

	Substantive Knowledge	Disciplinary Knowledge	Assessment
<p>Y7</p> <p>2/9/24-1/11/24</p>	<p><u>Introduction into the French language</u></p> <ul style="list-style-type: none"> Learn to pronounce key French sounds. Saying your name and learning numbers. Describing how you feel. Talk about brothers, sisters, animals and age. Describing yourself and others. Dive into French culture and pen pals. 	<ul style="list-style-type: none"> Phonics and how the French alphabet sounds. Reflexive verbs – je m’appelle. Adjectival agreement to describe ourselves and others. Use of verb ‘etre’ in the ‘I’ and ‘he/she’ version. Use the verb ‘avoir’ to discuss family and age. Discuss the use of the indefinite article to talk about family members. Analyse the possessive adjectives ‘my’ in the singular and plural. Look into Francophone countries. 	<p>Multiple Choice Vocabulary Quiz and Listening task</p> <ul style="list-style-type: none"> Recall-Test-Reteach
<p>Y7</p> <p>4/11/24-20/12/24</p>	<p><u>Home, town, neighbourhood and region</u></p> <ul style="list-style-type: none"> Talk about countries and nationalities. Discussing what type of house you live in and where it is. Discuss the rooms in our house and the positions of the room. Evaluate what is in your home. Talk about our ideal house. 	<ul style="list-style-type: none"> The verb ‘to live’ and ‘I live’ along with the verbs ‘I am’ and ‘I am from’. Reflecting on the use of gender and the indefinite article to discuss types of housing. Use the adjectives ‘petit’ and ‘grand’ to describe the housing type. Use the verb ‘il y a’ to discuss what is in your home and what there is not. 	<p>70-90 Word essay</p>

		<ul style="list-style-type: none"> Use the conditional tense set phrases to create our own ideal homes. 	
<p>Y7</p> <p>6/1/25-28/2/25</p>	<p><u>Current studies and school</u></p> <ul style="list-style-type: none"> Name the school subjects that you do and do not study with opinions. Telling the time in French. Discuss the school facilities and things in the classroom. Describe and give opinions on school uniform. Look at French schools and compare them to English ones. 	<ul style="list-style-type: none"> Focus on speaking skill to say what you do and do not study. Look into the definite article to discuss the subjects. Recall of numbers to tell the time using 'j'ai' (I have) and the time you study a subject. Use the verb 'il y a' to say what there is and is not in your school and in the classroom. Discuss the use of 'a' or 'some' when there is something, but the lack of when there is not. Key opinion phrases such as 'j'aime' 'j'adore' to give opinions on uniform. 	<p>Vocabulary Quiz</p> <p>Translations</p>
<p>Y7</p> <p>3/3/25-2/5/25</p>	<p><u>Free-time activities and hobbies</u></p> <ul style="list-style-type: none"> Discuss different sports you play and why. Talk about films, TV and new technology. Discussing the weather. 	<ul style="list-style-type: none"> Use the verbs 'je fais' and 'je joue' to say what you play using opinion phrases. Higher opinion phrases to talk about sports. Je regarde = I watch. 	<p>Vocabulary Quiz</p> <p>40-50 word Writing</p>

French KS3-KS4 GCSE Edexcel
 SUBJECT OVERVIEW MAP
 New verb tense set phrase
 New verb tense explicit
 Revisit of verb

	<ul style="list-style-type: none"> • Talk about what you are going to do in the future with sports. • Effective revision strategies in French. 	<ul style="list-style-type: none"> • Discussing the use of 'il fait' to talk about the weather. • The simple future tense construction and how to conjugate it. • Mind maps, look-cover and the Leitner method for revision. 	
<p>Y7 5/5/25- 18/7/25</p>	<p><u>Grammar – explicit teaching of the present tense and immediate future</u></p> <ul style="list-style-type: none"> • Evaluate the 'er' verbs. • Evaluate the 'ir' verbs. • Evaluate the 're' verbs. • Evaluate the most common irregular verbs. • Evaluate the immediate future tense and how it is made. 	<ul style="list-style-type: none"> • Use the most common regular verbs we have looked at this year. • Discuss the meaning of conjugation. • Discuss why we have to conjugate verbs. • Look at the use and importance of infinitive verbs. • Present tense and immediate future tense. 	<p>Verb conjugations</p>
<p>Y8 2/9/24- 1/11/24</p>	<p><u>Foods and drinks</u></p> <ul style="list-style-type: none"> • Discuss what we eat and drink. • Use numbers and measures to order food and drink in Francophone countries. • Use the past tense to describe what you ate and drank in the past. 	<ul style="list-style-type: none"> • Use the verbs 'manger' and 'boire' in the 'I' and 'we' version. • Masculine and feminine articles for food and drinks. • Evaluate the Partitive article 'du, de la, de l', des' to say 'some'. • Definite and indefinite articles. • Analyse the passé composé to discuss past meals. 	<p>Multiple Choice Vocabulary Quiz and Listening task</p> <ul style="list-style-type: none"> • Recall-Test-Reteach

	<ul style="list-style-type: none"> • Compare French and English foods and diets. • Daily food routine. 	<ul style="list-style-type: none"> • Use of adjectives to describe diets. • Use of sequencers to discuss what you eat and when. 	
<p>Y8</p> <p>4/11/24-20/12/24</p>	<p><u>Home and town and what there is to do where you live</u></p> <ul style="list-style-type: none"> • Discussing places around town. • Asking for and giving directions. • Saying what you can and cannot do around town. • Talking about where you go in town at the weekend. • Giving opinion on your town and saying the best and worst things about it. 	<ul style="list-style-type: none"> • Using 'il y a' and the negative 'il n'y a pas de'. • Article un/une for the places around town, but 'de' when there isn't something. • Using 'on peut' to say what you can and cannot do in town. • Giving higher level opinions on town. • Using intensifiers and adjectives. • Using positional words – to the right etc. to say where something is. • Singular and plural is/are to ask where somewhere is. • Discussing the use of the verb 'aller' to say where you go. • Discussing the different use of the word 'a' (to) depending on the gender of the definite article. 	<p>70-90 Word essay</p>
<p>Y8</p>	<p><u>Current and future employment</u></p> <ul style="list-style-type: none"> • Discussing different job roles. • Discussing work experience. 	<ul style="list-style-type: none"> • Using the simple future tense 'will' or 'shall'. 	<p>Vocabulary Quiz</p> <p>Translations</p>

<p>6/1/25- 28/2/25</p>	<ul style="list-style-type: none"> • Giving opinions on jobs and advantages and disadvantages. • Discussing work preferences using the conditional tense. • Talking about plans, hopes and wishes using the simple future. 	<ul style="list-style-type: none"> • Using the conditional tense to talk about preferences for work. • The conditional tense and infinitive verbs. • Je voudrais = I would like. • J'aimerais = I would love. • J'espere = I hope. • Near future tense and the simple future tense. 	
<p>Y8 3/3/25- 2/5/25</p>	<p><u>Travel and tourism – holidays</u></p> <ul style="list-style-type: none"> • Recall different countries to discuss where you normally go on holiday. • Talk about where you can stay on holiday and what is in the accommodation. • Luggage and discussing what is in your suitcase. • Activities whilst on holiday. • Past holidays using the perfect tense. 	<ul style="list-style-type: none"> • Cross-curricular with geography looking at maps to help us to recall countries in French. • The use of the definite article with countries. • Using 'in' and 'to' with countries. • Types of accommodation. • The present and perfect tense. • Je fais/je fait. Je vais/je suis allé(e) 	<p>Vocabulary Quiz 40-50 word Writing</p>
<p>Y8</p>	<p><u>Focus on grammar – immediate future, simple future and the conditional tense</u></p>	<ul style="list-style-type: none"> • Regular and irregular present tense. • Daily routine using reflexive verbs. 	<p>Verb conjugations</p>

French KS3-KS4 GCSE Edexcel
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<p>5/5/25- 18/7/25</p>	<ul style="list-style-type: none"> • Regular and irregular present tense. • Daily routine using reflexive verbs. • Future tense – immediate and simple future. • Using the conditional to talk about wishes. • Past tense and describing past actions using Y8 topics. 	<ul style="list-style-type: none"> • Future tense – immediate and simple future. • Using the conditional to talk about wishes. • Past tense and describing past actions using Y8 topics. 	
<p>Y9 2/9/24- 1/11/24</p>	<p><u>Relationships, family and friendships</u></p> <ul style="list-style-type: none"> • Possessive adjectives to discuss family members. • Discussing how you get on now and got on in the past with family and friends. • Describing a good friend. • Wishes for the future and thoughts on marriage. • Higher level phrases to talk about relationships. 	<ul style="list-style-type: none"> • Discussing the use of possessive adjectives – my, your, his/her, our, your lots, their. • Reflection on gender rules in French. • Use of reflexive verbs to discuss relationships with others. • Adjectival agreement to describe a good friend. • Analyse how and when to use the conditional tense to discuss wishes in the future related to love and marriage. 	<p>Multiple Choice Vocabulary Quiz and Listening task</p> <ul style="list-style-type: none"> • Recall-Test-Reteach
<p>Y9</p>	<p><u>Free time, technology and sports</u></p>	<ul style="list-style-type: none"> • Leisure activities. • Jouer + a. 	<p>70-90 Word essay</p>

<p>4/11/24- 20/12/24</p>	<ul style="list-style-type: none"> • Describing the sports I do and would like to do. • Discuss the sports I used to do. • Talk about sports in the future. • Food and drinks and eating out with • Talk about new technologies and its pros and cons. 	<ul style="list-style-type: none"> • Frequency words – how often you do something. • Opinion phrases plus a noun or an infinitive verb. • Past/present/future with sports. • Depuis + present tense to discuss how long you have been doing things. • Recall foods and drinks from Y8. • Irregular present tense verbs to discuss technology (ma vie d'internaute). 	
<p>Y9 6/1/25- 28/2/25</p>	<p><u>Identity and culture – daily life, shopping for clothes and shopping for a special meal</u></p> <ul style="list-style-type: none"> • Describe daily life. • Discuss how to shop for clothes. • Talk about shopping for a special meal. • Describe family celebrations. • Photo cards and role play practice. 	<ul style="list-style-type: none"> • Describe your daily life using 'pouvoir' and 'devoir'. • Infinitive verb usage after the above. • Using the word 'which' and 'this' in the different versions. • Using the present and near future tense to discuss plans for a meal. • Translation skills using the past, present and future. • Photo cards and role play practice. 	<p>Vocabulary Quiz</p> <p>Translations</p>

<p>Y9 3/3/25- 2/5/25</p>	<p><u>Social issues – volunteering and homelessness and healthy living</u></p> <ul style="list-style-type: none"> • Talk about volunteering. • Discuss big events. • Discuss homelessness in Francophone countries. • Talk about healthy living. • Sentence builders to discuss social issues. 	<ul style="list-style-type: none"> • Using emphatic pronouns. • Complete reading tasks to support understanding of why and when to volunteer. • Using three tenses to discuss events. • Look at articles and videos on real world homelessness. • Using adverbs to say how you do something to discuss healthy living. • Looking at set key phrases to support the more challenging topic of social issues. WAGOLL writings. 	<p>Vocabulary Quiz 40-50 word Writing</p>
<p>Y9 5/5/25- 18/7/25</p>	<p><u>Social issues – the environment</u></p> <ul style="list-style-type: none"> • Talk about protecting the environment. • Discuss ethical shopping. • Talk about the weather and natural disasters. • Exam practice and GCSE practice – using questions related to this topic. 	<ul style="list-style-type: none"> • Using ‘on doit’ and ‘on peut’ to discuss how we should protect the environment. • Using the passive tense to discuss ethical shopping. • Using the simple future tense to discuss the weather and natural disasters. 	<p>Verb conjugations</p>

All pupils in all year groups to complete a cultural project during the last two weeks of the summer term.