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| **French** | | | | |
| **Year 7** | | | | |
| **TERM 1 content and skills**  (pupils start French after Christmas) | **TERM 2 content and skills** | **TERM 3 content and skills** | | **EXTENDED CURRICULUM (trips/visits/after school activities)** |
| n/a | Describing a thing or person  Saying what people have  Describing things  Distinguishing between having and being  Talking about a thing or person  Talking about doing and making things  Saying what people do  Saying what we do  Saying what others do (they)  **French Easter** | Saying ‘you’ (singular and plural)  Saying how many there are, numbers  Describing people (family)  Saying what people have  Saying what people do (sports)  Saying where people go (places)  Saying where people go (countries)  Asking questions | |  |
|  | **Assessment:**  Regular vocab tests  Written homework  Translation assessment | **Assessment:**  Regular vocab tests  Written homework  Separate reading, writing and listening assessments. | |  |
| **Year 8** | | | | |
| Saying where people go (countries)  Asking questions  Using question words  Saying people do not do something  Describing things and people  Asking questions  Expressing future intentions  Saying what you *want to*, *can* and *must* do  Saying what you *don’t want to*, *can’t* and *don’t have* to do  Saying what you *know how* to do  French Christmas | Asking how to say and write new words in French  Distinguishing between being and having  Talking about jobs  Talking about what, when, where and why you celebrate  Talking about how people celebrate  What happens and doesn't happen  Talking about what you are doing today vs what you did yesterday  Easter | Sharing past experiences  People and places in the past  Asking about what happened in the past  Talking about what you do in your free time and where you do it  Talking about parts and wholes  Talking about nouns you can't count  What is it like?  Saying what you do or did in a typical day  Talking about what groups of people do | Paris immersion trip  Christmas card competition | |
| **Assessment:**  Regular vocab tests  Written homework  Reading, writing, listening & speaking assessments. | **Assessment:**  Regular vocab tests  Written homework  Reading & writing assessments. | **Assessment:**  Regular vocab tests  Written homework  Reading, writing, listening & speaking assessments. |  | |
| **Year 9** | | | | |
| Talking about what groups of people do  Formal and informal situations: Talking to people you do and don't know  Talking about what you and others do at school  Talking about what you are doing this week and what you do every week  What is it like? Describing things  Talking about what you can, must, will and want to do  What is it like? Comparing things  Talking about how groups of people do things | Comparing how people do things  Communicating in other languages  Talking about the environment  Asking and answering questions about what people did and have done | *Provisionally:*  Personality descriptions  Your future plans  Different partnerships – pros and cons  Different types of families  Friends and friendships – qualities and problems | Paris immersion trip  Translation Bee | |
| **Assessment:**  Regular vocab tests  Written homework  Milestone assessments in reading, writing, listening & speaking | **Assessment:**  Regular vocab tests  Written homework  Milestone assessments in reading, writing, listening & speaking | **Assessment:**  Regular vocab tests  Key questions  Assessments in reading, writing, listening & speaking |  | |
| **Year 10** | | | | |
| Personality descriptions  Your future plans  Different partnerships – pros and cons  Different types of families  Friends and friendships – qualities and problems  Health problems  Reasons for staying healthy  Compare present lifestyle choices and future intentions.  Sporting activities and ways of keeping fit.  Recent activities, including sporting activities, Ways of keeping fit and food choices  Opinions about food choices, smoking, drugs, and alcohol. | Opinions about school subjects.  Personal qualities.  Dream school, expressing opinions about school subjects, rules, uniform, and teachers.  Ideal job / personal ambitions and skills required.  Work experience  Leisure activities in the past.  TV, cinema and music preferences.  Opinions about own and other people’s hobbies.  Relationships with family.  TV, film, and music.  Opinions on leisure activities around the world  Extreme sports and sporting events | Festivals and celebrations with family and friends  Local / national festivals in the UK.  Festivals and traditions / customs in French-speaking countries / communities  Religious events  Food on special occasions and at celebrations.  Opinions of different types of festivals  Nationally renowned festivals such as the Cannes film festival.  Opinions on a variety of celebrities.  How and why people might become famous.  Advantages and disadvantages of being famous.  Understand celebrity magazines / articles / podcasts involving famous people and influencers.  French-speaking celebrities, their activities and their influence on young people / wider society.  Events involving famous people, e.g., music, culture, sport, and film. | Paris immersion trip  French Interaction day | |
| **Assessment:**  Regular vocab tests  Key questions  Assessments in listening & speaking | **Assessment:**  Regular vocab tests  Key questions  Assessments in reading & writing | **Assessment:**  Regular vocab tests  Key questions  Assessments in reading, writing, listening & speaking |  | |
| **Year 11** | | | | |
| School:  subjects & timetables  talking about my school  comparing UK & Francophone schools  school rules  healthy living  vices  school exchanges  using the imperative and past, present & future tenses.  Work:  jobs & work preferences  career choices  talking about plans, hopes & wishes  job applications  using the subjunctive | Work(continued):  understanding case studies  Local, national & global issues:  global problems  protecting the environment  ethical shopping  talking about volunteering  discussing big events  using modal verbs, the passive & indirect object pronouns  Revision for GCSE speaking exams | GCSE speaking exams  Revision for GCSE listening, reading & writing exams  GCSE listening, reading & writing exams | International Leaders | |
| **Assessment:**  Regular vocab tests  Key questions  Assessments in reading & writing | **Assessment:**  Regular vocab tests  Key questions  Mocks in speaking, listening, reading & writing | **Assessment:**  GCSE exams in speaking, listening, reading & writing |  | |