

1 s t F o r m	Term	1	2	3	4	5	6
	Title	Moi-même	Mon collège	Mon temps libre		Dans ma ville	Les vacances
	Prior Knowledge	Some pupils at primary school may have learned introductory French. The alphabet and numbers.	Simple verbs in 1 <sup>st</sup> and 3 <sup>rd</sup> person. Adjectival agreement. Question formation. Classroom commands.	Simple verbs in 1 <sup>st</sup> and 3 <sup>rd</sup> person. Opinions and reasons. Telling the time. Using adjectives correctly (position and agreement).		Simple verbs in 1 <sup>st</sup> and 3 <sup>rd</sup> person. Adjectives, including agreement and position. Present tense of –er verbs.	Present tense of –er verbs. Adjectives, Aller + à to describe going somewhere.
	Core Knowledge	<p>Language learning strategies. Phonics &amp; pronunciation. Introduction to simple verbs in 1<sup>st</sup> and 3<sup>rd</sup> person. Adjectives and adjectival agreement. Nouns and gender.</p> <p><i>Personal introductions; numbers 1-31; months &amp; birthday; family; pencil case items; colours; hair and eyes; personality adjectives; classroom commands.</i></p>	<p>Describing a school day. Listing school subjects. Giving opinions (j’adore, j’aime, je n’aime pas, je déteste) and reasons. Asking and answering more complex questions.</p> <p><i>Activities in school. School subjects. Describing teachers. Telling the time. Simple opinions on subjects and teachers. Food as eaten at school.</i></p>	<p>Present tense of er verbs. Time expressions. Reasons/opinions. Having a discussion with a partner about different opinions.</p> <p><i>Sports. IT activities. Weather. Routine. Giving opinions. Describing what others do.</i></p>		<p>Il y a/ il n’y a pas de</p> <p>Directions/positions of buildings.</p> <p>Aller + à to describe going somewhere.</p> <p><i>Places around town.</i></p> <p><i>Saying what there is and is not in your town.</i></p> <p><i>Describing routes from one place in town to another, and how buildings are positioned relative to each other.</i></p> <p><i>Arranging to go out</i></p> <p><i>Time</i></p>	<p>Reflexive verbs to describe getting ready to go out.</p> <p>Using money to buy food and drinks.</p> <p>Near future tense to describe what you are going to do.</p> <p><i>Holiday activities. Food &amp; drink in a café. Future holiday plans.</i></p>

					<i>Making and declining invitations</i>	
	<b>Key takeaways for future learning</b>	<p>Rules of French pronunciation. Nouns have a gender (masculine of feminine) which affects adjectives used with them.</p> <p>How to give basic information about themselves using <i>etre</i> and <i>avoir</i>.</p> <p>Simple imperatives (classroom commands).</p> <p>Simple question formation (classroom requests and personal info).</p> <p>Word order of adjectives and nouns when describing a member of the family or pencil case items.</p>	<p>The formation of questions in French.</p> <p>That use of opinion phrases plus justification.</p> <p>The conjugation of -er verbs (<i>aimer</i>, <i>adorer</i> etc).</p>	<p>Giving opinions and justifications. Contrasting opinions to create a discussion. Use of opinion verbs in at least 1<sup>st</sup> , 2<sup>nd</sup> and 3<sup>rd</sup> persons singular.</p> <p>Adjectives agree with the noun according to gender and number.</p> <p>Using “<i>quand il fait</i>” to describe activities done in different sorts of weather.</p>	<p>The use of <i>il y a</i> and <i>il n’y a pas de</i> to describe what there is what there is not in a city or town.</p> <p>That <i>on peut</i> is followed by an infinitive to say what one can do in a city or town.</p>	<p>Formation &amp; use of near future (&amp; future) tense. That, as in English, present tense of “to go” is used to create near future tense.</p> <p>Awareness of “<i>aller</i>” (to go) – a key irregular verb.</p> <p>Calculations in French (&amp; use of euro).</p>

2 n d F o r m	Term	1	2	3	4	5	6
	Title	La télévision, les films et la lecture	Une visite à Paris	Mon identité	Là où j'habite.	Quel talent!	Revue et culture
	Prior Knowledge	Present tense of –er verbs in 1 <sup>st</sup> & 3 <sup>rd</sup> person, Expressions of frequency.	Present tense. Frequency. Opinions.	Present tense. Perfect tense. Questions. Frequency terms. Opinion verbs	Il y a/ il n'y a pas de Relative positions Activities carried out at home	Present and perfect tenses, questions, opinions, near future tense	Description, comparison, combining tenses, opinions
	Core Knowledge	Use of present tense. Use of expressions of frequency. Contrasting one activity with another. Opinions and reasons for preferences.  <i>Television programmes, cinema &amp; types of film, genres of books &amp; magazines. More detailed opinions</i>	Use of the perfect tense with regular and irregular verbs, and with avoir and être. Adjectives to describe experiences. Question words.  <i>Paris landmarks; sightseeing activities; times and sequences of activities; modes of transport.</i>	Using negatives Adjectival agreement Reflexive verbs  Expressing opinions using adjectives, and agreeing/disagreeing with others' opinions.  Using the near future.  Combining past. Present & future tenses.  <i>Types of personality Different relationships &amp; interactions.</i>	Imperfect tense in positive and negative. Comparative adjectives. Prepositions. Using il faut + infinitive. Combining different tenses in a description.  <i>Types of home, rooms in a home, furniture, physical descriptions.</i>  <i>Talking about meals and meal preparations, including buying ingredients.</i>  <i>Using manger &amp; boire.</i>	Vouloir + infinitive. Pouvoir + infinitive. Devoir + infinitive. Jouer de for musical instruments Imperative mood. Superlative adjectives. Combining past, present & future tenses.  <i>Talking about talent &amp; ambition.</i> <i>Using persuasion.</i>	French culture – France & the Francophone world. The French Revolution.

				<i>Clothes &amp; personal style.</i> <i>Personal interests &amp; enthusiasms.</i>		<i>Using descriptive language to compare people &amp; their skills/talents.</i>	
	<b>Key takeaways for future learning</b>	Putting together more complex opinions,  Discussing different opinions.  Opinions of different people.  Asking and answering questions.	Describing sequences of events in the past.  Describing modes of transport.	More complex descriptions of events in the past.  Singular and plural verbs.  Use of sequencing expressions,	Formation of imperfect tense (relevant for forming future conditional tense). Describing and contrasting what things used to be like compared to what they are like now.  Prepositions & their use.  Modal verbs (falloir).	Combination of different tenses.  Use of infinitive & modal verbs.  Superlatives and comparatives in descriptions.  Creating longer pieces of writing.	Combining tenses and structures to write about French history & culture.
3 rd F o r m	<b>Term</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
	<b>Title</b>	<b>Ma vie sociale d'ado</b>	<b>Bien dans sa peau</b>	<b>A l'horizon</b>	<b>Spécial vacances</b>	<b>Moi dans le monde</b>	Review & recap
	<b>Prior Knowledge</b>	Adjectives (narrow range), pastimes and jouer + other regular verbs.	Il faut. Some foods. Playing sports (jouer a et faire)	Near future tense. Simple question construction. Nouns have gender.	Basic question formation. Some reflexive verbs. Holiday activities and equipment.	Present tense of avoir, use of devoir.	

		Perfect tense. Avoir & être (largely in 1 <sup>st</sup> and 3 <sup>rd</sup> persons)		Modal verbs + infinitive.	Tourism verbs & vocab.		
	<b>Core Knowledge</b>	Using AVOIR and ÊTRE. Using the present tense of a wider range of verbs. Using ALLER. Using the perfect tense. Using ON.  <i>Personal description. Using social media. Describing a date. Describing a music event.</i>	Use of à plus definite article. More complex use of il faut. Use of partitive article. Use of near future tense. Combining tenses.  <i>Parts of the body. Sport. Healthy eating. Getting fit (in the future). Describing levels of fitness. Famous sportspeople.</i>	Using the near future in a greater range of verbs and situations. Using on peut. Common irregular verbs (faire, prendre) Use of the imperfect tense..  <i>Describing jobs. Use of learning languages. Saying what you used to do. Talking about jobs.</i>	Asking questions using inversion. Using the conditional. Using reflexive verbs. Using emphatic pronouns.  <i>Discussing holidays. Adventure holidays. What to take on holiday. Visiting tourist attractions.</i>	Direct object pronouns. Si in complex sentences. Complex structures.  <i>Describing your rights and priorities.  Talking about things you buy.  Describing what makes you happy.</i>	Learning about human rights issues  <i>Creating a presentation and delivering it in French..</i>
	<b>Key takeaways for future learning</b>	Interchangeability of ON and NOUS. Combinations of tenses.	Discussing health and healthy lifestyle.  Use of partitive article &	Modal verbs.  Irregular verbs.  Imperfect tense.	Variety of ways of asking questions.  Use of modal verbs.	Complex structure and complex sentences.	Speaking French to a (small) audience with confidence.

		Expressing opinions about cultural events. Producing a description with a variety of tenses.	discussing quantity.	Writing using a combination of tenses.	Improving writing by using emphatic pronouns.	Combining tenses.	
<b>By the end of Key Stage 3, pupils are able to:</b>			Explore diverse topics and complex grammar, allowing them to express themselves in a foreign language. The curriculum sequences knowledge and skills, builds on prior learning and enables pupils to widen their understanding, knowledge and use of a variety of language competencies. Pupils will also have an enriched use of their mother tongue through comparison of the language of culture of another country. Pupils will be able to identify and use tenses or other structures which convey the present, past and future. They will also develop and use a wide-ranging and deepening vocabulary, allowing them to give and justify opinions.				
<b>4<sup>th</sup> Form</b>	<b>Term</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
	<b>Title</b>	<b>Qui suis-je?</b>	<b>Le temps des loisirs</b>	<b>Jours ordinaires, jours de fete</b>	<b>De la ville a la campagne</b>	<b>Le grand large</b>	<b>Review &amp; practice</b>
	<b>Prior Knowledge</b>	Present tense of regular verbs. Character adjectives. Reflexive verbs for getting self ready. Near future tense. Perfect tense. Imperfect tense.	Present & other tenses of regular verbs. Some vocabulary about on-line activities, reading, films, sport. Some opinion expressions	Daily routine & food (in present tense). Getting ready to go out.	Basic descriptions of what is in your town & what you like doing.  Basic asking of questions.  Weather descriptions.	Holidays and travel language at a basic level. Some reflexive verbs. Shopping for souvenirs.	As for preceding terms.
	<b>Core Knowledge</b>	Present tense of irregular verbs. Reflexive verbs about relationships in present tense.	Opinions and adjectives.  Depuis + present tense.	Use of POUVOIR & DEVOIR.  Use of the pronoun EN.	Use of the pronoun Y.  Using negatives.	Using the conditional.	As for preceding terms.

		<p>Perfect and imperfect tense of a wider range of verbs.</p> <p><i>Vocabulary about families &amp; family relationships; comparisons between family members &amp; over time. Making arrangements to go out. Describing a great night out with friends. Describing life when you were young, and your role models.</i></p>	<p>Comparatives.</p> <p>Direct object pronouns.</p> <p>Superlative adjectives.</p> <p><i>Sports &amp; your preferences. Your life on-line. Books &amp; reading. TV programmes, films &amp; actors.</i></p>	<p>Use of TU and VOUS in asking questions.</p> <p>Using VENIR DE + infinitive.</p> <p>Using superlative adjectives.</p> <p><i>Describing your daily life.</i></p> <p><i>Talking about food for special occasions. Meeting people and using polite language. Describing family celebrations. Describing festivals &amp; traditions.</i></p>	<p>Asking questions using QUEL (etc).</p> <p>Using the future tense.</p> <p>Combining tenses.</p> <p><i>Describing a region &amp; its features.</i></p> <p><i>Describing a town and its advantages/disadvantages.</i></p> <p><i>Discussing tourist information.</i></p> <p><i>Discussing plans and the weather.</i></p> <p><i>Describing community projects.</i></p>	<p>Using reflexive verbs in the perfect tense.</p> <p>Using en + present participle.</p> <p>Using avant de + infinitive.</p> <p>Demonstrative adjectives &amp; pronouns.</p> <p>Pluperfect tense.</p> <p><i>Discussing your ideal holiday.</i></p> <p><i>Booking &amp; reviewing hotels.</i></p> <p><i>Ordering in a restaurant.</i></p> <p><i>Talking about journeys.</i></p> <p><i>Shopping for souvenirs.</i></p>	
--	--	--	--	--	--	--	--

						<i>Describing journeys that went wrong.</i>	
	<b>Key takeaways for future learning</b>	Tense formation and conjugation. Combining tenses to create rich writing. Interpreting texts. Speaking on key themes.	Able to talk and write about sports & leisure activities, and to compare past, present & future.	Able to talk and write about routine and special occasions, including in response to photocards as well as written prompts.	Able to write about their town and its advantages/disadvantages, as well as to comprehend and respond to spoken information.	Able to talk & write about holidays & journeys, including in response to photocards as well as in response to role-plays.	
<b>5<sup>th</sup> Form</b>	<b>Term</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
	<b>Title</b>	Au college	Bon travail	Un oeil sur le monde	Review & practice		
	<b>Prior Knowledge</b>	School subjects & opinions. Writing a description in the present & past. Expressing opinions	Future conditional & future tenses of verbs.	Pouvoir & devoir in present tense. Opinions and arguing for & against.			
	<b>Core Knowledge</b>	Using pronouns il & elle.  Using pronouns ils and elles.	Saying better/worse/the best/the worst.  Understanding the subjunctive.	Abstract nouns.  Modal verbs in the conditional.  Using the passive voice.			



		<p>Using il faut and il est interdit de.</p> <p>Using the imperative.</p> <p>Combining present &amp; future tenses.</p> <p>Combining past, present &amp; future time-frames.</p> <p><i>Talking about school. Comparing school in France/UK.</i></p> <p><i>Discussing school rules.</i></p> <p><i>Discussing healthy &amp; unhealthy living.</i></p> <p><i>Describing a school exchange</i></p>	<p>Direct object pronouns in the perfect tense.</p> <p>Verbs followed by à and de.</p> <p><i>Discussing career choices.</i></p> <p><i>Talking about future plans &amp; hopes.</i></p> <p><i>Applying for jobs.</i></p> <p><i>Working in tourism.</i></p>	<p>Using indirect object pronouns.</p> <p>Giving arguments for &amp; against.</p> <p><i>Discussing problems facing the world.</i></p> <p><i>Discussing protecting the environment.</i></p> <p><i>Discussing ethical shopping.</i></p> <p><i>Talking about voluntary work.</i></p> <p><i>Talking about festivals &amp; major public events.</i></p>			
	<b>Key takeaways for future learning</b>	<p>Prepared for speaking, written, listening and reading exam</p>	<p>epared for speaking, written, listening and reading exam</p>	<p>epared for speaking, written, listening and reading exam</p>	<p>Able to talk, read, write and comprehend written information about all the themes covered in the course.</p>		

		questions on these themes.	questions on all these themes.	questions on all these themes.	Ready & keen to use languages in their life & career.		
By the end of Key Stage 4, pupils are able to:			<ul style="list-style-type: none"><li>• develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy</li><li>• listen to and understand clearly articulated, standard speech at near normal speed</li><li>• deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts</li><li>• acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts</li><li>• develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken</li><li>• be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge</li><li>• develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment</li><li>• develop language strategies, including repair strategies</li></ul>				