vocabulary, the present tense of 'avoir' and 'être' with 'je' and accurate pronunciation.

Ma famille All students will be able to say who is in their family and describe their family's personalities and appearance using the same vocabulary from the previous unit and the present tense of avoir' and 'être' with 'il', 'elle' and the third person plural.

Les animaux de compagnie All pupils will be able to say how many pets they have and describe them using previous knowledge about numbers and adjectives including colours.

Spring Term: My free time

Tu es sportif? All pupils will be able to say what sports and activities they play and do using the present tense of 'jouer' and 'faire'.

Tu fais ça quand? All pupils will be able to say how often they do sports and activities.

Qu'est-ce que tu aimes faire? All pupils will be able to give their opinions about their hobbies and provide reasons.

La météo All pupils will be able to understand weather phrases and link these to their hobbies in order to say what activity they do depending on the weather.

Summer Term: Food and drink and film study

Tu prends quoi au petit-déjeuner? All pupils will be able to ask and say what they have for breakfast using the present tense of 'manger', 'boire' and 'prendre' with 'je'.

Qu'est-ce que tu aimes manger? All pupils will be able to describe what they like to eat and why using opinion verbs followed by the infinitive.

Tu manges à quelle heure? All pupils will be able to say at what time they eat using the 12-hour clock.

On mange quoi demain? All pupils will be able to say what they are going to eat tomorrow and at what time.

À table! All pupils will be able to discuss special meals and occasions.

Film Study All pupils will understand the synopsis of the film 'Le Petit Nicolas', be able to describe the poster, describe the characters and specific scenes relating to the previous units and write a film review.

Links to National Curriculum

We are laying important foundations in terms of phonics, vocabulary and grammar to consolidate language structures as pupils continue their MFL language learning into Year 8 where we revisit certain structures in more detail.

Grammar and vocabulary:

Throughout the year, we are developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar, vocabulary and phonics.

Understanding and communicating personal and factual information, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. Initiating and developing conversations while speaking coherently and with increasing confidence and accuracy.

Identifying and using tenses or other structures which convey the present and the future.

Linguistic competence:

Listening to a variety of forms of spoken language to obtain information and respond appropriately.

Transcribing words and short sentences that they hear with increasing accuracy.

Reading and showing comprehension of parts of original and adapted materials from a range of different sources, and providing an accurate English translation of short, suitable material.

Knowledge and understanding of this curriculum will be assessed by:

Lesson reviews at the beginning of every lesson used as opportunities for recall and to identify and address misconceptions before introducing new knowledge.

Continuous self-assessment and peer-assessment with verbal or written peer-feedback

Continuous use of mini-whiteboards and questioning to check understanding of concepts.

Continuous teacher feedback in exercise books to provide targets to move pupils forward with their progress.

Continuous vocabulary tests to check that pupils understand key vocabulary and structures and that they can spell it in French accurately.

Speaking Assessment or Translation Assessment half-way through the units.

Listening, Reading and Writing Assessments at the end of the units.

Powerful Knowledge/Cultural Capital Opportunities

Our Curriculum provides our pupils with opportunities to discover another language, different cultures and countries to become global citizens of the world. They develop empathy and tolerance, for example by discovering the use of gender-neutral pronouns. We provide our pupils with a seat at the table by giving them the chance to communicate in another language and to be able to discuss French celebrations, eating habits, and learn about the French President and French-speaking celebrities. They also have access to authentic materials such as films, poems, magazine extracts, songs, and nursery rhymes, which gives them a better understanding of the French-speaking world.