

Subject : FRENCH Year 7 Curriculum Map							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
What am I learning?	At the start of the year, we will be learning Greetings/numbers/dates/alphabet Using er verbs in the present with Talking about brothers and sisters. Using the verb avoir. Describing a classroom. Using definite and indefinite articles. Discussing likes and dislikes. Using the verb aimer+the definite. Describing yourself and others. Using the verb etre. Using adjectival agreement. Saying what you do. Using infinitives and regular er verbs.	We move on Talking about colours and telling the time. Saying what you think about your school subjects. Talking about likes and dislikes. Using er verbs. Talking about what you wear to school. Using adjectives after nouns. Talking about your school day. Using new er verbs. Learning about typical French schools. Saying what there is and isn't. agreeing and disagreeing.	We then progress to Talking about the weather and seasons. Talking about which sports you play using jouer á. Talking about activities you do. Using the verb faire. Discovering sports in French Speaking Countries. Using cognates and context. Talking about what you like doing. Using aimer + infinitive. Forming and answering questions.	Our next topic is Using the present tense to talk about animals. Using higher numbers. Describing your family + opinions. Using the possessive adjective my and your. Describing here you live. Using the nous form of er verbs. Talking about breakfast. Using the partitive articles Learning about Bastille day.	In Summer we start Talking about places in town or in a village + likes/dislikes. Understanding French prices. Saying where you go at the weekend. Using the verb aller. Inviting someone out using the verb vouloir. Ordering drinks and snacks in a café. Using the tu and vous forms of the verb. Saying what you are going to do. Using the near future tense. Using 2 tenses together.	Consolidation/revising all grammar skills and using 2 tenses together. We end the year look to recap all the topics covered and develop speaking skills – giving a range of different opinions on a range of different topics. We will use or	
Why am I learning this?	This term will give students the foundation skills to succeed later. We will look at phonics, patterns in languages and key verbs which will be revisited later in the year.	This topic will enable students to develop their ability to practice giving a greater range of opinions. Promote students understanding of other cultures by looking and other school systems	In this topic, we encourage students to reflect on, and express their own identities. Linguistically they are building on prior knowledge of present tense verbs	This unit helps students to understand their wider world and environment. By looking at Bastille Day in France, we promote tolerance and appreciation of other cultures – while inviting students to share and celebrate their own cultures	This unit enables students to develop their numeracy skills and develop interpersonal skills through role-plays.	In year 8, students will be introduced to the perfect tense. In order for student to succeed tgey will need to have a sound understanding and application of key verbs and tenses practiced in year 7.	
How will I be supported?	Weekly Speaking Questions Use of scaffolded Sentences starters &Writing frames. Modelling of tasks Learning Journals with key vocabulary.	Weekly Speaking Questions Use of scaffolded Sentences starters & Writing frames. Modelling of tasks Learning Journals with key vocabulary.	Weekly Speaking Questions Use of scaffolded Sentences starters &Writing frames. Modelling of tasks Learning Journals with key vocabulary.	Weekly Speaking Questions Use of scaffolded Sentences starters & Writing frames. Modelling of tasks Learning Journals with key vocabulary.	Weekly Speaking Questions Use of scaffolded Sentences starters &Writing frames. Modelling of tasks Learning Journals with key vocabulary.	Weekly Speaking Questions Use of scaffolded Sentences starters &Writing frames. Modelling of tasks Learning Journals with key vocabulary.	
How will I be challenged?	Higher Level thinking tasks in lesson. A bank of more challenging language in the Learning Journals. Different levels of difficulty in speaking tasks	Higher Level thinking tasks in lesson. A bank of more challenging language in the Learning Journals. Different levels of difficulty in speaking tasks	Higher Level thinking tasks in lesson. A bank of more challenging language in the Learning Journals. Different levels of difficulty in speaking tasks	Higher Level thinking tasks in lesson. A bank of more challenging language in the Learning Journals. Different levels of difficulty in speaking tasks	Higher Level thinking tasks in lesson. A bank of more challenging language in the Learning Journals. Different levels of difficulty in speaking tasks	Higher Level thinking tasks in lesson. A bank of more challenging language in the Learning Journals. Different levels of difficulty in speaking tasks	



Subject : FRENCH Year 8 Curriculum Map							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
What am I learning?	At the start of the year, we will be learning about school holidays revising the verbs avoir and etre, saying what you did during the holidays + likes and dislikes. We will to compose a piece of writing using present and perfect tense.	We move on to the topic of festivals and celebrations. We start by describing special days using the present tense and we learn how to use predictions to help with listening passages. We talk about a future trip using the future tense and combine the present and future tense in writing and speaking tasks.	We then progress to the topic of free time in the context of technology. We learn about celebrities and TV programs using singular and plural adjectival agreement. We also learn how to arrange an outing to the cinema and talk more generally about leisure activities using the negative. We use 3 tenses to compose a piece of writing.	Our next topic is about where we live and discuss the weather. We learn to use different strategies to decode words while reading and we talk about our daily routines using reflexive verbs. We also talk about moving house using irregular adjectives and we use 3 tenses (present, past and future) in writing.	In the Summer term we start to look at the world of sport using jouer a and faire de. We learn about comparatives and we also learn how to ask and give directions. We also learn how to use the imperative using il faut to say you must. We will be asking and answering questions using 3 tenses: present, past and future.	We end the year look to recap all the topics covered and develop speaking skills we reinforce the use of 3 tenses. We also look at world geography as a cross curricular opportunity with a focus on French speaking countries.	
Why am I learning this?	These are the foundation skills that you need over the time you study French at Heron Hall – without these foundations we cannot build on them in future years.	This is the topic that introduces the use of three tenses, present past and future and it does so within the engaging topic of festivals and celebrations.	This topic follows on from the previous one but takes a more personal approach by looking at your life online and likes and dislikes, positive and negatives associated with technology.	This unit helps to consolidate the previous topics and reinforces the use of the present, past and future tense by looking at daily file, routines and weather conditions.	This unit explores the popular topic of sport while learning the comparative. We also learn about the use of the imperative tenses so that we are able to add this to our now established knowledge of the three tenses: present, past and future.	The last summer term we have a chance to recap on all previous learning and bridge any gap – we also focus on French speaking countries and better connect with the language, the reasons why we learn and its advantages.	
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Subject : FRENCH Year 9 Curriculum Map								
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
What am I learning?	At the start of the year, we will be talking about family/relationships/friendships and descriptions. Revision of adjectival agreement and present tense of avoir/etre and regular er/ir/re verbs. Using the pronoun qui Using possessive adjectives and reflexive verbs. Revising aller, prepositions and time phrases+ au/a la/aux/a l'. Revising the near future tense.	We move on to the Imperfect tense. Discussing roles models using the perfect and imperfect tenses. Revising sports and music and the verb faire+ Will will look at more complex structures to give opinions such AS Je trouve ca Ca me donne envie Ca me rend	We then progress to looking at technology/film/TV Students will start using sequencers and we will introduce different ways to express opinions such as J'ai une passion pour/je ne suis pas fan de We will look at sports in more depth using the structure depuis+present tense. Position of adjectives. Talking about internet. Revising comparatives/adjectives. Using the relative pronoun que. Revising the imperfect tense	Our next topic is looking at actors & film using superlatives. Later will will oook at food+meals. Using the partitive adjective du/de la/ des/ de l'. Using if faut Using irregular verbs boire and prendre.	In Summer we start Discussing shopping for clothes + likes/dislikes. Using the verbs porter/metre Using subject/object pronouns. Describing your daily life using pouvoir and devoir. Forming and asking questions using tu and vous. Using the pronoun en.	In the last term we look at describing festivals and traditions. Using a combination of Present tense. Past tense and future tense.		
Why am I learning this?	Students build on existing knowledge of vocabulary to talk about family – but in this module learners will use more complex language and structures to express their identity and personal relationships	At this point of the course, students have covered and had opportunities to use three tenses (present, perfect and near future). This is now an opportunity to introduce a 4 th tense (the imperfect tense) – and enable students to transition between different past time frames.	We want students to build on prior knowledge of vocabulary of free time. This module will enable students to look at new more complex language to express opinions and talk about how they spend their free time. Using comparative and superlative structures can be recycled by students opting for GCSE.	Students have some prior knowledge of irregular verbs. In this topic, we introduce some new structures with irregular verbs.	Students learn to talk about shopping as it will develop role-play speaking skills. This is linked to Success in the speaking and listening exams.	Recapping tenses will prepare students to perform in assessments and support those students opting for GCSE.		
How will I be supported?	Weekly Speaking Questions Use of scaffolded Sentences starters &Writing frames. Modelling of tasks Learning Journals with key vocabulary.	Weekly Speaking Questions Use of scaffolded Sentences starters &Writing frames. Modelling of tasks Learning Journals with key vocabulary.	Weekly Speaking Questions Use of scaffolded Sentences starters &Writing frames. Modelling of tasks Learning Journals with key vocabulary.	Weekly Speaking Questions Use of scaffolded Sentences starters &Writing frames. Modelling of tasks Learning Journals with key vocabulary.	Weekly Speaking Questions Use of scaffolded Sentences starters &Writing frames. Modelling of tasks Learning Journals with key vocabulary.	Weekly Speaking Questions Use of scaffolded Sentences starters & Writing frames. Modelling of tasks Learning Journals with key vocabulary.		
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Subject : FRENCH	Year 10 Curriculum Map						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
What am I learning?	At the start of Y10 we start our learning journey in French by talking about where we live, the different weather conditions and modes of transport and we describe a town and region using positive and negative opinions and we also make use of the superlatives.	We continue with theme 2: Local, national, international and global areas of interest and Discuss community projects using the present, perfect and future tenses. We Talk about what we normally do on holiday and we also revising reflexive verbs.	This topic follows on from the previous one but adds the conditional tense when talking about an ideal holiday destination. We learn how to book and review hotels and order in a restaurant.	This term expands our knowledge of theme 2 by talking about holiday disasters using the pluperfect tense. We also start theme 3: Current and future study and employment. We start this by talking about our school using the pronouns il/elle. And by revising comparisons in the present tense.	We progress on theme 3 by comparing schools in the UK with those in French speaking countries. We discuss school rules using il faut and it est interdit de And we also discussing healthy living.	Assessments revision AO1- AO4 and Y10 mock exams	
Why am I learning this?	We learn this module as we start our GCSE focus into Theme 2: Local, national, international and global areas of interest.	We are learning this to consolidate our previous learning of theme 2: Local, national, international and global areas of interest, so that we are able to use different time frames to discuss holidays in the present, past and future tense.	This unit helps to consolidate theme 2 and the topic of holidays and reinforces the use of the present, past and future tense when talking about holidays experiences.	These units of work help not only to consolidate theme 2 and the topic of holidays but also gives way to a theme 3 with the introduction of schools in France.	We are learning to be able to gain greater confidence with theme 3 and the use of the imperative verb We are also learning this so that we are able to talk about a school exchange using present, past and future tense.	The last summer term we have a chance to recap on all previous learning and bridge any gap ahead of the end of Y10 exams.	
How will I be supported?	Weekly Speaking Questions Use of scaffolded Sentences starters &Writing frames. Modelling of tasks Learning Journals with key vocabulary.	Weekly Speaking Questions Use of scaffolded Sentences starters &Writing frames. Modelling of tasks Learning Journals with key vocabulary.	Weekly Speaking Questions Use of scaffolded Sentences starters &Writing frames. Modelling of tasks Learning Journals with key vocabulary.	Weekly Speaking Questions Use of scaffolded Sentences starters &Writing frames. Modelling of tasks Learning Journals with key vocabulary.	Weekly Speaking Questions Use of scaffolded Sentences starters &Writing frames. Modelling of tasks Learning Journals with key vocabulary.	Weekly Speaking Questions Use of scaffolded Sentences starters &Writing frames. Modelling of tasks Learning Journals with key vocabulary.	
How will I be challenged?	Higher level thinking tasks in lesson. A bank of more challenging language in the learning journals. Different levels of difficulty in speaking tasks.	Higher level thinking tasks in lesson. A bank of more challenging language in the learning journals. Different levels of difficulty in speaking tasks.	Higher level thinking tasks in lesson. A bank of more challenging language in the learning journals. Different levels of difficulty in speaking tasks.	Higher level thinking tasks in lesson. A bank of more challenging language in the learning journals. Different levels of difficulty in speaking tasks.	Higher level thinking tasks in lesson. A bank of more challenging language in the learning journals. Different levels of difficulty in speaking tasks.	Higher level thinking tasks in lesson. A bank of more challenging language in the learning journals. Different levels of difficulty in speaking tasks.	



Subject : F	RENCH Year 11 Curriculum Map					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What am I learning?	At the start of the year we recap past topics and allocate weeks to developing specific Exam Skill in anticipation for the October Mock Exams in the first two weeks of Autumn 2. Students will work through Reading, Writing & Listening Exam based talks under the guidance of the class teacher. We will look at past papers and examine the mark scheme to focus students on how to succeed.	Mock Exams will take place the first two week of the them term. Then we will move on to the topic of the Environment looking at what makes you tick & discussing problems facing the world. Also, examining connections between word types. Talking about protecting the environment. Using the modal verbs <i>pouvoir</i> and devoir in the conditional tense.	We then progress to looking at Discussing ethical shopping Using the passive. Talking about volunteering. Using indirect object pronouns. Discussing big events. Exam Preparation	Preparation for Speaking exams.		
Why am I learning this?	We want to model what success looks like to year 11 students and prepare them for their Mock Exams. This is an opportunity to identify gaps in knowledge and focus on weaker skills	This topic draws on a range of prior knowledge (such as using more complex tenses such a the conditional) and teaching new more technical vocabulary.	Students will be encouraged to reflect on the wider world and practice giving balanced arguments (for and against).			
How will I be supported?	Modelling of Exam Skills Revision Booklet with practice questions Resources uploaded to Google Classroom (e.g. audio files) Monday Intervention	Modelling of Exam Skills Revision Booklet with practice questions Resources uploaded to Google Classroom (e.g. audio files) Monday Intervention	Modelling of Exam Skills Revision Booklet with practice questions Resources uploaded to Google Classroom (e.g. audio files) Monday Intervention			
How will I be challenged?	Feedback from teacher on next steps (e.g. in Writing & Speaking tasks) Using Language Passport to identify and apply more complex Grammar structures	Feedback from teacher on next steps (e.g. in Writing & Speaking tasks) Using Language Passport to identify and apply more complex Grammar structures	Feedback from teacher on next steps (e.g. in Writing & Speaking tasks) Using Language Passport to identify and apply more complex Grammar structures			