

## French – Year 7 Curriculum

Content (Intent)	Grammar	Links to prior learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
<b>Term 1/2</b> <b>Introducing oneself/ Family</b> <ul style="list-style-type: none"> <li>Mod.1 Greetings</li> <li>Mod.1 Describing what you have in your school bag.</li> <li>Mod.1 French Alphabet.</li> <li>Mod.1 Numbers from 1 to 30</li> <li>Mod.1 Birthday dates</li> <li>Mod.1 Spelling a word</li> <li>Mod 1. Talking about colours</li> <li>Mod. 2. Countries</li> <li>Mod. 2 Nationalities</li> <li>Mod.2 Brothers and Sisters</li> <li>Pets</li> <li>Mod.2 Hair and eye colouring</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Using the verbs “to be” and “to have”</li> <li>Developing an awareness of definite and indefinite article</li> <li>Developing an awareness of the genders of nouns</li> <li>Using negations</li> <li>Using plural forms</li> </ul>	Discovering the language *	Skills: <ul style="list-style-type: none"> <li>knowledge of language</li> <li>recognizing cognates</li> <li>pronunciation and intonation</li> <li>identifying and copying new sounds</li> <li>writing</li> <li>apply grammar</li> <li>identify patterns</li> <li>ask and answer questions</li> <li>communicate in pairs etc.</li> <li>make links with English</li> <li>redraft to improve writing</li> </ul> Reading/Writing/Translation assessment on Mod. 1 (November)	Greet someone else, introduce oneself, asking someone’s name and say goodbye. Understand what someone has in their school bag, describing what one has and does not have in their school bag. Use and recognise numbers to say their age and ask how old someone is. Use ordinal numbers to say when their birthday is, asking when someone has their birthday. Spell their names. Say what is their favourite colour. Understanding class instructions in the target language. Using a few connectives and intensifiers to link and extend sentences. Say in which country they live, understand in which countries other people live Describing someone’s physical appearance and personality. Talking about what pets they have.
<b>Term 3/4</b> <b>Free Time/School</b> <ul style="list-style-type: none"> <li>Mod 3. Sports</li> <li>Mod. 3 Sports, likes and dislikes and reason why.</li> <li>Mod. 3 When to use Faire and Jouer when talking about sport.</li> <li>Mod. 3. Talking about free time activities other than sport.</li> <li>Mod 4 Weather expressions linked to free time activities.</li> <li>School subjects.</li> <li>Opinion of school subjects</li> <li>Describing a typical school day.</li> </ul>	<ul style="list-style-type: none"> <li>Using different verbs in the present tense (singular)</li> <li>Using intensifiers</li> </ul>	Consolidate use of key verbs.  Develop awareness of singular/ plural and genders  Pronunciation of sounds.	Skills: <ul style="list-style-type: none"> <li>knowledge of language</li> <li>listen and identify key words</li> <li>use resources to retrieve past knowledge</li> <li>ask and answer questions</li> <li>adapt previously learned language</li> <li>spoken and written language</li> <li>apply grammar</li> <li>use a range of vocab/structures</li> <li>communicate in pairs etc.</li> <li>make links with English</li> </ul> Grammar and Writing assessment on Mod. 2 and 3 (February)	Give opinions about different sports and different free time activities. Ask for someone else’s opinion. Using intensifiers to give a more precise answer. Linking weather to free time activities engaged in. Talking about school and daily routine at school.

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<ul style="list-style-type: none"> <li>Describing school uniform</li> <li></li> <li></li> <li></li> </ul>				
<b>Term 5/6</b> <b>House/Home</b> <ul style="list-style-type: none"> <li>Mod. 5 describing what sort of building and area you live in.</li> <li>Mod. 5 Rooms in your house/flat</li> <li>Mod. 5 Describing daily routine.</li> <li>Mod. 5 describing bedroom.</li> <li>Mod. 5 Numbers</li> <li>Mod. 6 Ordering food from a fast-food chain/café.</li> </ul>	<ul style="list-style-type: none"> <li>Using conditional tense.</li> </ul>	Develop prior knowledge of present tense and asking questions	Skills: <ul style="list-style-type: none"> <li>knowledge of language</li> <li>listen for gist</li> <li>respond appropriately</li> <li>ask and answer questions</li> <li>adapt previously learned language</li> <li>use a variety of structures</li> <li>deal with unfamiliar language</li> <li>spoken and written language</li> <li>apply grammar</li> <li>use a range of vocab/structures</li> <li>communicate in pairs etc.</li> <li>make links with English</li> </ul> Listening / Reading / Speaking assessment on Module 4 and 5	Describe their house/flat. Describe what sort of area they live in. Describe their house/flat, naming individual rooms. Say what they usually do on a typical day at home. Describe their bedroom. Actively use numbers 20-100. Order food at a café /fast-food.

### Resources and/or activities to support learning

- In-house booklets for each module
- In-house grammar booklet
- textbooks in class and related audio tracks: Logo for German, Metro for French, Listos for Spanish
- worksheets

### \*Links to prior learning:

As primary schools don't all teach the same language (e.g. Courthouse Junior School and St Edmund Campion Catholic School both teach French, whereas Oldfield Primary School teaches Mandarin), we think it is essential to cover basic knowledge in each language to ensure that all students have access to the curriculum. This will also be beneficial for students who already have been exposed to this content orally, as writing skills in the foreign language will be developed in Y7.