

Curriculum intent: With Languages you will go F.A.R (Fluent, Aware, Ready)

In Languages there is a constant focus on literacy, grammar and written skills; speaking and listening; reading and translation; phonics and vocabulary

	Autumn	Spring	Summer
Year 7	In the first term students will learn how to: Give their name, age and birthday Describe themselves and others including where they live	In the second term students will learn how to: Describe their personality and the personality of others. Explain how they get on with people Describe jobs that people do and whether they like them. Describe pets that they have or others have	In the third term students will learn how to: Compare themselves to others and compare members of the family. Describe their tastes in food and drink Describe what they have in their school bag
Why?	We want them to learn vocabulary, including: Numbers, months, adjectives to describe and countries We want to introduce the key French structures such as: J'ai (I have) Je suis (I am) il/elle est (he/she is) and il / elle a (he/she has) mon/ma (my) to introduce the concept of gender and also learn that adjectives go after a noun These are the very foundation building blocks of the language	We want them to learn vocabulary, including: Further numbers, family members, adjectives for personality, jobs, pets We want students to further embed the key French structures such as: j'ai, je suis, il/elle est, il/elle a, mon/ma (my) We want to introduce them to further structures such as: Il y a (there is/are) car (because) so that they can give reasons the comparative plus que/moins que (more/less than) so that they can compare je m'entends (I get on with) negative constructions such as: je n'ai pas (I don't have), New verbs such as je/il/elle travaille (work)	We want them to further embed the vocabulary, including: family, pets and adjectives to describe We want them to learn vocabulary, including: food and items in a school bag. We want students to further embed the key French structures such as: j'ai, je suis, il/elle est, il/elle a, mon/ma and further practice on adjective agreement for masculine and feminine We want to introduce them to further structures such as: j'aime (I like), parce que (because) for linking purposes. ils / elles sont (they are) including combining these with parce que the comparative plus que/moins que (more/less than) so that they can compare Further negative constructions il n'y a pas (there isn't / aren't) je n'aime pas (I don't like)
How parents / carers can support	Parents/carers can support by practising vocabulary and phonics with their child and helping them to research the Geography of France and Christmas traditions. Looking at a map of France and talking	Parents/carers can support by practising vocabulary and phonics with their child and helping them to research Easter traditions and famous French people. Watching French video clips or films would also support them.	Parents/carers can support by practising vocabulary and phonics with their child and helping them to research family life in France and French food. Trying French dishes at home would

	through your experience of visiting France would also support them.		also support them. Parents/carers could really support by organising a trip to France.
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Year 8	In the first term students will learn how to: Describe their meals and the clothes that they wear under different conditions. They will also describe the free-time activities they do under different weather conditions	In the second term students will learn how to: describe their life at home and their daily routine. They will also describe holiday plans.	In the third term students will learn how to: describe their school subjects; their teachers; their school day and make plans for after school.
Why?	We want them to learn vocabulary relating to mealtimes, weather, activities and clothes. We want to revise and further embed the food vocabulary and colours with appropriate gender We want students to further embed the key verbs j'aime/j'adore (I like/ I love) together with other verbs. We want to introduce them to jouer/faire/aller/rester (to play/do/go/stay) but with the full paradigm – i.e I,you,he,she,we,they We also want to introduce conditions with quand (when)	We want them to learn vocabulary relating to daily routine, the rooms in a house, activities, countries and holiday activities. We want to revise activities and weather. We want students to further embed j'aime (I like) etc with a variety of verbs. We would also like to further embed il y a (there is/are) We want to introduce them to reflexive verbs and verbs for routine. We also want to introduce the future tense with je vais (I am going to) but also add j'aimerais (I would like to) and ce sera (it will be)	We want them to learn vocabulary relating to school; revise time and routine and have conversations in a role play style. We want to further embed the verbs aimer,adorer,faire,aller,jouer, (to like, love,do,go,play) in the present tense but then structure the production so that they can build questions with modal verbs. We would like to further practise adjectives and phrases to give opinions about teachers and school subjects, moving away from just “because she is..” They will use the modal verbs vouloir, pouvoir, devoir along with j'aimerais and je voudrais to write about rules; have conversations and form questions.
How parents / carers can support	Parents/carers can support by practising vocabulary and phonics with their child and helping them to research food and drink in Switzerland or Belgium and sport in France. Watching a French sporting event on television or trying Swiss or Belgian dishes would support them as well.	Parents/carers can support by practising vocabulary and phonics with their child and helping them to research life in Paris and holidays in France. Arranging a visit to France would really support a child but a virtual visit or watching a video about Paris would really help.	Parents/carers can support by practising vocabulary and phonics with their child and helping them to research the French school system Arranging a visit to France would still be very supportive but videos about French schools would also really help.

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Year 9	In the first term students will learn how to: describe their town, activities they have done and activities they plan to do	In the second term students will learn how to: describe a past holiday. They will describe where they went, where they stayed, what they did and what they thought of it. They will be able to describe a day trip in detail.	In the third term students will start the GCSE course. They will aim to complete the first module.
Why?	<p>We want them to learn vocabulary relating to places in a town and description of a town. We want to revise activities but also help them to adapt the tenses.</p> <p>We want to further embed the verbs jouer, faire, aller, voir, regarder (to play, do, go, see, watch) in the present tense but then structure the production so that they can use the near future and the perfect tense.</p> <p>We would like to revise il ya / il n'y a pas (there is / isn't) but also introduce on peut (one can)</p> <p>In this way their descriptive ability is fully supported and they are also able to move between tenses at the start of Year 9.</p> <p>They will also have knowledge and practice of all the key structures necessary to start GCSE.</p>	<p>We want them to learn vocabulary relating to holidays including new verbs such as louer, goûter, nager, visiter, durer to make their vocabulary more appropriate for the GCSE topic of holidays next year. We also aim to reinforce the perfect tense using être and avoir and including irregular past participles.</p> <p>We want to embed the language of daily routine extend this by using reflexive verbs in the perfect tense. We also want to allow them to talk about what "we" did using the nous form and add imperfect constructions such as c'étaient and il faisait, whilst also introducing je voudrais with the infinitive to express future plans</p>	<p>Talking about what you do online</p> <ul style="list-style-type: none"> ➤ Using the present tense of regular -er verbs ➤ Discussing pros and cons <p>Saying what you do to stay active</p> <ul style="list-style-type: none"> ➤ Using the present tense of irregular verbs ➤ Listening and transcribing in French <p>Talking about what you watch</p> <ul style="list-style-type: none"> ➤ Forming and answering questions ➤ Preparing a role play <p>Making plans to go out</p> <ul style="list-style-type: none"> ➤ Using the near future tense ➤ Understanding and making invitations <p>Saying what you did last weekend</p> <ul style="list-style-type: none"> ➤ Using the perfect tense ➤ Pronouncing é, er, ez correctly <p>Taking part in an interview</p> <ul style="list-style-type: none"> ➤ Understanding questions in the perfect tense ➤ Using two tenses together (present and perfect)
How parents / carers can support	Parents/carers can support by practising vocabulary and phonics with their child and helping them to research French cities and towns other than Paris and Bastille Day celebrations. Arranging a visit to France would still be very supportive but travel videos, even in English, would really help students to understand about France.	Parents/carers can support by practising vocabulary and phonics with their child and helping them to research holiday destinations in the wider French-speaking world. A visit to another Francophone country would be a major advantage to students.	Parents/carers can support by practising vocabulary and phonics with their child and helping them to research famous people from the wider French-speaking world. A visit to another Francophone country would be a major advantage to students.
	Autumn	Spring	Summer

Year 10	In the first term students will aim to complete module 1 and 2 of the GCSE about leisure time and relationships.	In the second term students will aim to complete module 3 and 4 of the GCSE about school and healthy living.	In the third term students will aim to complete module 5 of the GCSE about holidays
Why?	<p>Module 1</p> <p>Talking about what you do online</p> <ul style="list-style-type: none"> ➤ Using the present tense of regular -er verbs ➤ Discussing pros and cons <p>Saying what you do to stay active</p> <ul style="list-style-type: none"> ➤ Using the present tense of irregular verbs ➤ Listening and transcribing in French <p>Talking about what you watch</p> <ul style="list-style-type: none"> ➤ Forming and answering questions ➤ Preparing a role play <p>Making plans to go out</p> <ul style="list-style-type: none"> ➤ Using the near future tense ➤ Understanding and making invitations <p>Saying what you did last weekend</p> <ul style="list-style-type: none"> ➤ Using the perfect tense ➤ Pronouncing é, er, ez correctly <p>Taking part in an interview</p> <ul style="list-style-type: none"> ➤ Understanding questions in the perfect tense ➤ Using two tenses together (present and perfect) <p>Module 2</p> <p>Talking about your weekend routine</p> <ul style="list-style-type: none"> ➤ Using reflexive verbs in the present tense ➤ Extending sentences using sequencers and connectives <p>Discussing friends and friendship</p> <ul style="list-style-type: none"> ➤ Making adjectives agree ➤ Translating a passage into French <p>Talking about what people look like</p> <ul style="list-style-type: none"> ➤ Understanding the position of adjectives ➤ Describing a photo <p>Talking about positive role models</p> <ul style="list-style-type: none"> ➤ Using direct object pronouns ➤ Using the present and perfect tenses <p>Talking about celebrations</p>	<p>Module 3</p> <ul style="list-style-type: none"> ➤ Talking about school subjects and school life Using comparative adjectives ➤ Giving opinions with reasons <p>Discussing school rules</p> <ul style="list-style-type: none"> ➤ Using impersonal verb structures followed by infinitives ➤ Expressing opinions, agreeing and disagreeing <p>Talking about making progress at school</p> <ul style="list-style-type: none"> ➤ Using irregular verbs in the perfect tense ➤ Pronouncing oi and oy <p>Talking about what school used to be like when you were younger</p> <ul style="list-style-type: none"> ➤ Using verbs in the imperfect tense ➤ Translating into French <p>Talking about learning languages</p> <ul style="list-style-type: none"> ➤ Using the imperfect, present and near future tenses ➤ Recognising a wider range of negatives <p>Module 4</p> <p>Talking about meals and mealtimes</p> <ul style="list-style-type: none"> ➤ Using the partitive article (du, de la, de l', des) and en ➤ Spotting small words that can change meaning <p>Talking about good mental health</p> <ul style="list-style-type: none"> ➤ Using modal verbs (devoir, vouloir, pouvoir) ➤ Giving advice <p>Describing illness and accidents</p> <ul style="list-style-type: none"> ➤ Using expressions with avoir ➤ Booking a doctor's appointment 	<p>Module 5</p> <p>Talking about your ideal holiday</p> <ul style="list-style-type: none"> ➤ Using the conditional tense ➤ Extending spoken and written responses ➤ Discussing what you can see and do on holiday Forming different types of questions ➤ Giving advice with il vaut la peine de and il vaut mieux <p>Talking about festivals</p> <ul style="list-style-type: none"> ➤ Using the perfect and imperfect tenses together ➤ Creating more complex sentences using relative pronouns <p>Reviewing and booking holiday accommodation</p> <ul style="list-style-type: none"> ➤ Using the perfect tense of modal verbs ➤ Identifying positive and negative opinions <p>Talking about staycation activities</p> <ul style="list-style-type: none"> ➤ Using a range of tenses ➤ Using si + the present tense + the simple future tense

	<ul style="list-style-type: none"> ➤ Using the perfect, present and near future tenses Recognising adverbs 	<ul style="list-style-type: none"> ➤ Saying what you will do to improve your life Using the simple future tense ➤ Using more complex sentence structures <p>Talking about lifestyle changes</p> <ul style="list-style-type: none"> ➤ Using the imperfect, present and simple future tenses ➤ Distinguishing between tenses when listening 	
How parents / carers can support	Parents/carers can support by providing their child with an electronic device such as a laptop or desktop PC, so that they can access language gym and sentence builders.com. They can also check that their child is keeping up to date with preparations for the final assessment on google docs. In addition, they could help their child access French television, films and books.	Parents/carers can support by providing their child with an electronic device such as a laptop or desktop PC, so that they can access language gym and sentence builders.com. They can also check that their child is keeping up to date with preparations for the final assessment on google docs. In addition, they could help their child experience French food and maybe organise a visit to a French town.	Parents/carers can support by providing their child with an electronic device such as a laptop or desktop PC, so that they can access language gym and sentence builders.com. They can also check that their child is keeping up to date with preparations for the final assessment on google docs. In addition, they could help their child experience French food and maybe organise a visit to a French town.
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Year 11	Module 5 – <i>Le grand large...</i> (Local area, holiday and travel) Module 6 – <i>Au collège</i> (School)	Module 7 – <i>Bon travail!</i> (Future aspirations, study and work) Module 8 – <i>Un œil sur le monde</i> (International and global dimension)	
Why?	<p>Module 5 – <i>Le grand large...</i> (Local area, holiday and travel)</p> <p>Saying what you do and did on holiday</p> <p>Using the present and perfect tenses</p> <p>Dealing with a hotel stay</p> <p>Using the <i>nous</i> form of the verb and <i>notre/nos</i> ('our')</p> <p>Booking and reviewing hotels</p> <p>Using reflexive verbs in the perfect tense</p> <p>Talking about travelling</p> <p>More practice of the comparative</p> <p>Using <i>avant de</i> + the infinitive</p>	<p>Module 7 – <i>Bon travail!</i> (Future aspirations, study and work)</p> <p>Discussing jobs and work preferences</p> <p>The conditional</p> <p>The relative pronoun <i>qui</i></p> <p>Talking about plans, hopes and wishes</p> <p>Understanding the simple future tense ('will' or 'shall')</p> <p>The perfect infinitive</p> <p>The subjunctive</p> <p>Discussing the importance of languages</p>	

	<p>Ordering in a restaurant Using expressions with avoir Using <i>en</i> + the present participle</p> <p>Talking about holiday disasters Using three time frames Using the pluperfect tense</p> <p>Buying souvenirs Using demonstrative adjectives and pronouns</p> <p>Module 6 – Au collège (School) Revising school subjects and talking about your timetable School subjects with aimer / adorer / détester School subjects with avoir Talking about your school Using the pronouns il and elle</p> <p>Comparing school in the UK and French-speaking countries Using the pronouns <i>ils</i> and <i>elles</i> Discussing rules and regulations Using <i>il faut</i> and <i>il est interdit de</i> Talking about school activities Recognising and using the imperfect tense</p> <p>Talking about successes at school Using past, present and future time frames Talking about getting the best out of school Using the imperative</p> <p>Talking about a school exchange Using past, present and future timeframes</p>	<p>Using adverbs <i>en</i> + the present participle</p> <p>Talking about how you earn money Using the present, perfect and conditional Understanding case studies Using verbs followed by <i>à</i> or <i>de</i> Complex sentences in the future tense (<i>si, quand, lorsque</i>)</p> <p>Discussing work experience Using the perfect and imperfect tenses</p> <p>Module 8 – <i>Un œil sur le monde</i> (International and global dimension)</p> <p>Discussing the weather and natural disasters More on the simple future tense</p> <p>Talking about protecting the environment Using <i>on doit</i> and <i>on peut</i> + the infinitive Using the modal verbs <i>pouvoir</i> and <i>devoir</i> in the conditional</p> <p>Discussing ethical shopping Understanding the passive</p> <p>Talking about volunteering Using emphatic pronouns Using indirect object pronouns</p> <p>Discussing big events Using three time frames Giving arguments for and against</p>	
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How parents / carers can support	Parents/carers can support by providing their child with an electronic device such as a laptop or desktop PC, so that they can access language gym and sentence builders.com. They can also check that their child is keeping up to date with preparations for the final assessment on google docs. In addition, they could help their child experience a French school and maybe organise a visit to a French town.	Parents/carers can support by providing their child with an electronic device such as a laptop or desktop PC, so that they can access language gym and sentence builders.com. They can also check that their child is keeping up to date with preparations for the final assessment on google docs. In addition, they could help their child investigate career opportunities involving a language and/or discuss environmental problems with them.	