

## French Curriculum Overview

Below is a curriculum overview, showing what is taught at each stage of the year.

	Cycle 1	Cycle 2	Cycle 3
Year 7	<p><b>Topic: Self and family</b></p> <p><b>Overview:</b> students will be able to introduce themselves, describe family members, recognise cognates, adapt a model, mimic the teacher in pronunciation.</p> <p><b>Grammar:</b> introduction to French phonics, cognates + semi-cognates, use of accents, noun, verb, adjective, adjectival agreements, present tense paradigm of an -er verb (habiter), s'appeler, avoir and être key (1st-3rd person singular), possessive adjectives, negative (ne...pas)</p> <p><b>Vocabulary:</b> greetings, nationalities/languages, numbers 1-31 (age, dates), alphabet, months and days of week, countries, family members, personality adjectives, physical description</p> <p><b>Mid-Cycle Assessment:</b> n/a</p>	<p><b>Topic: School life</b></p> <p><b>Overview:</b> students will be able to describe their school, say what they like /don't like, give reasons why, describe their uniform, say what's in their bag, describe their teachers, talk about school rules, use infinitive structures, talk about primary school.</p> <p><b>Grammar:</b> c'est/ce n'est pas, il y a/il n'y a pas, opinion + noun or infinitive, present tense of -er verbs (aimer/detester), comparative (plus/moins...que), infinitive structures (rules), imperfect tense phrases (c'était, il y avait), definite + indefinite articles</p> <p><b>Vocabulary:</b> facilities in school, school subjects, opinions, clothing, colours, connectives (et, parce que, mais aussi), adjectives (to describe subjects + teachers), school rules</p> <p><b>Mid-Cycle Assessment:</b> translation into French, 50-word writing task</p> <p><b>Assessment Week:</b> listening, dictation, reading, translation into French</p>	<p><b>Topic: Free Time</b></p> <p><b>Overview:</b> students will be able to say what they do in their free time, give opinions about hobbies, say what the weather is like, say what they do in different weather conditions, say what time they do things, say what they did last weekend, make weekend plans, use the immediate future.</p> <p><b>Grammar:</b> jouer, faire (irregular verb), avant de, time phrases, du/de la/des, adverbs of frequency, immediate future, perfect tense phrases, quand/si + weather expressions</p> <p><b>Vocabulary:</b> free time activities, sports, time, time expressions, weather</p> <p><b>Mid-Cycle Assessment:</b> reading comprehension, adapting a model text</p> <p><b>Assessment Week:</b> dictation, 50-word writing task</p>

	<b>Assessment Week:</b> translation into French, translation into English, dictation, 50-word writing task			
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	Cycle 1	Cycle 2	Cycle 3
<b>Year 8</b>	<p><b>Topic: Where I live</b></p> <p><b>Overview:</b> students will be able to talk about where they live, describe their home, make descriptions + contrasts, name places in the town and activities to do there, talk about last and next weekend, arrange to go out.</p> <p><b>Grammar:</b> regular -er verbs, il y a / il n’y a pas, further adjectives, prepositions au/à la/aux, present tense of avoir, infinitive use with on peut, present tense of pouvoir, vouloir, 3 time frames, comparatives + superlatives, où (subordinate clauses)</p> <p><b>Vocabulary:</b> places to live, rooms of house, furniture, places in town, activities in town, directions, arranging to go out (days, times)</p> <p><b>Mid-Cycle Assessment:</b> translation into French, 50-word writing task</p>	<p><b>Topic: Healthy Living</b></p> <p><b>Overview:</b> students will be able to talk about what they eat and drink, their food preferences, what do they do to stay fit and healthy, past habits, future plans for healthy living, daily routine</p> <p><b>Grammar:</b> manger, boire, expressions of frequency, reflexive verbs, present tense -er verbs, present of faire, imperfect tense, immediate future, likes + dislikes</p> <p><b>Vocabulary:</b> food and drink, sports, daily routine, time, time expressions, adverbs of frequency, negative words,</p> <p><b>Mid-Cycle Assessment:</b> reading comprehension, adapting a model text</p> <p><b>Assessment Week:</b> listening, dictation, reading, translation into English</p>	<p><b>Topic: Holidays and festivals</b></p> <p><b>Overview:</b> students will be able to talk about holiday destinations, travel, the environment, rtake part in role plays, describe last year's holiday, talk about festivals, describe future plans</p> <p><b>Grammar:</b> aller in the perfect tense, perfect tense with avoir, sequencers, conditional tense, infinitive structures to talk about the future, present of -re and -ir verbs, immediate future, imperfect phrases, comparatives + superlatives</p> <p><b>Vocabulary:</b> countries + holiday destinations, forms of transport, environmental issues, festivals, holiday items, leisure activities, role play vocabulary (hotel, restaurant, tourist office)</p> <p><b>Mid-Cycle Assessment:</b> translation into French, 50-word writing task</p> <p><b>Assessment Week:</b> dictation, 90-word writing task (based on all 3 cycles)</p>

Assessment Week: listening, dictation, reading, translation into French		
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	Cycle 1	Cycle 2	Cycle 3
<b>Year 9</b>	<p><b>Topic: Relationships</b></p> <p><b>Overview:</b> students can describe relationships with others, describe family and friends, talk about future plans, discuss future relationship choices</p> <p><b>Grammar:</b> reflexive verbs, agreement + position of adjectives, object pronouns, comparative + superlatives, immediate future</p> <p><b>Vocabulary:</b> published AQA vocabulary list</p> <p><b>Mid-Cycle Assessment:</b> 90-word writing task</p> <p><b>Assessment Week:</b> listening, reading, translation, role play</p>	<p><b>Topic: Technology</b></p> <p><b>Overview:</b> students can talk about the use of social media, discuss the pros and cons of social media, discuss the uses of mobile technology, discuss the benefits and dangers of mobile technology</p> <p><b>Grammar:</b> present tense of common regular and irregular verbs, grâce a, using 'on', pronouns moi, toi, lui, elle, il est possible que + subjunctive</p> <p><b>Vocabulary:</b> published AQA vocabulary list</p> <p><b>Mid-Cycle Assessment:</b> 90-word writing task</p> <p><b>Assessment Week:</b> listening, reading, translation, role play</p>	<p><b>Topic: Leisure</b></p> <p><b>Overview:</b> students can talk about free-time activities in the past, talk about different sports and leisure activities, express preferences, talk about different cuisines and eating out, order a meal, discuss world food and eating habits.</p> <p><b>Grammar:</b> perfect tense of regular verbs, perfect tense with être, revision of the future tense, time phrases, verbs followed by infinitives, using 'en' and 'y', demonstrative + emphatic pronouns, complex negatives, quand, lorsque, si, opinion verbs</p> <p><b>Mid-Cycle Assessment:</b> 90-word writing task</p> <p><b>Assessment Week:</b> listening, reading, translation, role play</p>

	Cycle 1	Cycle 2	Cycle 3
Year 10	<p><b>Topic: Festivals</b></p> <p><b>Overview:</b> students can, talk about how they celebrate events, discuss what traditions mean to them, describe international festivals and events</p> <p><b>Grammar:</b> reflexive verbs in the perfect tense, prepositions with towns/countries, perfect infinitive, imperfect tense</p> <p><b>Vocabulary:</b> published AQA vocabulary list</p> <p><b>Mid-Cycle Assessment:</b> 90-word writing task</p> <p><b>Assessment Week:</b> listening, reading, translation, role play</p>	<p><b>Topic: Home and Region, Holidays</b></p> <p><b>Overview:</b> students can describe where they live, talk about their ideal home, describe what a town is like, say what there is to see/do, describe a region, talk about holiday preferences, discuss holidays in detail, talk about visiting different places in France, use three time frames together</p> <p><b>Grammar:</b> negative phrases followed by de, partitive article, conditional tense, demonstrative adjectives, prepositions, possessive pronouns, comparative/superlative, sequencing words, depuis + present tense, pronoun 'y', revision of using perfect + imperfect together, après avoir/être + past participle, venir de + infinitive</p> <p><b>Vocabulary:</b> published AQA vocabulary list</p> <p><b>Mid-Cycle Assessment:</b> 50 + 90-word (Foundation) or 90 + 150 word (Higher) writing tasks</p> <p><b>Assessment Week:</b> listening, reading, translation, photo card</p>	<p><b>Topic: Social and Global Issues</b></p> <p><b>Overview:</b> students can describe charity work, understand the importance of charities, compare old and new health habits, discuss environmental problems + solutions, discuss global issues, discuss inequality + poverty, show an understanding of problems affecting TL speaking countries</p> <p><b>Grammar:</b> conditional of vouloir and aimer, en + present participle, vouloir que + subjunctive, using ce que, imperfect of être, avoir, + faire, expressions of quantity, pluperfect tense, il vaut/il vaudrait mieux, revision of negative constructions, si + present tense, si + present + future, verbs of possibility, permettre de + infinitive, subjunctive</p> <p><b>Vocabulary:</b> published AQA vocabulary list</p> <p><b>Mid-Cycle Assessment:</b> 50 + 90-word (Foundation) or 90 + 150 word (Higher) writing tasks</p> <p><b>Assessment Week:</b> GCSE mocks (Listening, Reading, Writing), Speaking (role play, photo card 1 x conversation topic)</p>

	Cycle 1	Cycle 2	Cycle 3
<b>Year 11</b>	<p><b>Topic: Education and Work</b></p> <p><b>Overview:</b> students can describe a school day, describe school life in different countries, talk about school rules and uniform, talk about their ideal school, talk about future options, discuss the differences between university and apprenticeships, look for and apply for jobs, talk about the advantages and disadvantages of different jobs</p> <p><b>Grammar:</b> perfect tense, emphatic pronouns, adjectives of time and place, pouvoir, vouloir, devoir, il faut, conditional, time phrases, imperfect tense, si + present tense, quand + future, comparatives and superlatives, passive voice</p> <p><b>Vocabulary:</b> published AQA vocabulary list</p> <p><b>Mid-Cycle Assessment:</b> Listening, Reading, Writing, conversation</p> <p><b>Assessment Week:</b> GCSE mocks (Listening, Reading, Writing)</p>	<p><b>Topic: Revision</b></p> <p><b>Overview:</b> students will review the GCSE topic areas and core grammar in preparation for their examinations:</p> <ol style="list-style-type: none"> <li>1. Relationships</li> <li>2. Technology</li> <li>3. Leisure</li> <li>4. Festivals</li> <li>5. Home and region</li> <li>6. Social issues</li> <li>7. Global issues</li> <li>8. Holidays</li> <li>9. Education</li> <li>10. Work</li> </ol> <p><b>Vocabulary:</b> published AQA vocabulary list</p> <p><b>Mid-Cycle Assessment:</b> GCSE Speaking mock (role play, photo card, conversation)</p> <p><b>Assessment Week:</b> GCSE mocks (Listening, Reading, Writing)</p>	<p><b>Topic: Revision</b></p> <p><b>Overview:</b> students will review the GCSE topic areas and core grammar in preparation for their examinations:</p> <ol style="list-style-type: none"> <li>1. Relationships</li> <li>2. Technology</li> <li>3. Leisure</li> <li>4. Festivals</li> <li>5. Home and region</li> <li>6. Social issues</li> <li>7. Global issues</li> <li>8. Holidays</li> <li>9. Education</li> <li>10. Work</li> </ol> <p><b>Vocabulary:</b> published AQA vocabulary list</p> <p><b>GCSE examinations:</b> Listening, Speaking, Reading, Writing</p>

