

## Curriculum Mapping: French Year 7-9

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7 -</b>	<p><b>Unit title/Theme</b></p> <p><b>Introductory module (my life)</b> <b>Ma vie (La rentrée)</b></p>	<p><b>Unit title/Theme</b></p> <p><b>Freetime activities</b> <b>Mon temps libre</b></p>	<p><b>Unit title/Theme</b></p> <p><b>School</b> <b>En classe</b></p>	<p><b>Unit title/Theme</b></p> <p><b>My family and friends</b> <b>Ma vie de famille</b></p>	<p><b>Unit title/Theme</b></p> <p><b>Where I live</b> <b>Là où j'habite</b></p>	<p><b>Unit title/Theme</b></p> <p><b>In town</b> <b>En ville</b></p>
	<p><b>Concepts/Tier 3 vocabulary</b></p> <p>Nouns, adjectives, verbs, cognates, masculine, feminine, singular, plural, adjectival agreement, verb endings, present tense, phonics, connective</p>	<p><b>Concepts/Tier 3 vocabulary</b></p> <p>Previous concepts in addition to:  Roleplay, jouer à, faire de, infinitive verb, phonics, D.O.R.C (description, opinion, reason, connective) sentence</p>	<p><b>Concepts/Tier 3 vocabulary</b></p> <p>Previous concepts in addition to:  Negative verb formation Word order</p>	<p><b>Concepts/Tier 3 vocabulary</b></p> <p>Previous concepts in addition to:  Possessive adjectives, intensifiers, 3<sup>rd</sup> person verbs, irregular verbs (être)</p>	<p><b>Concepts/Tier 3 vocabulary</b></p> <p>Previous concepts in addition to:  Prepositions</p>	<p><b>Concepts/ Tier 3 vocabulary</b></p> <p>Previous concepts in addition to:  Modal verb (vouloir), Irregular verbs (aller), near future tense, 2<sup>nd</sup> person verbs, false friends</p>
	<p><b>Justification:</b></p> <p>In this unit students are introduced to classroom language, basic greetings, numbers 1-30 and will be able to introduce themselves in French. In addition, students will learn how to give a variety of opinions about their likes and dislikes. Students will have some prior knowledge of the skills required to learn a language from primary school. This may not be in the same language. Some students will already know some basic vocabulary.</p>	<p><b>Justification:</b></p> <p>Students learn how to talk about what sports they play and what activities they do in their free time, including being able to give and justify their opinions using D.O.R.C sentences, which builds on the opinions they learn in the previous module, securing understanding. Students will be able to answer questions on what they like/don't like doing in their free time.</p>	<p><b>Justification:</b></p> <p>Students are taught how to describe different aspects of their school including the subjects they study, the facilities, the school uniform, a typical school day and the teachers. Students practise using D.O.R.C to give justified opinions in extended sentences using a range of adjectives. Students will be introduced to negative verb formation to say what there is not. Adjectival agreement will be revisited through colours as well as the position of adjectives in a sentence to secure understanding.</p>	<p><b>Justification:</b></p> <p>Students are introduced to numbers up to 100, building on their learning from the autumn term, in order to describe their family members' ages. Students are also introduced to new adjectives to describe hair and eye colour and pets. Students need their prior knowledge of adjectival agreement, word order, numbers and DORC to apply it to the new context of describing family. Students are introduced to present tense verbs in the 3<sup>rd</sup> person to describe he, she, they.</p>	<p><b>Justification:</b></p> <p>In this unit students start with the bigger picture by being able to name some European countries using the verb 'etre'. This consolidates their knowledge of the verb 'etre' which was introduced in the spring term. Then, students are introduced to the verb 'habiter' to describe where they live more specifically, introducing new vocabulary of types of homes and locations. Later in the module, students are able to describe the rooms in a house/flat and what is in their bedroom using prepositions and 'il y a' (first introduced in the context of school).</p>	<p><b>Justification</b></p> <p>Students learn how to successfully describe what there is/not in their town or village, further consolidating 'il y a' and 'il n'y a pas de', as well as giving opinions and reasons. Students are taught how to conjugate 'aller' in the present tense which is needed before teaching the near future tense. Students will be introduced to the near future tense which is a new concept, and by the end of Y7 students are able to use two tenses together to talk about what they normally do and what they are going to do next weekend. Once in Y8, students will learn the past tense and will be expected to use three tenses in each unit moving forwards.</p>
	<p><b>Assessment:</b> Listening &amp; Writing</p>	<p><b>Assessment:</b> Speaking &amp; Reading</p>	<p><b>Assessment:</b> Listening &amp; Writing</p>	<p><b>Assessment:</b> Speaking &amp; Reading</p>	<p><b>Assessment:</b> n/a</p>	<p><b>Assessment</b> EOY Listening, Reading &amp; Writing</p>
<p><b>Wider reading/Cultural capital</b></p> <ul style="list-style-type: none"> <li>• European Day of Languages</li> <li>• Black History Month – discussion of prominent black figures in French speaking countries.</li> <li>• Père Noel (French Christmas traditions)</li> <li>• MFL Christmas card competition</li> <li>• Differences between French and English school systems discussed</li> <li>• Poster task homework – research French speaking sports people and design a poster</li> </ul>						

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Unit title/Theme</b>  Holidays Vive les vacances !	<b>Unit title/Theme</b>  Free time/hobbies A loisir	<b>Unit title/Theme</b>  Festivals and food Les fêtes et la nourriture	<b>Unit title/Theme</b>  Daily life Le monde est petit	<b>Unit title/Theme</b>  My identity Mon identité	<b>Unit title/Theme</b>  Sports and Healthy living Le sport en direct
	<b>Concepts/Tier 3 vocabulary</b>  Present tense, past (perfect) tense using avoir & être, er/ir/re verbs, past participle, regular/irregular verb, negative verb formation (ne...pas), DORC, agreement	<b>Concepts/Tier 3 vocabulary</b>  Previous concepts in addition to:  Irregular verb (lire), adjectival agreement, synonyms, cognates, negatives (ne...jamais, ne...rien), distractors	<b>Concepts/Tier 3 vocabulary</b>  Previous concepts in addition to:  Partitive article (du, de la, des, de l'), unexpected questions (roleplay), forming questions, modal verb (vouloir)	<b>Concepts/Tier 3 vocabulary</b>  Previous concepts in addition to:  Telling the time, modal verbs (pouvoir/devoir) + infinitive	<b>Concepts/Tier 3 vocabulary</b>  Previous concepts in addition to:  Reflexive verbs, distractors, false friends	<b>Concepts Tier 3 vocabulary</b>  Previous concepts in addition to:  Jouer à + definite article Faire de + definite article Comparatives Il faut + infinitive
<b>Year 8 -</b>	<b>Justification:</b>  Having just returned to school after the summer holidays, students learn to say what they did on holiday using past tense (perfect) alongside what they normally do in the present tense. They also describe which mode of transport they used and who they went with. Furthermore, they learn how to narrate holiday disasters. Past tense is a key tense for successful communication skills in a foreign language and the topic of holidays is also revisited at GCSE. Pupils thus have a good foundation at KS3 and consolidate the past tense in each module this year.	<b>Justification:</b>  An emphasis is placed in writing skills this term, in line with the assessment. Students are taught to discuss their hobbies and what they do in their free time, allowing them to give more complex justified opinions with intensifiers. The topic of free time is then further built upon at GCSE. This unit builds upon and consolidates students' prior learning from Year 7 'Mon temps libre'. Students are given the opportunity to use three tenses together which is a requirement for GCSE grade 4.	<b>Justification:</b>  Pupils learn about typical French foods and festivals/special days. This module aims to improve fluency and build confidence with roleplay speaking skills, a vital skill for GCSE. Revisiting modal verbs from Year 7 serves as useful retrieval practice, allowing students to build on previous grammar knowledge and apply it to new contexts (ordering food in a restaurant). Food and festivals are revisited in KS4.	<b>Justification:</b>  Daily routine phrases are introduced in this term through reflexive verbs, as well as how to tell the time and chores. Additionally, knowledge of modal verbs is further built upon this term. Customs are revisited in KS4.	<b>Justification:</b>  In this unit, students are taught to describe their personality, relationships, music tastes, clothes and passions, which builds on prior knowledge from Y7 and Y8. Students will use three tense together and will express their opinions using DORC sentences. Identity will be revisited in Y9.	<b>Justification:</b>  At the end of Y8, the curriculum spirals back to talking about sports which was first introduced in Y7 autumn 2. This time, knowledge is built upon through the teaching of comparatives and il faut, allowing students to say what sports people must do to stay healthy. Sports will be revisited in Y9.
	<b>Assessment:</b> Speaking & Reading	<b>Assessment:</b> Listening & Writing	<b>Assessment:</b> Speaking & Reading	<b>Assessment:</b> Listening & Writing	<b>Assessment:</b> n/a	<b>Assessment:</b> EOY Listening, Reading & Speaking
	<b>Wider reading/Cultural capital</b> <ul style="list-style-type: none"> <li>• Black History Month – discussion of prominent black figures in French speaking countries.</li> <li>• Pen pal exchange</li> <li>• European Day of Languages</li> <li>• Authentic songs, introduction to famous artists in the French speaking world.</li> <li>• Easter Baking competition</li> <li>• Traditional French dishes introduced</li> <li>• Festivals celebrated in French speaking countries introduced</li> </ul>					

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 9 -</b>	<b>Unit title/Theme</b>  My life Qui suis-je?	<b>Unit title/Theme</b>  Free time activities Le temps des loisirs	<b>Unit title/Theme</b>  Home & Local area De la ville à la campagne	<b>Unit title/Theme</b>  Environment Un oeil sur le monde: l'environnement	<b>Unit title/Theme</b>  Healthy living Un oeil sur le monde: le bien- être	<b>Unit title/Theme</b>  Describing a photo Décrire une photo
	<b>Concepts/Tier 3 vocabulary</b>  Conjugation, present tense, regular/irregular verbs, subject, verb endings, possessive adjectives, perfect tense, future tense, adjectival agreement, masculine, feminine, singular, plural, stem, infinitive, DORC	<b>Concepts/Tier 3 vocabulary</b>  Previous concepts in addition to:  Distractors and negatives (listening & reading), depuis + present tense, past (imperfect) tense, comparative, superlative	<b>Concepts/Tier 3 vocabulary</b>  Previous concepts in addition to:  Si clause Conditional tense	<b>Concepts/Tier 3 vocabulary</b>  Previous concepts in addition to:  On doit + infinitive On peut + infinitive Il faut + infinitive Modal verbs (vouloir, pouvoir, devoir) Imperative Superlative adjectives	<b>Concepts/Tier 3 vocabulary</b>  Adjectival agreement Antonyms, synonyms Comparatives, superlatives Present tense Imperfect tense Perfect tense Near future tense Conditional tense Infinitive Irregular verbs	<b>Concepts Tier 3 vocabulary</b>  Previous concepts in addition to:  PALMW (people, action, location, mood, weather) DORC (description, opinion, reason, connective) Spontaneity Present continuous tense
	<b>Justification:</b>  Firstly, students consolidate their knowledge of conjugation, present tense and grammatical metalanguage which was first introduced in Y7 and Y8. This provides a solid foundation for more complex grammatical concepts throughout Y9 and KS4. Students are taught to describe people and relationships, who their role models are and why, talk about social networks, make arrangements to go out and talk about friends and family, building on vocabulary learnt in Y7 & 8. Forming justifications adds complexity to students' extended writing in French and is required at KS4. Emphasis is also placed on writing skills because students complete a writing assessment on this unit.	<b>Justification:</b>  In this unit, students revisit the free time vocabulary learnt in Y7 & Y8 in order to talk about TV, films, reading habits, sports, entertainment, technology and life online. Students use the present tense to say what they normally do, the imperfect tense to talk about what they used to do when they were younger and depuis to talk about how long they have been doing sports for. A continued opportunity to give and explain opinions is provided to students, building in more variety of adjectives and more complex opinion phrases such as 'je dirais que', 'selon moi', 'je crois que'. There is an emphasis on speaking skills in preparation for the roleplay assessment. Students will have completed a roleplay task in Y8 spring term (Au restaurant).	<b>Justification:</b>  Students are introduced to new vocabulary on town. This unit also brings together several grammatical concepts taught in previous units. Students will revisit the following tenses: present, near future, perfect, imperfect. This range of tenses is required for the GCSE higher tier paper. Furthermore, students will be explicitly taught how to conjugate the conditional tense in order to be able to say what they would change in their town if they were the mayor or MP. Emphasis is on extended writing skills in line with the GCSE style writing question in the assessment.	<b>Justification:</b>  Students are introduced to new vocabulary to enable them to talk about environmental concerns, natural disasters and potential solutions. Students use modal verb structures to say what one must, can, should, and could do to help protect the environment and will use three tenses together when writing and speaking, applying prior knowledge of tenses to newly learnt verbs. Towards the end of this unit, students work in groups to create an environmental campaign on an issue of their choice with posters, leaflets, slogans and a presentation in French.	<b>Justification:</b>  In this half term, the context moves to health and well-being. Students will remember food vocabulary and talking about fitness from Y8. The language introduced now is more complex, with students describing different food groups for a balanced diet, diet related health problems, bad habits, extreme sports and exercise. Key tenses and grammatical concepts from previous units are revisited and practised, for example using si clauses to say what they would do if they could. This complex structure is included in the list of complexity required at GCSE higher tier.	<b>Justification:</b>  During the final half term, emphasis is placed on speaking skills (photo description) as this forms part of the GCSE speaking exam and students are looking ahead to KS4 by the end of Y9. This unit recycles previously learnt vocabulary which provides opportunity for revision of all units prior to the end of year assessments and students will be taught to apply this to a new concept: describing a photo using extended sentences, speculation, variety of language, connectives, and multiple tenses.
	<b>Assessment:</b> Writing	<b>Assessment:</b> Speaking & Reading	<b>Assessment:</b> Listening & Writing	<b>Assessment:</b> Speaking & Reading	<b>Assessment:</b> n/a	<b>Assessment:</b> EOY Listening, Reading & Writing
<b>Wider reading/Cultural capital</b> <ul style="list-style-type: none"> <li>• Black History Month – discussion of prominent black figures in French speaking countries.</li> <li>• Prominent French festivals outlined</li> <li>• Authentic songs, introduction to famous artists in the French speaking world</li> <li>• Easter Baking competition</li> </ul>						

**Be the best you can be**