

FRENCH: Year 7



In year 7, students arrive with varying levels of prior knowledge and understanding of other languages. Students begin by engaging with the idea of why we learn a language and the importance of languages within our global community. Teachers work closely with students this year to develop their understanding of key concepts in Spanish and French, such as conjugation of key regular and irregular verbs, and their understanding of different time frames. Students are taught in their first half term of learning, how to communicate with their peers and their teacher in the classroom, by learning the key vocabulary and structures to enable them to use the language within the context of the classroom. This involves understanding, recognising and producing high frequency verbs in the language studied, through the 4 skills; listening, reading, writing and speaking, which are embedded frequently in each module studied.

As they progress throughout year 7, they revisit the concept of conjugation through a range of topics, and learn how to express themselves and their opinions on a wide range of topics, such as free time, holidays and school. Students acquire a secure knowledge of basic, high frequency vocabulary across these topics, which are then revisited in different contexts, so that they are consolidated throughout the year. As well as learning the present tense across the course of the year, students also learn how to conjugate the immediate future tense and the conditional tense. This enables them to speak and write with increasing confidence throughout the year.

Their learning throughout this foundational year is consolidated through the study of a film from the French or Spanish speaking world in the summer term, where they use the language they have learnt to describe events that have happened in the film and make predictions using the future tense. The film module also gives students access to learning about the culture and global communities where the language is spoken, developing their cultural understanding.

In this year of study, students have regular opportunities for speaking practice, with a focus on becoming confident communicators with the ability to speak spontaneously with their peers. Students will be encouraged to speak spontaneously in the present tense and the immediate future tense in order to solidify their understanding of key grammar.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>Topic: In class</p> <p>Vocabulary covered:</p> <p>The Francophone world and the French alphabet</p> <p>Introduction to infinitive structures : Il faut/Il ne faut pas Est-ce que je peux + Range of infinitive verbs for the classroom: parler en anglais parler en français écouter partir choisir faire les points m'asseoir chanter répondre être volontaire...</p> <p>ça va + range of justifications</p> <p>être (1st and 3rd person sing.) + adjectives : timide, bavarde, stupide, égoïste, intelligent(e), amusant(e), sympa</p> <p>Agreement/disagreement : c'est correct ce n'est pas correct je suis d'accord je ne suis pas d'accord</p>	<p>Topic: My world</p> <p>Vocabulary covered:</p> <p>Family members: mère, père, frère, sœur, oncle, tante, grand-père et grand-mère, fils unique, fille unique, jumeau/elle.</p> <p>Indefinite article : un/une/des</p> <p>Avoir : J'ai</p> <p>Être : je suis, il/elle est</p> <p>Descriptions with être: timide, malpoli(e), patient(e), égoïste, drôle, stupide, bavarde, amusant(e), intelligent(e), loyal(e), énervant(e)</p> <p>Range of regular ER infinitives: jouer au foot/regarder la télé/tchatter avec mes amis/surfer sur l'internet/jouer sur mon PS4/écouter de la musique/danser</p> <p>Opinion phrases: j'aime/j'aime assez/j'aime beaucoup/j'adore/je n'aime pas/je n'aime pas du tout/je déteste</p> <p>Negatives: ne...pas</p> <p>Time phrases: Normalement, le weekend</p> <p>Skills and grammatical structures:</p>	<p>Topic: My family, friends and I</p> <p>Vocabulary covered:</p> <p>Être: present tense 1st, 2nd, 3rd person</p> <p>Nationalities: allemande(e), écossais(e), français(e), anglaise(e), gallois(e), espagnole(e), belge, polonaise(e), jamaïcain(e), portugais(e), marocain(e), colombien(ne), italien(ne), algérien(ne), somalien(ne), australien(ne) (link to concept of AA from Aut 2)</p> <p>Avoir: present tense 1st, 2nd, 3rd person (+ numbers 1-31 for age)</p> <p>Months of the year</p> <p>Léopold Sedar Senghor, poem: noir, blanc, rose, rouge, bleu, vert, jaune, gris, tu es // je suis</p> <p>Descriptions with avoir: les cheveux (blonds, bruns, noirs, roux, raides, frisés, bouclés, longs, courts) et les yeux (noisette, bleus, verts)</p> <p>Possessive adjectives mon / ma / mes (revisit family members mère, père, frère, sœur, oncle, tante, grand-père et grand-mère)</p> <p>Continued descriptions with être: grand(e), petit(e), de taille-moyenne, gros(se), mince</p> <p>Describing personality: revisit Aut 2 adjectives + ennuyeux(-euse), généreux(-euse), courageux(-euse), travailleur(-euse), paresseux(-euse),</p>	<p>Topic: My school and studies</p> <p>Vocabulary covered:</p> <p>Irregular verb apprendre (1st, 3rd sing., 1st person plural)</p> <p>Definite articles + school subjects: l'anglais, les maths, le français, l'espagnol, la géographie, l'histoire, la musique, la technologie, l'EPS, le dessin</p> <p>Adjectives (subjects): intéressant(e), difficile, facile, important(e) utile, inutile, créatif(ive), relaxant(e), passionnant(e), nul(le), ennuyeux(euse)</p> <p>Adjectives (teachers): amusant(e), doué(e), bien organisé(e), gentil(le), compréhensif(ive), affreux(euse), sévère, drôle, sage, sympa</p> <p>Range of ER verbs for what you do at school: porter, jouer, travailler, bavarder, manger, lever, étudier</p> <p>Numbers 1-12 and time 'il est ... heures et quart, et demie, moins le quart'</p> <p>Describing what we are going to do in the future</p>	<p>Topic: Holidays</p> <p>Vocabulary covered:</p> <p>Countries: La France, Le Sénégal, Le Canada, La Belgique, La Suisse, La Côte d'Ivoire, Le Luxembourg, Le Cameroun, Haïti, Le Bénin</p> <p>Transport: prendre + la voiture, l'avion, le train, le métro, le vélo, le bateau, le bus, le car</p> <p>Complex opinions : je préfère, en ce qui me concerne, je dirais que, j'aime bien, de l'autre côté, je crois que, j'aimerais dire que</p> <p>ER verbs for activities on holiday: visiter, nager, acheter, se bronzer, manger, surfer, jouer, plonger, parler</p> <p>Skills and grammatical structures:</p> <p>À (au / à la / à l' / aux)</p> <p>ER present tense verbs (je, tu, il/elle, nous)</p> <p>Immediate future tense using 'aller' + infinitive verb (je, il/elle, nous)</p> <p>Conditional tense: (je voudrais,</p>	<p>Topic: Une vie de chat (film module)</p> <p>Vocab covered:</p> <p>Film genres: un film d'amour, d'horreur, d'action, de science-fiction, policiers, un western, un dessin-animé, une comédie</p> <p>Range of adjectives to give opinions: effrayant, entraînant, ça me fait peur/rire, ça me plaît</p> <p>Physical descriptions- les yeux verts, noisettes, les cheveux blonds, noirs, bruns.</p> <p>Range of infinitive verbs: voler, kidnapper, attraper, tomber (amoureux), arrêter, tuer, parler, sauver</p> <p>Skills and grammatical structures:</p> <p>Giving predictions about the film using the immediate future (il/elle, ils/elles)</p> <p>Using avoir and être to describe characters (il/elle)</p> <p>Introduction to the perfect tense (3rd person singular, ER verbs)</p> <p>Giving your opinion on the film using a range of opinions and justifications.</p>

	<p>Skills and grammatical structures:</p> <p>How cognates can help us in our language learning</p> <p>Knowledge that there are three types of verbs in French (ER / RE / IR)</p> <p>Infinitive structures, modal verb pouvoir</p> <p>Asking someone how they are and responding Ça va? + range of responses</p> <p>Being able to agree and disagree</p> <p>Introduction to adjectival agreement (+e for F)</p> <p>Introduction to the negative structure ne...pas</p>	<p>Expressing opinions on free time activities. J'aime + range of infinitive verbs</p> <p>Introduction to adjectival agreement (adjectives +e for feminine, no change for adjectives ending in mute e)</p> <p>Present tense ER verb conjugation (je / il/elle)</p> <p>Avoir: Je / il/elle</p> <p>Etre: Je / il/elle</p> <p>Negative structure 'ne ...pas'</p>	<p>sérieux(-euse)</p> <p>Skills and grammatical structures:</p> <p>Avoir (je / tu / il/elle)</p> <p>Être (je / tu / il/elle)</p> <p>Possessive adjectives ma / mon / mes</p> <p>Adjectival agreement (en – nne (colombien) x -se (ennuyeux))</p>	<p>Skills and grammatical structures:</p> <p>Apprendre (1st, 3rd sing., 1st person plural)</p> <p>Expressing opinions + definite article</p> <p>Feminisation of adjectives (revisit +e, no change for adjectives ending in mute e, x – se. Introduce f – ve (créatif, compréhensif)).</p> <p>Comparative structures (plus que / moins que / aussi que)</p> <p>Present tense ER verb conjugation (je, tu, il/elle, nous)</p> <p>Near future tense, aller (je / nous)</p>	<p>il/elle voudrait)</p>	
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FRENCH: Year 8

In year 8, students begin by learning how to describe their home and local community, as well as discovering information and ideas about communities where the language is spoken, through exposure to texts and images from these communities. While students will have learnt key concepts such as conjugation in the present tense, and also worked with the immediate future and the past tense in year 7, they will continue to consolidate their knowledge of these key grammatical structures throughout this year. The introduction to the perfect tense students had at the end of Year 7 will be built on and consolidated across the units in year 8, enabling them to speak and write with more complexity than in year 7 and write confidently by using multiple tenses together.

Students are given the opportunity to further develop their knowledge of key high-frequency vocabulary from year 7 and expand this knowledge to be able to express a wider range of opinions on the new topics studied, such as being able to give opinions on clothing and food. In the food module, in the second part of the year, students develop their language skills across 3 time frames, consolidating their learning from the year and from year 7. The film module gives students the opportunity to engage with the culture from the French-speaking or Spanish-speaking world, in order for them to also develop their understanding of other cultures. Finally, students consolidate their learning of high-frequency verbs and structures at the end of the year through the study of different schools from the French speaking world, so that they enter into year 9 with a stronger base of knowledge and grasp of key grammatical concepts.

Across all years of study, students have regular opportunities for speaking practice, with a focus on becoming more confident communicators with the ability to speak spontaneously and for their own purposes. Students in year 8 will be encouraged to tackle spontaneous speech across different time frames, in order for their application of grammatical structures to become more automatic.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
8	<p>Topic: My house and home</p> <p>Vocabulary covered: Vivre + types of home and locations: une maison, un appartement, à la campagne, à la montagne, en ville, dans un village, en banlieue</p> <p>Il y a / il n'y a pas de + rooms in the house (la salle de bains, le garage, les WC, la chambre de ma sœur, la cuisine, le bureau, la chambre de mon frère, la chambre de mes parents, le jardin, l'entrée, la salle à manger, le séjour / le salon)</p> <p>Prepositions: à côté de, près de, à gauche, à droite</p> <p>Adjectives to describe Madagascar : (BAGS adjectives) joli(e), beau/belle, grand(e), petit(e), moche, ancien(ne) + sale, propre, bruyant, joli(e), pauvre, riche, merveilleux(se), nul(le), tranquille</p> <p>The verb aller and the near future tense (revisit Y7 je / il/elle / nous)</p> <p>Grammatical structures and skills: Present tense VIVRE (1st / 3rd person sing., 1st person plural)</p> <p>Describing your area with opinions + justifications</p> <p>Adjectival agreements (revisit year 7 rules, + irregular beau/belle)</p>	<p>Topic: Sports and leisure</p> <p>Vocabulary covered: Regular ER present tense (je / tu / il/elle/ nous / ils/elles) manger, jouer, écouter, regarder, tchatter, envoyer, surfer, download</p> <p>Irregular FAIRE (je / il/elle / nous) present tense</p> <p>Sports: jouer vs. faire au foot, au basket, de la natation, au volley, au tennis, de l'athlétisme, de la gymnastique, du judo, du cyclisme</p> <p>Justifications: revisit Y7 adjectives amusant, ennuyeux, intéressant, sympa, divertissant + more complex justifications c'est bon pour la santé, ça me fait danser, ça me rend heureux</p> <p>Negatives: ne...pas, ne...jamais</p> <p>Time phrases: la semaine dernière / le week-end dernier, hier</p> <p>Past tense avoir auxiliary (je / il/elle / nous)</p> <p>Grammatical structures and skills: Saying what you like/don't like to do in your free time and giving justifications (j'aime + infinitive)</p> <p>ER present tense verbs (je / tu / il/elle / nous / ils/elles)</p> <p>Irregular verb FAIRE (je / il/elle / nous)</p>	<p>Topic: My clothes, my look</p> <p>Vocabulary covered: Items of clothing: un jean, un short, un T-shirt, un pantalon, un polo, un sweat à capuche, un pull, un survêtement, un imperméable, un chapeau, un maillot de bain, une chemise, une jupe, une robe, une veste, une écharpe, des gants, des chaussettes, des baskets, des chaussures à talon, des bottes</p> <p>Adjectives: chic, décontracté, moche, à la mode, gothique, confortable, habillé(e), branché(e) horrible</p> <p>Colours: rouge, vert, violet, orange, jaune, bleu, noir, blanc, rose, gris and adjectival agreements</p> <p>ER verb (porter) present tense (full paradigm)</p> <p>Perfect tense description of French designer Coco Chanel (porter, chanter, changer, inspirer, réserver, commencer)</p> <p>Perfect tense description of Cannes Festival</p> <p>Different events: La Saint-Valentin, l'Aïd, une fête/boum, un anniversaire, l'école</p> <p>High level opinions : il va sans dire que, je dirais que, j'aimerais dire que</p> <p>Grammatical structures and skills: Adjectival agreement of clothes with the colour</p> <p>Giving complex justifications on clothes</p>	<p>Topic: At the market</p> <p>Vocabulary covered: Food and drink: la tomate, l'oignon, le poisson, la boisson, le gâteau, le jambon, l'eau, la glace, les pâtes, la champignon, le pain, le poulet, la banane, la pastèque</p> <p>Adjectives: salé(e), sucré(e), dégoûtant(e), bon(ne), affreux(euse), délicieux(euse), savoureux(euse), cher</p> <p>ER verb : manger (je / tu / il/elle / nous)</p> <p>Irregular verbs boire (je / tu / il/elle) and prendre (je / tu / il/elle) present tense</p> <p>Numbers 1-31</p> <p>Comparatives</p> <p>Avoir (je / il/elle / nous) + soif, faim</p> <p>Conditional tense (je voudrais)</p> <p>ER verbs : visiter, regarder, goûter, adorer to describe la fête du citron. Perfect tense description of a visit to la fête du citron (je / il/elle / nous)</p> <p>Irregular prendre + IR verbs finir/choisir perfect tense (je / il/elle / nous)</p> <p>Grammatical structures and skills:</p>	<p>Topic: Le petit Nicolas (film module)</p> <p>Vocabulary covered: Film genres: un film d'amour, d'horreur, d'action, de science-fiction, policiers, un western, un dessin-animé, une comédie</p> <p>Range of adjectives to give opinions: ça me fait peur/ rire, ça me plaît, je suis fan de, je les trouve</p> <p>Physical descriptions- les yeux verts, noisettes, les cheveux blonds, noirs, bruns.</p> <p>Range of adjectives: acheter, danser, jouer au foot, faire ses devoirs, voler</p> <p>Aller (il/elle / ils/elles) + infinitive to make predictions</p> <p>Conditional tense (je voudrais / il/elle voudrait + infinitive)</p> <p>Grammatical structures and skills: Opinion + infinitive (j'adore regarder + justification)</p> <p>Conditional tense (Je voudrais + être) to express future wishes. (jobs)</p> <p>Immediate future tense to make predictions about the film.</p> <p>Perfect tense to describe what has happened using 'avoir' (in 3rd person</p>	<p>Topic: School in the francophone world</p> <p>Vocabulary covered: L'Afrique, L'Europe, L'Asie, L'Océanie, L'Amérique du nord, Le Bénin, Le Cameroun, Le Maroc, La France, La Belgique, La Suisse, Le Vietnam, Le Cambodge, Le Laos, Le Vanuatu, La Nouvelle Calédonie, La Polynésie française, La Guadeloupe, L'Haïti, Le Canada, les DOM-TOMs, La Guyane</p> <p>BAGS adjectives joli, beau, vieux, nouveau, bon, mauvais, grand, petit</p> <p>Transport Le bus, la voiture, le train, le métro, le vélo, le bateau, la montgolfière, la pirogue, à pied</p> <p>Uniform Un blazer, une cravate, des chaussures, un polo, une veste, un pull, une jupe, une chemise, un pantalon</p> <p>Languages L'anglais, l'allemand, l'italien, le portugais, l'espagnol, le chinois</p> <p>Food Des oeufs, du poisson, du potage, du saumon, du riz, des haricots, des pâtes, des fruits, du concombre, le déjeuner, le petit-déjeuner</p> <p>Irregular verbs : Prendre Apprendre</p>



	<p>Adjectives in front of the noun</p> <p>Describing location of rooms in the house</p> <p>Describing what you have in your house using 'il y a, il n'y a pas de'</p> <p>Describing where you will live in the future</p>	<p>Past participle formation : AVOIR AUXILIARY -ER Verbs - faire</p> <p>Negative structures (ne pas, ne jamais)</p>	<p>Perfect tense of verbs using 'avoir' (elle a (coco chanel) + je / tu / nous)</p> <p>Perfect tense of verbs using 'avoir' to describe the Cannes Festival (third person, elle a porté...)</p> <p>Pour + infinitive ("in order to")</p> <p>Demonstrative pronouns (cette, cet, ce, ces)</p>	<p>The definite article (le / la / les) and the use of the indefinite article to describe what we eat and drink (du / de la / des / de l')</p> <p>Expressions of quantity + de</p> <p>Present tense regular ER verbs manger (je / il/elle / nous)</p> <p>Irregular verbs boire and prendre present tense (je / tu / il/elle)</p> <p>Describing different food with adjectives agreement</p> <p>Saying how much something costs in the market using numbers, and comparing costs using comparative structures</p> <p>Perfect tense verbs using 'avoir' (je / il/elle / nous) + past participles (er / ir + irregular pris)</p>	<p>singular and plural) plus past participles (regular ER verbs + irregular PPs avoir / être)</p>	<p>Mettre</p> <p>Regular verbs Porter Étudier Manger Quitter Jouer</p> <p>Grammatical structures and skills: En / au / aux for countries</p> <p>The position of BAGS adjectives</p> <p>Present tense ER verb endings (full paradigm)</p> <p>Irregular verbs: prendre and apprendre (full paradigm), mettre (je / ils)</p> <p>Partitive articles du / de la / des</p> <p>Expressing two sides of an opinion (d'une côté, de l'autre côté)</p> <p>Perfect tense with avoir auxiliary</p>
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FRENCH: Year 9

Year 9 is a foundational year where students consolidate their knowledge of key vocabulary and structures from year 7 and 8, while being exposed to more complex topics. The work done in year 9 helps to develop students' use of key grammatical structures, especially by using multiple tenses and using at least 3 different time frames. Students also consolidate some of the more basic grammatical elements of previous years of study, such as present tense conjugation of regular and irregular verbs. They learn to give increasingly more complex opinions and a range of justifications to discuss their experiences, describe their local communities and learn about global communities.

The school module consolidates some of the vocabulary learnt in year 7 and 8, and extends this to include more complex descriptions of their school, allowing students to express their opinions and use the language for their own purposes. We also encourage students to discuss career choices and ambitions.

The film module in year 9 helps to revise and consolidate key grammar and structures, so that students feel confident at mastering and retaining them, while discussing a film from the French or Spanish speaking world. The final module of year 9 gives an added opportunity for students to engage with festivals and celebrations in the French or Spanish speaking world.

Across all years of study, students have regular opportunities for speaking practice, with a focus on becoming more confident communicators with the ability to speak spontaneously and for their own purposes. Students in year 9 will be encouraged to speak using a range of tenses so that their use of these grammatical structures becomes more automatic. They should also be able to speak about a range of topics.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
9	<p>Topic: Travel and holidays</p> <p>Vocabulary covered:</p> <p>Countries and continents [building on Year 8 Summer 2]: Canada, Asie, Afrique, Europe, Vanuatu, Seychelles, Madagascar, France</p> <p>Different places: en ville, la capitale, le pays, au bord de la mer, une île</p> <p>Transport: en train, en avion, en bateau, en voiture, en autobus, à vélo, à pied, en car</p> <p>Adjectives: reposant, passionnant, cher, pratique, impressionnant, formidable</p> <p>Accommodation: un hôtel, un camping, une auberge de jeunesse, une chambre d'hôte, un gîte</p> <p>Model verb POUVOIR + key verbs: louer, voler, voyager, , passer, nager, loger, rester, se bronzer, voyager, manger, visiter, jouer, faire</p> <p>Grammatical structures and skills:</p> <p>'Aller' in the present tense (full paradigm) to say where you go on holiday.</p> <p>À / en /aux + countries</p> <p>Giving opinions on different types of accommodation using justifications.</p>	<p>Topic: My area</p> <p>Vocabulary covered:</p> <p>VIVRE (revisit, seen Y8 Aut 1, je / il/elle / nous) HABITER (full paradigm) + en/au/aux/à + ville, village, grande-ville, campagne, bord de la mer, montagne, au nord de, au sud de, à l'est de, à l'ouest de</p> <p>Il y a / il n'y a pas de + rooms in the house: le salon, le jardin, la salle de bains, la cuisine, la salle à manger, la chambre de..., ma chambre. Introduce more complex negative structure : il n'y a que</p> <p>Adjectives to describe a town (revisit adjectival agreement rules from Y7, revisit adjectival placement of petit, grand, joli) : sale, propre, ennuyeux, divertissant, bruyant, tranquille, petit, grand, historique, moderne, moche, joli, industriel, touristique, sombre, lumineux</p> <p>Prepositions: près de à côté de à gauche de à droite de</p> <p>Il y a / il y avait : + une gare, une librairie, un parc, un commissariat, une bibliothèque, une gare routière, un centre commercial</p>	<p>Topic: School days</p> <p>Vocabulary covered:</p> <p>Range of opinions + school subjects: l'anglais, les maths, le français, l'espagnol, la géographie, l'histoire, la musique, la technologie, l'EPS, le dessin</p> <p>Comparative structures (plus / aussi / moins...que)</p> <p>Direct Object Pronouns Je la trouve / je le trouve / je les trouve</p> <p>Basic time (à ... heures)</p> <p>Describing a school day in Senegal : se lever / se préparer / étudier / manger / rentrer (3rd person sing and 3rd person plural focus)</p> <p>ER verbs present tense : full paradigm</p> <p>Il faut / il ne faut pas / on doit : + fumer, porter des bijoux, écrire en classe, avoir des piercings, porter un uniforme, écouter le professeur, porter du maquillage, mâcher du chewing-gum, courir dans le couloir, éteindre les portables, arriver à l'heure</p> <p>Il y a / il n'y a pas de + facilities: un cour (de récré), la cantine, les salles de classes, une salle informatique, une bibliothèque, une piscine, un gymnase</p> <p>Using the conditional tense to describe future plans/hopes.</p>	<p>Topic: Looking to the future</p> <p>Vocabulary covered:</p> <p>Different types of jobs in masc and fem: policier, boucher, facteur, coiffeur, fermier, informaticien, plombier, mécanicien, directeur, ingénieur, médecin, vétérinaire</p> <p>Using the conditional tense to describe the future dreams of girls in the Central African Republic (3rd person sing. focus)</p> <p>Les petits jobs : babysitter, dog-sitter, cassier, serveur, plongeur, jardinier, vendeur</p> <p>Modal verb je peux / on peut / nous pouvons + Gagner de l'argent, financer mes études, avoir de l'argent de côté</p> <p>ER verb gagner (full paradigm) + numbers 30-69</p> <p>Avant de + devenir, finir, grandir, faire</p> <p>Past tense with auxiliary avoir : Grandir, commencer, participer, représenter, poster, attirer, annoncer, étudier, choisir, finir + irregular faire</p> <p>Past tense with auxiliary être : Devenir, naître, rester, rentrer</p>	<p>Topic: Les Choristes (film module)</p> <p>Vocabulary covered:</p> <p>Opinion ER verb conjugation + film genres: un film d'amour, d'horreur, d'action, de science-fiction, policiers, un western, un dessin-animé, une comédie</p> <p>High-level justifications : Ça me rend + adjective Ça me fait + verb</p> <p>Physical descriptions- les yeux verts, noisettes, les cheveux blonds, noirs, bruns, il est jeune/ vieux</p> <p>Personality descriptions: désagréable, aimable, sympa, gentil, sévère, nerveux, vieux, doué</p> <p>Range of infinitive verbs: former, chanter (comme un ange/comme des casseroles), quitter, faire des bêtises, blesser, tomber amoureux de, punir</p> <p>Revisit il faut / il ne faut pas</p> <p>Imperfect + conditional si clauses to describe what we would do if we were Rachin</p> <p>Past tense descriptions using avoir and être auxiliary (full paradigms)</p>	<p>Topic: Customs and Festivals</p> <p>Vocabulary covered:</p> <p>Countries in the Francophone world: La France, Le Sénégal, Le Canada, La Belgique, La Suisse, La Côte d'Ivoire, Le Luxembourg, Le Cameroun, Haïti, Le Bénin</p> <p>Names of key Francophone festivals: la fête nationale, mardi-gras, la fête du travail, la fête des rois, Noël, Aïd el-Fitr, Pâques, la Saint-Valentin</p> <p>Revisit ER verb present tense endings + stem changing verb célébrer</p> <p>Range of infinitive verbs and reflexive verbs: célébrer, féliciter, s'amuser, se déguiser, se lever, se coucher, se réveiller, se dérouler</p> <p>Grammatical structures and skills:</p> <p>Describing elements of different countries in the French-speaking world (population size, main trade products)</p> <p>Describing what people do in different festivals (3rd person plural present tense verbs)</p> <p>Describing a festival in the past tense (perfect tense of 'avoir' and 'être' verbs full paradigm + past participles of ER/IR and RE verbs)</p>

	<p>Perfect tense using 'avoir' with past participle (je, il/elle, nous)</p> <p>Introduction of the perfect tense using 'être' with past participle of 'aller' to say where you went on holiday in the past (je suis allé).</p> <p>Using imperfect tense 'c'était' + adjectives to describe what holidays/ activities were like</p> <p>Talking about the importance of holidays using 'on peut' + a range of infinitives: rester, se bronzer, voyager, manger, visiter, jouer, faire</p> <p>Using preposition 'y'</p>	<p>Different shops: une bijouterie, une boulangerie, une charcuterie, une pâtisserie, une boucherie</p> <p>Model verb POUVOIR + activities in the town: visiter des musées, voir des monuments, manger au restaurant, aller au concert, jouer au foot, visiter des jardins publiques</p> <p>Grammatical structures and skills:</p> <p>Revisit verb VIVRE</p> <p>Describing houses using il y a / il n'y a pas de / il n'y a que</p> <p>Present tense + depuis + time period to express how long something has been happening</p> <p>Describing where we live using adjectives (revisit adjectival placement of petit/grand)</p> <p>Il y a / il y avait to describing places in the town</p> <p>ER verbs imperfect tense (+ avoir / être)</p> <p>Modal verb on peut + infinitive</p> <p>Perfect tense using 'avoir' (je, il/elle, nous, ils/elles) and build knowledge of 'être' (je) auxiliary: aller rester</p>	<p>Grammatical structures and skills:</p> <p>Giving a range of opinions on school subjects using correct agreement (j'aime)</p> <p>Using comparatives to compare school subjects 'plus... que/ moins... que/ aussi... que'</p> <p>Direct object pronouns</p> <p>Describing a school day in Senegal using the 3rd person sing. and plural</p> <p>Using 'il y a'/'il n'y a pas de' to describe school</p> <p>Impersonal expressions (school rules)+ il faut, il est interdit de, on doit</p> <p>Perfect tense using ; avoir' (full paradigm) and 'être' (je, il/elle) with past participles to describe a day at school</p> <p>Using the imperfect tense to describe your primary school 'il y avait' and 'c'était'</p> <p>Using the conditional tense to describe the future hopes of Abdoul (HPA conjugation of verbs, LPA vouloir + infinitive)</p>	<p>Comparative structures to compare future plans : faire un tour du monde, faire un apprentissage, prendre une année sabbatique, aller a l'université, devenir célèbre</p> <p>The future : Revisit ALLER (je / il/elle / nous) Introduce infinitive + ai</p> <p>Grammatical structures and skills:</p> <p>The feminisation of different jobs</p> <p>Omission of un/une when describing professions</p> <p>Modal verb pouvoir + infinitive</p> <p>Avant de + infinitive</p> <p>Present tense ER verb gagner (full paradigm)</p> <p>Past tense avoir and être auxiliary</p> <p>Comparative structures (plus / aussi / moins...que)</p> <p>The near future tense (revisit) + simple future tense introduction</p>	<p>Revisit adjectival agreements to describe Violette: Triste, sensible, intelligent, patient, chamant, souriant, bavard, doué, courageux, nerveux, agressif, créatif</p> <p>Grammatical structures and skills:</p> <p>ER verb opinion phrases conjugation</p> <p>Ça me rend + adjective Ça me fait + verb</p> <p>Avoir / être (3rd person sing. focus) to describe appearance/personality</p> <p>Il faut / il ne faut pas + infinitive</p> <p>Using the conditional to say what you would do: 'si j'étais le directeur/ si je pouvais' + conditional</p> <p>Past tense descriptions (avoir and être auxiliary full paradigms)</p>	<p>Imperfect vs perfect tense. Use them together to talk about a past festival experience (Using 'était' for descriptions in the past).</p> <p>Reflexive verbs (full paradigm) in present tense to describe festivals</p>
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FRENCH: Year 10

In year 10, students begin Key Stage 4 with engaging in the topic of mobile technology and with consolidation of key grammatical structures students learnt at Key Stage 3 (such as present tense verb conjugation and pour + infinitive), so that these structures become automatic. In the social issues module, students discuss issues that affect their own communities, as well as communities globally, and begin to give more complex opinions on these issues in speaking and writing. They are also encouraged to build a sense of global responsibility, through discussion of how they could help society themselves. They are also exposed to societal issues in the French speaking world, by reading texts and watching videos to learn about recent protests that have taken place in the world, such as protests for women's rights. Students are encouraged to approach these complex issues with sensitivity and empathy.

Students learn to describe their family, friends and health habits in order to develop their character and ability to express their own beliefs and values. In the holidays in the francophone world unit, students express their opinions with a complex range of structures and expressions, and are exposed to a range of authentic resources, including videos about festivals from the French speaking world. This further develops their cultural awareness and understanding.

The film module in year 10 is designed not only to consolidate students' learning of high frequency verbs and structures, but also enables students to engage with issues of global significance in the French speaking world. This gives students the opportunity to consolidate their learning of grammar from year 10 studies.

Across all years of study, students have regular opportunities for speaking practice, with a focus on becoming more confident communicators with the ability to speak spontaneously and for their own purposes. At this level, we expect students to be able to speak spontaneously on a broad range of issues using multiple time frames.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	<p>Topic: Mobile technology and social media</p> <p>Vocabulary covered:</p> <p>Key verbs for the topic: Regarder, télécharger, écouter, utiliser, envoyer, acheter, surfer, faire, enregistrer, poster, mettre, éteindre, vivre, se servir, prendre, téléphoner, lire, garder</p> <p>TV vocabulary: Une série, un dessin-animé, la télé-réalité, un jeu télévisé, une émission pour la jeunesse, un documentaire, un feuilleton, les informations, une émission de sport, la météo</p> <p>Social media/technology vocabulary: un ami, un bouton, un lien, ajouter à mes amis, taguer, liker, partager, un mu un profil, publier, un partage, l'agenda, le GPS</p> <p>Pour + infinitive</p> <p>ER, RE, IR verbs present tense (Je / il/elle / nous)</p> <p>Partitive articles des films, de la musique</p> <p>Expressing a range of opinions on French music</p>	<p>Topic: Healthy Living</p> <p>Vocabulary covered:</p> <p>Food and drink: la pain, le beurre, le café, les pommes de terre, les bonbons, le fromage, les boissons gazeuses etc la protéine, les féculents, les fruits et les légumes, malsain, sain</p> <p>Justifications: ça contient du calcium, des minéraux, des protéines, des vitamines, du sucre, du gras, du sel, des calories, ça apporte de l'énergie</p> <p>Sports: jouer (au foot, basket, rugby, billard/a la pétanque/aux boules) faire (du vélo.canôé-kayak/de la lute, de l'équitation, de la natation) etc</p> <p>Extreme sports: le ski (nautique), le saut à l'élastique, les sports aquatiques, le wingsuit, sauter, voler</p> <p>Grammatical structures and skills partitive du/de la/des with eating and drinking</p> <p>Present tense of verb 'avoir' full paradigm</p> <p>Present tense of verb 'faire' full paradigm</p> <p>Expressions with 'avoir'- 'avoir chaud/froid, faim, soif</p> <p>pronoun 'en' e.g j'en mange/bois</p>	<p>Topic: Social Issues</p> <p>Vocabulary covered:</p> <p>Social problems: le tabagisme, l'alcoolisme, l'anorexie, la drogue, le sida, l'obésité, le tabac, SDF, le stress</p> <p>Justifications: c'est convivial, ça fait adult, ça donne confiance, c'est déstressant, on peut perdre du poids. c'est mauvais pour la santé, les jeunes sont dépendants, c'est dégoûtant, je n'aime pas l'odeur, c'est trop dangereux</p> <p>Protests and strikes: le grève, manifester, le droit, la liberté, offrir des emplois, construire des maisons, essayer, écouter, dénoncer, venir</p> <p>Charities: une association, lutter, la nourriture, les guerres, combattre, les catastrophes naturelles, le travail bénévole, faire du bénévolat</p> <p>Grammatical structures and skills superlative adjectives- le problème le plus grave/répandu c'est</p> <p>'vous' form of imperative/commands with 'il faut' + infinitive</p> <p>Present tense conjugation of key topic ER verbs full paradigm: manger, garder, mener, causer, tousser, fumer, se drogue</p> <p>Present tense conjugation of irregular verbs 'boire' and 'prendre' full paradigm</p>	<p>Topic: Family, Friends and Future plans</p> <p>Vocabulary covered:</p> <p>Adjectives to describe others: généreux(euse), gentil(le), sympa, amusant(e), drôle, sévère, casse-pieds, égoïste, méchant(e), difficile</p> <p>Saying you get on with people- je m'entends bien avec, je me fâche avec, je me dispute avec,, nous avons beaucoup de choses en commun</p> <p>Key topic verbs: voyager, être, se marier, travailler, avoir des enfants, acheter</p> <p>Discussion of future plans: avoir des enfants, se marier, vivre en concubinage, continuer avec les études, élever les enfants, une famille monoparentale/nombreuse, habiter en concubinage</p> <p>Vocabulary for statistics: augmenter, grandir, diminuer, réduire, baisser</p> <p>For or against marriage: justifications: c'est une stabilité, ça coûte cher, ce n'est pas nécessaire pour l'amour, ça n'apporte rien à une relation, c'est une perte d'argent</p> <p>Grammatical structures and skills</p>	<p>Topic: Amélie (Film module)</p> <p>Vocabulary covered:</p> <p>Music genres: la musique pop.rap/classique/traditionnelle/française, le jazz, le hip-hop, le metal, le trap, le rock, le reggae</p> <p>Film genres: les western, les dessins-animés, les comédies, les films d'horreur, les films policier, les films d'amour, les films de science-fiction, les films d'action</p> <p>Expressions of assumption: il/elle a l'air (d'être), il/elle semble/paraît, il me semble qu'il/elle, il/elle ressemble à, autant que je sache</p> <p>Physical descriptions: les yeux/cheveux noirs, bleus etc, des lunettes, un chapeau</p> <p>Personality descriptions: il/elle a l'air sévère, effrayant, souriant, stricte, douce, sympa</p> <p>Key verbs: plonger, ranger, coller, avoir, nettoyer, voir, briser, faire, tonber (amoureux), voler, être malade, quitter, voyager, réparer</p> <p>Exploring Paris: La Tour Eiffel, la cathédrale Notre Dame, le Sacré Coeur, le café des Deux Moulins, le quartier de Montmartre, la gare du Nord</p>	<p>Topic: Holidays in the francophone world [4 week unit, allowing 2 weeks for EOY revision]</p> <p>Vocabulary covered:</p> <p>Le monde francophone et son histoire: Countries (au / en / aux) Le colonialisme</p> <p>Le transport: En voiture, en car, en avion, en bateau, en train, à vélo</p> <p>Types of weather: il y a des éclairs, il y a du vent, il fait beau, il fait mauvais, il y a du soleil, il neige, il y a des orages/du brouillard/de la brume, une tempête, il pleut, il y a des nuages</p> <p>Modal verbs pouvoir / devoir + range of holiday activities</p> <p>ER/IR/RE verbs present tense + present and future si sentences</p> <p>Present tense stem changing verbs (célébrer / préférer)</p> <p>Perfect vs. imperfect tense: Festivals: La francofolie à Montréal, le festival de Voodoo au Bénin</p> <p>Logement + demonstrative adjectives (ce / cette / ces /cet)</p>

<p>Possessive adjectives (mon, ma, mes / son, sa, ses)</p> <p>Arguments for and against social media/technology: on peut + se faire des amis en ligne, communiquer avec mes amis, garder le contact avec mes amis, faire des achats en ligne</p> <p>Dangers of technology: on doit + faire attention parce que... je suis accro, je n'ai que des amis virtuels, le risque d'avoir le cancer du cerveau, de vol d'identité, d'échouer à ses examens, de devenir asocial, de perdre contact avec la réalité, de radicalisation, de s'abîmer les yeux, de séduction</p> <p>Grammatical structures and skills:</p> <p>Grâce à/au/à la/aux</p> <p>Present tense regular ER/IR/RE verbs (je / il/elle / nous)</p> <p>Indirect object pronouns e.g. je lui envoie (HPA)</p>	<p>Present tense of verb 'devoir' full paradigm + infinitives</p> <p>Negative constructions present tense: ne...pas, ne...rien, ne...jamais, ne...plus, ne...que</p> <p>Third person plural verbs present tense: ils mangent, prennent, boivent, commandent</p> <p>demonstrative pronouns: celui, celle, ceux, celles</p> <p>depuis + present tense</p> <p>pronouns y + en</p> <p>Past tense (passé composé) full paradigm, verbs with avoir + être</p> <p>Recognition of past tense (imperfect) forms: j'étais, je jouais, j'avais, je faisais, deciding when to use imperfect and when to use passé composé</p>	<p>cela peut + infinitives: provoquer, causer, mener à, favoriser, lier, tuer</p> <p>Conditional tense HPA: stems + endings full paradigm for être, boire, prendre, fumer LPA: je voudrais/j'aimerais/préférerais, il serait</p> <p>si + imperfect + conditional : interdire, aider, éviter, si je pouvais, si j'avais plus d'argent, si j'étais le premier ministre, si je pouvais</p>	<p>Agreement of adjectives il/elle est + masc/fem form of adjective</p> <p>Possessive pronouns: mon/ma/mes, ton/ta/tes, son/sa/ses</p> <p>Comparative adjectives: plus...que, moins...que, aussi...que</p> <p>Reflexive verbs: s'entendre avec, se disputer avec, se fâcher avec, s'appeler, present tense full paradigms</p> <p>Direct object pronouns to describe people e.g. je le trouve casse-pieds</p> <p>Formation of imperfect tense (full paradigm)</p> <p>Revision of immediate future, formation of simple future (lower ability: with 'je', higher ability: full paradigm)</p> <p>Si + present + je vais future (lower), + simpler future (higher)</p> <p>Recognising different tenses together-past/present/future</p>	<p>Film review: une critique, l'espoir, le bonheur, les petits plaisirs, la tristesse, l'amour, la gentillesse</p> <p>Grammatical structures and skills</p> <p>Past tense (passé composé, avoir / être auxiliary)- a choisi, quitté, habité, trouvé, est devenu(e), morte</p> <p>Future tense LPA: near future, HPA: simple future</p> <p>Imperfect tense to describe scenes in the film</p> <p>Direct object pronouns e.g. je l'aime parce qu'il est bizarre.</p>	<p>Skills covered: Revisit en/aux/au/à</p> <p>Revisit: present tense (+ introduce stem changing verbs) future tense perfect tense imperfect tense</p> <p>Pouvoir / devoir + infinitive</p> <p>Demonstrative adjectives (ce / cette / ces /cet)</p>
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FRENCH: Year 11

In students' final year of study, they begin by looking at the topic of school and future plans, revisiting the Y9 module with a higher level of complexity, such as subjunctive phrases and si sentences. Students are encouraged to express their opinions and discuss what they would like to do in the future after school. Students then revisit the topic of Local Area, revisiting high frequency grammar and structures such as il y a / il n'y a pas de, the irregular verb vivre and negative structures. Students will also start to build vocabulary to enable them to discuss traffic, pollution and rubbish in their town, giving them foundational knowledge for their final unit of learning, global issues. This final topic that students study in year 11 allows them to engage with global and environmental issues and allows them to reflect on their own role and responsibility as citizens of our global community.

Before their exams in the summer term, students have the opportunity to revise topics studied throughout their years of study, through the 4 skills, in order to consolidate their learning and help them to feel confident for their exam. They are exposed to listening and reading exam questions across the 3 GCSE themes, and these lessons are also supplemented with opportunities for written and spoken production.

Across all years of study, students have regular opportunities for speaking practice, with a focus on becoming more confident communicators with the ability to speak spontaneously and for their own purposes. At this level, we expect students to be able to speak spontaneously on a broad range of issues using multiple time frames and a range of complex structures.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
11	<p>Topic: Life at school and future plans</p> <p>Vocabulary covered:</p> <p>Revisit: Apprendre Étudier + range of subjects</p> <p>L'emploi de temps + direct object pronouns</p> <p>Daily routine and reflexive verbs (se lever, se laver, se brosser les dents, se détendre, se concentrer, se demander)</p> <p>Améliorer son école: imperfect + conditional tense si sentences (si j'étais le directeur je changerais...)</p> <p>Expressing two sides of an opinion: D'un côté / de l'autre côté D'une part / d'autre part</p> <ul style="list-style-type: none"> - Aller à l'université - Prendre une année sabbatique - Trouver un job <p>Les Jobs (revisit Y9 vocabulary) + on peut / nous pouvons + infinitive verb + imperfect + conditional si sentences (si je pouvais je serais...)</p> <p>Subjunctive set phrases (necessity + subjunctive) Il faut que je sois Il faut que je gagne Il est nécessaire que je finisse mes études</p>	<p>Topic: Local area</p> <p>Vocabulary covered:</p> <p>Revisit: Vivre Habiter (full paradigms) + en / au / aux / à countries & cities</p> <p>Locations (revisit) En ville / à la campagne / à la montagne / dans les banlieues / au bord de la mer + adjectives to describe (revisit BAGS adjectives)</p> <p>Types of housing (francophone world focus) En France ils vivent ... Au Maroc ils vivent ... En Guadeloupe ils vivent ...</p> <p>Possessive pronouns Le mien / la mienne / les mien(ne)s Le tien / la tienne / les tiens(ne)s Le sien / la sienne / les sien(ne)s</p> <p>Il y a + negative structures (ne...que / ne...plus / ne...jamais)</p> <p>Places in a town + theme 2 vocabulary (la circulation, les espaces verts, les poubelles, les SDF, les zones piétonnes)</p> <p>Superlative adjectives le plus / le moins + adjective</p>	<p>Topic: Global Issues and the Environment</p> <p>Vocabulary covered:</p> <p>Key environmental issues: les déchets, la pollution, les espèces en voie de disparition, les incendies, la déforestation, la circulation, la poubelle, le verre, le papier, l'eau, les transports en commun, le recyclage, l'électricité, le niveau des océanes, la combustion du charbon/gaz, la sécheresse, les inondations</p> <p>Key verbs: économiser, prendre (une douche), recycler, augmenter, réduire, jeter, fondre, éteindre, menacer, diminuer, réchauffer, monter</p> <p>Revisit key vocabulary for poverty and homelessness les SDF, une organisation caritative, la nourriture, les vêtements, la drogue, la pauvreté, le racisme, le sida, le chômage, le travail bénévole</p> <p>Justifications: cela/ce qui peut causer, augmenter, réduire, affecter</p> <p>Grammatical structures and skills:</p> <p>si clauses e.g. si on recycle on peut économiser plus de verre</p> <p>LPA- recap imperfect tense</p> <p>HPA- pluperfect tense</p>	<p>Topic: Revision and consolidation</p> <p>Topics covered:</p> <ol style="list-style-type: none"> 1. Family and friends 2. Free time/technology 3. Home, town, neighbourhood and region. 4. Travel and Tourism 5. My studies 6. Education post-16 <p>Key skills embedded across lessons:</p> <p>Listening practice</p> <p>Reading comprehension practice</p> <p>Writing practice: 90/150 words</p> <p>Speaking practice: photo-cards/role-plays and general conversation preparation.</p>	Exams		

	<p>Grammatical structures and skills:</p> <p>Direct object pronouns</p> <p>Reflexive verbs in the present tense</p> <p>Expressing two sides of an opinion</p> <p>Imperfect + conditional si sentences</p> <p>Subjunctive and key phrases which generate it</p>	<p>Grammatical structures and skills:</p> <p>en / au / aux / à + countries</p> <p>Adjectival word order</p> <p>Range of negative structures</p> <p>Superlative adjectives</p> <p>Possessive pronouns</p>	<p>si + imperfect + conditional: si je pouvais, si j'avais le choix, si j'étais ...je réduirais, je sauverais, j'interdirais...</p> <p>Comparative adjectives- plus sérieux, dangereux, perturbant, inquiétant que, aussi ... que, moins ... que</p> <p>Subjunctive and key phrases which generate it</p> <p>Superlative- le problème le plus/moins grave/inquiétant/sérieux</p>			
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