

# French Overview – Year 7



Your child will study four hours of French over a two-week timetable.			
	Autumn 1	Autumn 2	Spring 1
Topic(s)	Greetings	Superheroes	Where I live
Topic Objectives	To be able to ask and answer questions about: <ul style="list-style-type: none"> <li>- greetings and how you're feeling today</li> <li>- name</li> <li>- age (numbers)</li> <li>- dates and birthday (months)</li> <li>- colours</li> <li>- family members and pets</li> <li>- pencil case objects</li> <li>- classroom target language</li> </ul>	To be able to give a description of physical self <ul style="list-style-type: none"> <li>Personality traits</li> <li>Physical description of others</li> <li>Personality traits of other</li> <li>Superheroes clothing</li> <li>Superheroes descriptions</li> <li>Opinions on Superheroes</li> </ul>	To be able to give a description of where they live in detail embedding descriptions with il y a + NOUN + ADJ <ul style="list-style-type: none"> <li>Use prepositions accurately</li> <li>Use present tense verb correctly to describe what is happening in a photo</li> </ul>
Acquired Knowledge/Skills	<ul style="list-style-type: none"> <li>- je, tu</li> <li>- un, une</li> <li>- le, la</li> <li>- avoir</li> <li>- adjective agreements</li> <li>- word order</li> <li>- ma, mon, mes</li> </ul> <b>Phonics:</b> <ul style="list-style-type: none"> <li>- <b>silent last letter</b></li> <li>- <b>on, ou, eu, oi, oe</b></li> </ul>	<ul style="list-style-type: none"> <li>- cognates</li> <li>- je, tu, il, elle</li> <li>- etre/ avoir</li> <li>- aimer/ adorer/ détester</li> <li>- adjectives</li> <li>- adjectival agreement</li> </ul> <b>Phonics:</b> <ul style="list-style-type: none"> <li>- <b>Liaison</b></li> <li>- <b>ch, euse, an, ym, u</b></li> </ul>	Revisit adjectives and giving opinion with justification of where they live Habiter + Avoir and être in the present tense.  <b>Phonics:</b> <ul style="list-style-type: none"> <li>- <b>Silent H</b></li> <li>- <b>ch, ai, on, gn</b></li> </ul>
Assessments	Listening and speaking	Reading and Writing (superheroes descriptions)	Speaking and Reading
Citizenship	<ul style="list-style-type: none"> <li>• <b>PSHE Development:</b> understanding and respecting differences, communication skills and confidence.</li> <li>• <b>Careers Education:</b> Introducing yourself and presenting yourself in unfamiliar / formal settings.</li> <li>• <b>Fundamental British Values:</b> mutual respect, tolerance of different cultures.</li> <li>• <b>SMSC Development:</b> Awareness of the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PSHE Development:</b> Self-identity, respecting differences.</li> <li>• <b>Careers Education:</b> Awareness of character traits.</li> <li>• <b>Fundamental British Values:</b> Freedom to express ideas, developing personal voice and identity.</li> <li>• <b>SMSC Development:</b> celebrating people's differences and uniqueness. Christmas in France, French charity work.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PSHE Development:</b> identity, respecting differences and diversity, understanding communities and society.</li> <li>• <b>Careers Education:</b> socio geographic location.</li> <li>• <b>Fundamental British Values:</b> Respect for different backgrounds, Appreciating culture differences.</li> <li>• <b>SMSC Development:</b> socio economic backgrounds, discovering different types of lodging in French and French speaking countries.</li> </ul>
	Spring 2	Summer 1	Summer 2

Topic(s)	School	Leisure activities	Celebrating Art and Culture in France
Topic Objectives	To be able to discuss school subjects by giving opinions and reasons, describing their daily routine (including telling the time using both analogue and digital clocks)	To be able to discuss Sports, Leisure activities and giving opinions and justification.	To be able to discover and discuss Art in France Descriptions of pictures and actions in pictures
Acquired Knowledge/Skills	<ul style="list-style-type: none"> <li>- ER verbs - Focus on je / on / nous</li> <li>- Some irregular first-person forms (finir, lire, écrire, voir, boire)</li> <li>- Some reflexive verbs</li> <li>- Opinions and reasons on school subjects</li> <li>- Using negatives confidently</li> <li>- Conjunctions</li> <li>- Intensifiers</li> <li>- Asking questions</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>- Silent h</li> <li>- ai, in, an, é, oi, qu</li> </ul>	<ul style="list-style-type: none"> <li>- Jouer and faire - je/il/elle/nous/on</li> <li>- Jouer au/ à la/ aux</li> <li>- Faire du/ de la/ des</li> <li>- Aller and faire (places / activities)</li> <li>- je voudrais + inf</li> <li>- Frequency adverbs and phrases</li> <li>- opinions and reasons</li> <li>- Formation of questions with est-ce que + second person verb forms</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>- reinforce silent last letter</li> <li>- reinforce liaison</li> <li>- ou, eux, an, eut</li> </ul>	<ul style="list-style-type: none"> <li>- Descriptive verbs - il y a / il n'y a pas de + NOUNS + ADJ</li> <li>- Key verbs to secure in Y7 avoir, être, faire, aller</li> <li>- High frequency ER verbs</li> <li>- Comparatives</li> <li>- Superlatives</li> <li>- Complex opinions (Je pense que/ je trouve que/ je crois que)</li> <li>- Imperative</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>- silent H</li> <li>- ei, ch, ai, oi, qu</li> </ul>
Assessments	Listening and reading	Listening and translating	Final exam
Citizenship	<ul style="list-style-type: none"> <li>• <b>PSHE Development:</b> identity, aspirations, understanding different cultures.</li> <li>• <b>Careers Education:</b> considering life after school/other contexts and life experiences.</li> <li>• <b>Fundamental British Values:</b> understanding and appreciating diversity.</li> <li>• <b>SMSC Development:</b> French school system and the concept of secularity, differences between the French and British schools.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PSHE Development:</b> identity, aspirations.</li> <li>• <b>Careers Education:</b> world of sport careers and personalities.</li> <li>• <b>Fundamental British Values:</b> Respect different cultures, Value other people's interests and challenge stereotypes.</li> <li>• <b>SMSC Development:</b> celebrating Francophone sports personalities.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PSHE Development:</b> identity self-expression, cultural awareness, communicating through art.</li> <li>• <b>Careers Education:</b> careers in Art.</li> <li>• <b>Fundamental British Values:</b> understanding different cultures, individual liberty.</li> <li>• <b>SMSC Development:</b> engaging with art.</li> </ul>

## French Overview Curriculum – Year 9



Your child will study four hours of French over a two-week timetable.

	Autumn 1	Autumn 2	Spring 1
Topic(s)	Self, family and friends	School life	Travel and Holidays

Topic Objectives	To be able to describe self and others; To be able to discuss family and friendship relationships	To be able to discuss school subjects and school life in France and UK	To be able to discuss past and future holidays and holiday destination preferences
Acquired Knowledge/Skills	<p><i>avoir, être</i> in the present Reflexive verbs - <i>s'entendre, se disputer</i> in the present tense Adjectival agreements Relative clauses - <i>qui / que / dont</i> Negative phrases followed by <i>de</i></p> <p>Phonics: - silent h - silent last letter - gne</p> <p>Understand details from a written and spoken text. Give detailed descriptions including expressing opinions and justifications.</p>	<p><i>Étudier, porter, aller, rentrer, bavarder, jouer</i> in the present tense Opinions and variety of positive and negative reasons Using <i>ça me fait +</i> Comparatives <i>Il faut / il ne faut</i> to discuss rules Link words and subordinate clauses Modal verbs</p> <p>Phonics: -é -a</p> <p>Understand information from longer texts or listenings. Discussing preferences of school subjects. Discussing school routine. Discussing pros and cons of school uniform Discussing similarities and differences of school system in France and UK</p>	<p><i>Passer, voyager, aller, rester</i> in the past, present, conditional and future tenses Sequencing adverbs Complex opinions with variety of reasons Plus + moins – comparatives Recognising idioms</p> <p>Phonics: -gne -ll -eau -ais</p> <p>Understand and explain preferences of destinations, transport and accommodation Give an account of a past holiday with details of future holiday plans</p>
Assessments	Reading and Writing	Listening, reading and photo description	Writing and Speaking
Citizenship	<ul style="list-style-type: none"> <li>• <b>PSHE Development:</b> Relationships and wellbeing</li> <li>• <b>Careers Education:</b> Communication and Interpersonal skills – careers as translators and interpreters</li> <li>• <b>Fundamental British Values:</b> Mutual respect, individual liberty and tolerance</li> <li>• <b>SMSC Development:</b> Exploring relationships</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PSHE Development:</b> Living in the wider world – different school systems</li> <li>• <b>Careers Education:</b> Using initiative and being self-motivated – careers in education and training</li> <li>• <b>Fundamental British Values:</b> Tolerance of other faiths and beliefs</li> <li>• <b>SMSC Development:</b> Encourage respect for others and rules</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PSHE Development:</b> Cultural awareness and global citizenship</li> <li>• <b>Careers Education:</b> Communication and teamwork skills – careers in travel and tourism</li> <li>• <b>Fundamental British Values:</b> Mutual respect and tolerance</li> <li>• <b>SMSC Development:</b> Fostering global citizenship</li> </ul>

	Spring 2	Summer 1	Summer 2
Topic(s)	Sports, activities and healthy living	Jobs and future plans	Francophone art and culture
Topic Objectives	To be able to express complex opinions on sports and activities and discuss keeping fit and healthy	To be able to express opinion on jobs and discuss future plans preferences with reasons	To be able to give a critique on Francophone art and understand details of Francophone culture.

<p>Acquired Knowledge/Skills</p>	<p><i>jouer à la, au, aux</i> + sport  <i>faire de la, du, des</i> + activity          Frequency adverbs and phrases          Using different tenses together          Complex opinions and variety of reasons          Quantifiers and intensifiers          Comparatives          Conjunctions and extended sentences</p> <p>Phonics:          - ai          - que          - eux          - em          - ou</p> <p>Understanding information from longer texts and listenings in a variety of tenses.          Compare healthy and unhealthy lifestyles.</p>	<p><i>Travailler, bosser, gérer, réussir, trouver, aller</i> in the present and future          Using verbs in different pronouns          Extended reasons          Quand + conditional          Si + present          Modal verbs</p> <p>Phonics:          -In          -ch          -on          -ai</p> <p>Understanding information in a variety of tenses.          Using grammar knowledge in translations.          Explaining and justifying your point of view.</p>	<p><i>dessiner, peintre, préférer</i> in the present and near future;          Revisit all tenses;          Complex opinions and further justifications;          Comparatives and superlatives;          Negatives.</p> <p>Phonics:          -ei          -ll          -que</p> <p>Understanding details in the present, past and conditional future from a written and spoken text.          Describe paintings with critique.</p>
<p>Assessments</p>	<p>Reading and Listening</p>	<p>Reading and Writing</p>	<p>End of Year project</p>
<p>Citizenship</p>	<ul style="list-style-type: none"> <li>• <b>PSHE Development:</b> Promoting physical activity and a healthy lifestyle</li> <li>• <b>Careers Education:</b> Communication and interpersonal skills – careers in sports and health</li> <li>• <b>Fundamental British Values:</b> Expressing personal opinions</li> <li>• <b>SMSC Development:</b> Health choices and self-reflection</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PSHE Development:</b> Careers exploration</li> <li>• <b>Careers Education:</b> Ability to learn and adapt – gap year, qualifications, CVs and interviews</li> <li>• <b>Fundamental British Values:</b> Employment rights</li> <li>• <b>SMSC Development:</b> Aspirations and self-reflection</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PSHE Development:</b> Intercultural understanding and respect</li> <li>• <b>Careers Education:</b> Valuing diversity and difference – careers in international administration</li> <li>• <b>Fundamental British Values:</b> Personal expression and acceptance of different point views</li> <li>• <b>SMSC Development:</b> Empathy, cultural understanding and critical thinking</li> </ul>