

French – Year 7

	Cycle A	Cycle B	Cycle C	Cycle D
	All About Me	Family, Friends and Free Time	School and Jobs	Food
What do we teach?	<p>Introducing French phonics and basic information about oneself and someone else in French (introductions, numbers, months, days of the week, etc). Students learn about the French-speaking world and main capital cities.</p> <p>Grammar: adjectival agreement, conjugation of the verbs 'être' and 'avoir'.</p>	<p>Describing families and other people (character and physical descriptions). Saying how well I get on with family members. Talking about animals. Leisure activities and</p> <p>Grammar: ne...pas, possessive adjectives, regular 'er' verb endings, indefinite article, plural endings, past tense with 'depuis'</p>	<p>Giving opinions about different aspects of school life. Telling the time.</p> <p>Grammar: near future tense, comparisons.</p>	<p>Describing food and expressing opinions. Using a greater range of -ER verbs (especially 'manger') and introducing the irregular verbs 'boire' and 'prendre' in the present tense. Students will engage with target language literature through reading and adapting the story of 'The Hungry Caterpillar' in French.</p> <p>Grammar: partitive article, conjugation of irregular verbs, demonstrative adjectives.</p>
How does this meet the National Curriculum?	<p>The introduction to fundamental vocabulary and structures, combined with the explicit focus on phonics and use of vocabulary grids, supports students to speak with increasing confidence, fluency and spontaneity. Students find ways of communicating what they want to say and ensure they are continually improving the accuracy of their pronunciation from the very beginning of the KS3 course (LC3 & LC5).</p> <p>There is a strong focus on the alphabet and spelling (GV4).</p>	<p>Students start to learn to write in longer paragraphs, using the variety of grammatical structures that they have learnt (LC8).</p> <p>Students start to identify and use a structure which conveys the past tense (GV1).</p> <p>Students start to be able to form opinions (GV3).</p> <p>Students experience dictation for the first time (LC2).</p> <p>There is a strong focus on speaking, culminating in students' first experience of a speaking exam (LC5).</p> <p>Students are introduced to the skill of translation (LC6).</p>	<p>Students will learn how to tell the time, give opinions about school life and say what jobs they might do in the future. This will strengthen their ability to understand and respond to spoken and written language from a variety of authentic sources (LC1).</p> <p>They will learn to transcribe words and sentences they hear with increasing accuracy. (LC2). Students learn to conjugate regular -ER verbs in the present tense (GV1).</p>	<p>There is a focus on justifying opinions (GV3), as well as developing students' knowledge of the present tense through the verbs specified above (GV1). This supports students to speak with increasing confidence, fluency and spontaneity, to find ways of communicating what they want to say and ensure they are continually improving the accuracy of their pronunciation (LC5).</p> <p>Reading 'The Hungry Caterpillar' stimulates ideas, develops creative expression and expands students' understanding of the language and culture (LC7).</p>
Why does this knowledge matter?	<p>The British Council's "Languages for the Future" report highlighted French as one of the most important languages for people in the UK to learn. It is crucial that students are able to understand the importance of French phonics and this core communicative vocabulary before moving on to more complex structures.</p> <p>Key grammatical concepts are put in place and high frequency word groups introduced, on which all subsequent knowledge will be founded</p>	<p>Students will have the opportunity to describe their own family, families and celebrities from around the French-speaking world.</p> <p>Being able to use a range of pronouns as well as give opinions about any given theme will rapidly allow students to broaden their ability to communicate in the target language.</p>	<p>This topic is important as it enables students to express themselves about the topics of school, and jobs. Telling the time is a unit of knowledge that occurs in multiple scenarios. Using another tense significantly widens the scope of what students are able to discuss, giving them more flexibility in their use of the language.</p>	<p>This topic is important because it enables students to communicate for practical purposes in genuine situations when travelling or living abroad. Students start to appreciate cultures and traditions from around the French-speaking world, increasing their global awareness.</p>
Why do we teach in this sequence?	<p>The first unit is an introduction to basic French vocabulary and structures that will then be consolidated and built upon in subsequent cycles. Areas of vocabulary such as numbers, for example, will re-occur in most subsequent units. The use of phonics, focus on grammar and use of vocabulary grids from the very beginning of the course helps students to start constructing accurate sentences in French from the outset.</p>	<p>This topic builds on the previous unit where students gave a range of information about themselves, expanding on this work to include personality, best friends, pets and hobbies.</p> <p>Students' knowledge of the present tense is expanded from the two most important verbs to conjugation of regular 'er' verbs in the present tense.</p> <p>Students will be exposed to the past tense for the first time, with a focus on constructing sentences with the word 'depuis'.</p>	<p>This topic builds on the previous topics as students will revisit adjectival agreement (Cycle B) and numbers (Cycle A) for telling the time. Students generally find it challenging to confidently and spontaneously to tell the time in French, so introducing them to it at this stage allows multiple opportunities to revisit over the course of the Key Stage. Being able to use different tenses is essential for students to be able to expand the range of situations in which they can express themselves. The near future is a manageable first step in this process.</p>	<p>This topic builds on previous topics, using different pronouns and consolidating students' ability to conjugate -ER verbs and the irregular verbs 'boire' and 'prendre' in the present tense.</p> <p>Students have an immediate opportunity following Cycle C to embed their ability to give justified opinions.</p> <p>Students will build on their basic knowledge of conjunctions by using sequencing words, enabling more coherent sentences and paragraphs.</p>
What career links are made?	<p>Many top jobs and university courses value communicating in French. Additionally, any careers requiring communication skills, resilience and intercultural understanding. Examples include careers in international relations, diplomacy, law, finance, teaching or any job that requires international travel.</p>			

French – Year 8

	Cycle A	Cycle B	Cycle C	Cycle D
	Lifestyle	Healthy Living	Daily Routine	My holiday Plans
What do we teach?	<p>Clothes, when I wear certain clothing and describing my favourite look. Describing what I do in my free time, how often I do it and what I don't do. Giving opinions about music and saying if I play a musical instrument.</p> <p>Grammar: negatives, imperfect tense.</p>	<p>Saying what sports I do, how often I do them and what I don't do. Learning more about sporting trends and traditions in French-speaking countries. Learning body parts and common illnesses. Talking about eating healthily.</p> <p>Grammar: the conditional tense.</p>	<p>Revision of how to tell the time. Talking about my daily school and weekend routines and daily routines around the Francophone world.</p> <p>Grammar: reflexive verbs, conjugating -er verbs in the present tense.</p>	<p>Learning about French-speaking holiday destinations, what the weather is like, activities, accommodation and means of transport.</p> <p>Grammar: the perfect tense.</p>
How does this meet the National Curriculum?	<p>Students refer to different tenses – present and imperfect (GV1), which along with expressions of frequency and negatives, allows them to express and develop ideas (LC4)</p> <p>Students gain a deeper understanding of negatives (GV2)</p> <p>Students develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, including learning about the French fashion industry and sharing opinions on music (GV3).</p>	<p>The conditional adds another tense to students' knowledge base (GV1).</p> <p>A range of new vocabulary is introduced which allows students to talk about healthy lifestyles (GV3).</p> <p>Understand information about sporting trends and traditions (LC6).</p>	<p>Students learn to speak about their daily routine with increasing confidence, fluency and spontaneity, through discussion and asking questions, continually improving the accuracy of their pronunciation and intonation (LC5).</p> <p>The grammar topics ensure students learn to use accurate grammar spelling and punctuation (GV4).</p>	<p>Students use the perfect tense in the context of holidays. As such, students start to identify and use tenses or other structures which convey the present and past and near future (GV1).</p>
Why does this knowledge matter?	<p>This topic is important because it enables students to communicate for practical purposes. Students will become increasingly confident should they encounter 'live' clothes shopping situations in France.</p> <p>The content around clothes and music also allows students to express their individuality.</p> <p>Students develop cultural capital by learning about fashion across the French-speaking world and by being exposed to different types of music</p>	<p>Students are able to talk about healthy lifestyle, including physical activity and diet, which crosses over into the PSHCE agenda.</p> <p>For students who practise sport regularly, it is an opportunity to celebrate what they do and for them to write / speak about it in greater depth.</p> <p>Students are equipped with the vocabulary to describe what is wrong if they are ill or hurt whilst in a French-speaking country, and therefore receive the correct medical attention.</p>	<p>Students are able to talk about their daily lives. Additionally, it helps them to compare their own routines with people living across the French-speaking world, hence developing their cultural capital.</p> <p>More generally, students improve their ability to talk about routine behaviour in the present using reflexive verbs, indicate time and sequence actions.</p>	<p>This topic is important as it teaches students how to start describing past events.</p> <p>Students develop their cultural capital by learning about different holiday destinations across the French-speaking world and beyond. It aims to encourage students to travel abroad and use French.</p>
Why do we teach in this sequence?	<p>This unit enables students to develop their basic knowledge of expressions of frequency and negatives as well as entrench their knowledge of '-er' verbs and opinions.</p> <p>The imperfect tense alongside present and near future allows students to express themselves in a wider range of situations.</p>	<p>The ability to use the conditional tense adds to students' knowledge of using the near future, allowing them to vary how they express themselves about future plans.</p> <p>Key knowledge from Cycle A is consolidated: negatives, frequency, imperfect tense.</p>	<p>This unit builds on topics from past cycles: clothes, free time and describing people. Students are introduced to reflexive verbs in the present tense, enhancing their knowledge of how to conjugate -er verbs. Sequencing words enhance their ability to write in coherent paragraphs, building on knowledge of conjunctions. Comparisons are introduced as they often determine multiple choice answers in KS3/4 assessments,</p>	<p>A new unit of vocabulary is introduced relevant to students' lives and experiences. Students have practised the verbs 'avoir' and 'être' in various Cycles. This knowledge is essential for learning the perfect tense. Using different tenses allows students to express themselves in a wider range of situations. The perfect tense adds to students' knowledge of the near future tense.</p>
What career links are made?	<p>Many top jobs and university courses value communicating in French. Additionally, any careers requiring communication skills, resilience and intercultural understanding. Examples include careers in international relations, diplomacy, law, finance, teaching or any job that requires international travel.</p>			

French – Year 9

	Cycle A	Cycle B	Cycle C	Cycle D
What do we teach?	My Home and Local Area	Media and Technology	Home School Life	Career Choices and Ambitions
	<p>Describing my house and its location. Comparing homes in a range of Francophone countries. Describing places in my town and what I can do there. Being able to give directions. Describing my ideal home and area.</p> <p>Grammar: perfect tense, conditional tense, prepositions, regular '-re' verbs in the present tense</p>	<p>Giving my opinion about a range of media: TV, cinema, music and books. Describing my phone and saying how I use technology. Talking about addiction to technology and social networks.</p> <p>Grammar: direct object pronouns, ce que / ce qui, verbs followed by an infinitive, regular '-ir' verbs in the present tense?</p>	<p>Talking about how I get on with different family members. Describing household chores, what I do to earn money and how I spend it. Things I like and dislike about school, including school rules.</p> <p>Grammar: modal verbs.</p>	<p>Talking about part-time jobs and spending habits. Learning key words for different professions and characteristics needed to do them. Saying what I plan to do in the future:</p> <p>Grammar: near future tense, simple future tense, conditional tense, imperfect tense</p>
How does this meet the National Curriculum?	<p>Students identify and use tenses or other structures which convey the present, past and conditional (GV1).</p> <p>Students develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests to explore life in target language countries. (GV3).</p> <p>Students write prose using an increasingly wide range of grammar and vocabulary and write creatively to express their own ideas and opinions about ideal home and area (LC8)</p>	<p>Use and manipulate a variety of key grammatical structures and patterns, for example, direct object pronouns, ce que / ce qui and impersonal structures (GV2).</p> <p>Give and justify opinions and take part in discussion about technology addiction and social networks (GV3).</p> <p>Speak coherently and confidently about media and the use of technology (LC5).</p>	<p>Students will understand and respond to spoken and written language from a variety of authentic sources on school life in target language countries (LC 1).</p> <p>They will give a wide range of opinions (GV3).</p>	<p>Students will identify and use tenses or other structures which convey the present, past, and future (GV1) and express and develop ideas clearly and with increasing accuracy, both orally and in writing (LC4).</p> <p>Students will write an extended piece about their future plans (LC8).</p>
Why does this knowledge matter?	<p>This topic develops the key communicative functions of indicating location, describing things and expressing opinions. It also develops cultural capital by presenting varied examples of dwellings from across the French-speaking world.</p> <p>This topic provides the essential knowledge of asking for directions and understanding responses to such requests.</p> <p>Students are able to express themselves further by talking about where they live now and where they used to live.</p>	<p>Students are given the opportunity to express opinions about a range of themes that are relevant to their daily lives.</p> <p>This unit handles two particular current social issues that affect teenagers – use of technologies, including addiction to technology, and the risks posed by social networks.</p> <p>There is an opportunity to re-emphasize the importance of reading.</p>	<p>Students are able to express their opinion about a range of themes they are very likely to have a strong passion for. Students are also required to think about their spending / budgets in this unit. They are also able to express what they are obliged (not) to do.</p>	<p>Being able to communicate in three timeframes is essential at GCSE and to have more sophisticated and meaningful interactions with native speakers.</p> <p>This Cycle puts in place the foundations for the 'Current and future study and employment' theme at GCSE.</p> <p>This knowledge ties into students' thinking around careers and options in Year 9 specifically.</p>
Why do we teach in this sequence?	<p>This topic consolidates knowledge of adjectives and adverbs and extends knowledge by introducing prepositions into students' descriptions.</p> <p>Students are introduced to regular -re verbs so that they know all regular patterns of conjugation in the present tense.</p> <p>Knowledge of different tenses (perfect, imperfect, present and conditional) is further embedded through use of verbs in new context.</p>	<p>This is an unfamiliar and more complex area of vocabulary, which is required for the GCSE course.</p> <p>Building upon embedded knowledge of more simple opinions by introducing the verb 'plaire', direct object pronouns and verb + infinitive phrases. .</p>	<p>This topic builds on daily routine vocabulary introduced in Year 8 Cycle C.</p> <p>The introduction of 'devoir' builds on past knowledge of other modal verbs.</p> <p>Knowledge of opinions phrases is embedded and extended.</p>	<p>Before this Cycle students are able to use three timeframes, but this Cycle extends that knowledge by adding the simple future, conditional and imperfect tenses so they are aware of different tenses in the past and future.</p> <p>Cycle D builds further on modal verbs through the use of 'vouloir'.</p>
What career links are made?	<p>Many top jobs and university courses value communicating in French. Additionally, any careers requiring communication skills, resilience and intercultural understanding. Examples include careers in international relations, diplomacy, law, finance, teaching or any job that requires international travel. Year 9 students will have options workshops which explore the advantages of languages for a range of careers.</p>			