French Year 7						
	Term 1: Oct - Dec	**Term 2: Jan - Feb**	**Term 3: Feb -Mar**	**Term 4: Mar - Apr**	**Term 5: May**	**Term 6: Jun-Jul**
Topic/ Specification reference	Re-capping the basics	Module 2: Au College	Module 3: Temps Libre	Module 4: Chez Moi	Module 5: T'es Branche	Module 6: Paris, J'adore
Key vocabulary **Culture Link**	Name/greetings Age /date /numbers Colours / pets Months/birthday Pencil case items Register	School subjects Opinions Reasons Time School activities Food/drink School in France	Sports Activities The verbs JOUER/FAIRE Opinions/Reasons Sport in France	Where you live Rooms of house Directions What is there to do in your town Towns in France	TV programmes Films Books Verbs AVOIR/ETRE Internet Verbs ALLER/FAIRE	Places of interest in Paris Tourist venues Saying what you did in Paris When you did these activities Paris Project Study
Skills	Listening Reading Writing Speaking Vocab Retrieval	Listening Reading Writing Speaking Vocab Retrieval	Listening Reading Writing Speaking Vocab Retrieval	Listening Reading Writing Speaking Vocab Retrieval	Listening Reading Writing Speaking Vocab Retrieval	Listening Reading Writing Speaking Vocab Retrieval
Key Grammar	Present Tense Connectives Word Order Nouns	As previous but also: Adjectival Agreements Opinions/Reasons Extended sentences	As previous but also: Near future tense Using different verb forms	As previous but also: Use of 'Il y a' Use of negatives	As previous but also: Past Tense with AVOIR Opinion phrases Higher level connectives to extend sentences	Frequency words Re-capping all previous grammar
Assessment	End of Unit Assessment based on all 4 skills	End of Unit Assessment based on all 4 skills	End of Unit Assessment based on all 4 skills	End of Unit Assessment based on all 4 skills	End of Unit Assessment based on all 4 skills	End of Unit Assessment based on all 4 skills
SEN and GAT Provision	Class teacher has the autonomy to decide how to differentiate as necessary and as appropriate for their class. E.g. support sheets/sentence builders/challenge cards/golden phrases / instruction/modelling / activities / pace	Class teacher has the autonomy to decide how to differentiate as necessary and as appropriate for their class. E.g. support sheets/sentence builders/challenge cards/golden phrases / instruction/modelling / activities / pace	Class teacher has the autonomy to decide how to differentiate as necessary and as appropriate for their class. E.g. support sheets/sentence builders/challenge cards/golden phrases / instruction/modelling / activities / pace	Class teacher has the autonomy to decide how to differentiate as necessary and as appropriate for their class. E.g. support sheets/sentence builders/challenge cards/golden phrases / instruction/modelling / activities / pace	Class teacher has the autonomy to decide how to differentiate as necessary and as appropriate for their class. E.g. support sheets/sentence builders/challenge cards/golden phrases / instruction/modelling / activities / pace	Class teacher has the autonomy to decide how to differentiate as necessary and as appropriate for their class. E.g. support sheets/sentence builders/challenge cards/golden phrases / instruction/modelling / activities / pace

French Year 8						
	Term 1: Oct - Dec	**Term 2: Jan - Feb**	**Term 3: Feb -Mar**	**Term 4: Mar - Apr**	**Term 5: May**	**Term 6: Jun-Jul**
Topic/ Specification reference	Module 3 Studio 2: Mon Identite	Module 4: Chez Moi-Chez Toi	Module 5: Quel Talent	Module 6: En Vacances	Module 1 Studio 3: Ma Vie Sociale	Module 2 Studio 3: Bien Dans Sa Peau
Key Vocab	Personality Relationships Music Agreeing/disagreeing Clothes Your passion/s	Describing where you live Describing your home Food/drink French Cuisine/recipes French Festivals/Carnivals French food/French Traditions	Talents/Ambitions Verb VOULOIR Adjectives Persuading language Verbs DEVOIR / POUVOIR Rehearsing for the contest	Countries Transport Activities Opinions/reasons Frequency	Facebook / internet Opinions/reasons Arranging a date Describing a past date Describing a music concert	Body parts Illnesses Sport Healthy eating Plans to get fit Teenage health issues
Cultural Link	French music				French pop stars	French diet
Skills	Listening Reading Writing Speaking	Listening Reading Writing Speaking	Listening Reading Writing Speaking	Listening Reading Writing Speaking	Listening Reading Writing Speaking	Listening Reading Writing Speaking
Key Grammar	Present tense reflexive verbs Adjectival agreements Future tense Verbs Past Tense Verbs	As previous but also: Comparatives Verbs BOIRE/PRENDRE	As previous but also: Infinitives Imperatives superlatives	Time phrases Connectives Present tense Past tense Future tense	As previous but also: Direct object pronouns	As previous but also: Definite article Il faut + inf
Assessment	End of Unit Assessment based on all 4 skills	End of Unit Assessment based on all 4 skills	End of Unit Assessment based on all 4 skills	End of Unit Assessment based on all 4 skills	End of Unit Assessment based on all 4 skills	End of Unit Assessment based on all 4 skills

French (GCSE) Year9 – Sets 1 & 2						
	Term 1: Sept - Oct	**Term 2: Oct - Dec**	**Term 3: Jan -Feb**	**Term 4: Feb - Apr**	**Term 5: May**	**Term 6: Jun-Jul**
Topic/ Specification reference	AQA GCSE Health	AQA GCSE Relationships	AQA GCSE Free Time/Media	AQA GCSE Holidays	AQA GCSE Home/Local Area	AQA GCSE Environment
Knowledge	Food/drink Sports Saying what you used to eat / do /smoke/drink Saying what you are going to do to improve your health	Family members Numbers for ages Adjectives for description Marriage/Divorce Future plans	Tv Films Sports Leisure Activities Food/Drink Meals French cuisine	Countries Transport Buildings Holidays Weather Accommodation Activities	Buildings Materials Furniture Rooms Locations Describing where you live Places to visit	Environmental problems Environmental solutions Poverty
Skills	Listening Reading Writing Speaking	Listening Reading Writing Speaking	Listening Reading Writing Speaking	Listening Reading Writing Speaking	Listening Reading Writing Speaking	Listening Reading Writing Speaking
Key Grammar	*Je dois manger plus de… / moins de…* *Devoir* and *pouvoir* + infinitive *Il faut* + infinitive Imperfect tense of *être*, *avoir* and *faire* Expressions of quantity Recognising the pluperfect tense Il vaut / il vaudrait mieux Revision of negative constructions	Using avoir (to have) and *être* (to be) – present tense Foundation: Using in je and il/elle form and understanding all forms Possessive adjectives Reflexive verbs Adjective agreement F text book page 26 Comparatives (and superlatives) Direct object pronouns Using qui and que The immediate future and the future tense Introduce si clauses	Revision of the present tense of regular verbs Question words The perfect tense of regular/irregular verbs Revision of the future tense Time phrases Quantities Adverbs of frequency Verb + infinitive The pronoun en Demonstrative pronouns (celui / celle) Using more complex negatives Using subordinating conjunctions (parce que / puisque) Jouer à / faire de	Using prepositions for countries and modes of transport (à,au,en,aux,) Using negatives Sequencing words and phrases *Depuis* + the present tense Revision of using the imperfect and perfect tenses together *Après avoir / être* + past participle *Venir de* + infinitive Revision of the perfect tense with *avoir* Revision of the perfect tense with *être* *Using negatives in the perfect tense*	Revision of the position and agreement of adjectives Plurals of nouns Negative phrases followed by *de* Partitive articles The conditional of regular/irregular verbs *Habiter* and *vivre* C'est and il y a *on peut + infinitive* Demonstrative adjectives Prepositions	Environmental problems – present tense Environmental solutions - Revision of *devoir* and *pouvoir* + infinitive Recognising *pouvoir*, *vouloir* and *devoir* in the conditional Using *si* + present tense *Si* clauses + present tense + future tense – H Recognising and using the pluperfect tense Revision of *en* and *y* The imperative (*vous* form)

			Developing sentences (using quand, lorsque and si) Opinion verbs Using the pronouns *en* and *y* *Emphatic Verbs*	Revision of the imperfect tense of *–er* verbs Revision of the imperfect tense of *avoir*, *être* and *faire* Using three-time frames : past, present and future Revision of the imperfect tense	H = enhancing descriptions using *qui/que/dont* Recognising possessive pronouns Revision of comparative and superlative adjectives	The imperative (*tu* form) Verbs of possibility Permettre de + infinitive *si j'étais …* *à la place de …* with conditional completions The subjunctive Present-tense forms of the subjunctive
Assessment	End of Unit Assessment based on all 4 skills	End of Unit Assessment based on all 4 skills	End of Unit Assessment based on all 4 skills	End of Unit Assessment based on all 4 skills	End of Unit Assessment based on all 4 skills	End of Unit Assessment based on all 4 skills

French Year 9 – Set 3						
	Term 1: Sept - Oct	**Term 2: Oct - Dec**	**Term 3: Jan –Feb**	**Term 4: Mar - Apr**	**Term 5: May**	**Term 6: Jun-Jul**
Topic/ Specification reference	Metro 4, Module 1 Au College	Metro 4, Module 2 Temps Libre/ Loisirs	Studio GCSE Module 2 Technology/ TV/Films	Studio GCSE Module 4 Ma Ville	Studio GCSE Module 5 Hotels/Holidays	French Culture Project Work / Group presentation
Key vocabulary **Cultural Link**	School Subjects Opinions Reasons Time French School	Sports Hobbies Faire/Jouer Weather Extreme Sports Typical French sports: Boules	TV programmes Films Technology Music French Music/Films	Where I live Places in town Describe a region Tourist information Weather French Regions	Hotels Transport Activities Food/Drink Restaurant Holiday Disasters Regions of France	General knowledge associated with French speaking countries
Skills	Listening Reading Writing Speaking Vocab Retrieval	Listening Reading Writing Speaking Vocab Retrieval	Listening Reading Writing Speaking **Vocab Retrieval**	Listening Reading Writing Speaking Vocb Retrieval	Listening Reading Writing Speaking Vocab Retrieval	Listening Reading Writing Public Speaking Vocab Retrieval

Key Grammar	Present tense Connectives Adjectives Opinion phrases	As prevision but also:	As previous but also: Perfect/Past Tense Negatives Comparative	As previous but also: Superlatives Si clauses	As previous but also: Expressions with AVOIR 3 time frames	n/a
Assessment	End of Unit Assessment based on all 4 skills	End of Unit Assessment based on all 4 skills	End of Unit Assessment based on all 4 skills	End of Unit Assessment based on all 4 skills	End of Unit Assessment based on all 4 skills	n/a
SEN and GAT Provision	Class teacher has the autonomy to decide how to differentiate as necessary and as appropriate for their class. E.g. support sheets/sentence builders/challenge cards/golden phrases / instruction/modelling / activities / pace	Class teacher has the autonomy to decide how to differentiate as necessary and as appropriate for their class. E.g. support sheets/sentence builders/challenge cards/golden phrases / instruction/modelling / activities / pace	Class teacher has the autonomy to decide how to differentiate as necessary and as appropriate for their class. E.g. support sheets/sentence builders/challenge cards/golden phrases / instruction/modelling / activities / pace	Class teacher has the autonomy to decide how to differentiate as necessary and as appropriate for their class. E.g. support sheets/sentence builders/challenge cards/golden phrases / instruction/modelling / activities / pace	` Class teacher has the autonomy to decide how to differentiate as necessary and as appropriate for their class. E.g. support sheets/sentence builders/challenge cards/golden phrases / instruction /modelling / ativities / pace	Class teacher has the autonomy to decide how to differentiate as necessary and as appropriate for their class. E.g. support sheets/sentence builders/challenge cards/golden phrases / instruction/modelling / activities / pace