

Year 7	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topics Studied</p>	<p>Introduction to French: to foster the love of learning a MFL and to introduce basic greetings and high frequency language</p> <p>This topic is a natural starting point and whilst some questions and responses presented are idiomatic and not literal translations, the literal meaning is explained to students. Negatives are introduced.</p>	<p>My life: to introduce describing ourselves and our families</p> <p>This topic develops the concept of introducing oneself and leads into describing personality and physical appearance. This allows students to deepen their understanding of the verbs avoir, etre and s'appeler. Knowledge of negatives is deepened.</p>	<p>School: to introduce describing school life and deepen knowledge of extended opinions</p> <p>This topic deepens understanding of ER verbs in the present tense plus avoir and etre. It also deepens understanding of how to formulate justified opinions. Comparing is introduced. The use of partitive articles is introduced.</p>	<p>Free time: to introduce doing sports and other free time activities and develop range of opinion structures</p> <p>This topic deepens understanding of ER verbs and introduces the verb faire in the present tense. It also introduces giving opinions using infinitive structures. Use of negatives is further developed.</p>	<p>Continued Free time: to introduce doing sports and other free time activities and develop range of opinion structures</p> <p>This topic deepens understanding of ER verbs and introduces the verb faire in the present tense. It also introduces giving opinions using infinitive structures. Use of negatives is further developed.</p>	<p>Animals: to introduce pets and other animals and deepen knowledge of high frequency verbs</p> <p>This topic further develops the use of avoir and etre in the present tense. It also allows students to see the link between the present tense of avoir and the perfect tense for the first time. Students will also see the imperfect tense and the conditional tense in use. Use of negatives is further developed.</p>
<p>Skills and Key Knowledge</p>	<p>Students will learn basic introductions and how to give details about themselves including their name, age, birthday, nationality and say where they live. They will be able to say what</p>	<p>Students will revisit high frequency verbs in the present tense and use them to describe themselves and their family. The descriptions will include physical appearance and personality.</p>	<p>Students will learn how to say what they study and give opinions of their school subjects, their school and the school day including time using the present tense.</p>	<p>Students will continue to develop knowledge of high frequency verbs in the present tense while and use them to describe what they do in their free time and when including doing sports and how they use technology.</p>	<p>Continued-Students will continue to develop knowledge of high frequency verbs in the present tense while and use them to describe what they do in their free time and when including doing</p>	<p>Students will revisit être and avoir and use them to describe their pets. Students will also have the opportunity to access the past and conditional tenses. Students will also learn to give opinions</p>

	equipment they have and give opinions. There will also be an introduction to French phonics.				sports and how they use technology.	of animals and describe a past visit to a zoo.
Links for Support/ Help at Home	<p>Use of student resources located within WHS SharePoint for students</p> <p>Completion of homework</p> <p>Use of or display of key vocabulary around the home</p> <p>Use of Quizlet (free account required) and WHS MFL Blooket account to support the learning of topic-based vocabulary</p> <p>Learning of year group appropriate transferable language</p> <p>Use of imtranslator.net to support pronunciation</p> <p>Use of online platforms such as Seneca and BBC Bitesize for podcasts and interactive learning</p> <p>Watching French subtitled films (age-appropriate) and listening to French songs using lyricstraining.com to develop reading and aural skills</p> <p>Use of 1jour1actu and News in Slow French to keep up to date with current affairs and to develop reading and aural skills</p> <p>Wider reading: use of Apps such as Duolingo (free)</p> <p>Teacher-parent discussions following assessments and/or reports</p> <p>Participation in MFL competitions and department-led events</p> <p>Participation and attendance to extra-curricular activities</p>					

Year 8	Autumn Term	Spring	Summer
Topics Studied	<p>Hobbies and media – to develop ways to describe our hobbies and the technology that we use in the present and past time frames</p> <p>This topic develops the concept of describing one’s own interests and covers content which is relevant enabling all students to describe their passions. It reinforces the importance of reading. Knowledge of ER verbs is deepened</p>	<p>Where I live – to introduce how to describe where you live and activities in town using the present, past and future time frames</p> <p>This topic introduces describing a town by deepening knowledge of the impersonal phrase il y a plus the negative structure and opinions in the present tense. Students will learn to describe what they do in town introducing the use of the</p>	<p>Holidays – to introduce how to use the French language in a holiday context to converse in a café and describe where you would visit given the choice</p> <p>This topic introduces café language in a role play situation. Students will learn to request food and drink and ask for the price therefore learning numbers up to 100. Students will</p>

	along with être and avoir. Knowledge of negatives is revisited. Knowledge of definite and indefinite articles are deepened. The perfect tense is revisited and knowledge of the first and second person is deepened.	verb aller in the present, past and future time frames in the first person. Students will also learn to use the verb vouloir + an infinitive in the present tense.	further deepen their learning of Je voudrais + an infinitive to describe their future travel plans and ambitions. Students will also be able to make comparisons between future plans ideas.
Skills and Key Knowledge	Students will learn how to describe their free time habits by describing which TV programmes and films they watch and don't watch, what they read or don't read and ways they use technology. Students will learn to use the present and a past tense therefore also being able to describe what they did yesterday.	Students will learn how to describe the place in which they live, their home and the activities they can do in town. They will also be able to say where they would like to live in the future. Students will learn how to describe the activities they do at the weekend using three time frames and they will be able to make comparisons. They will learn how to invite friends to go out using vouloir as a modal verb.	Students will be confident in taking part in a transactional conversation in a café. They will also be able to describe their future aspirations using the conditional tense.
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Year 9	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics Studied	<p>Holidays: to develop describing a town, what you can do there and a visit to the town</p> <p>This topic develops describing a town using key transferable language. The perfect and imperfect past tenses are developed further to describe a past visit to a holiday destination. Verbs which take être in the perfect tense are explored in depth.</p>	<p>My identity: to develop personal information and to introduce youth culture</p> <p>This topic develops the concept of introducing oneself and leads into the introduction of describing relationships. Students will use the present tense to develop their knowledge of describing music and fashion tastes. Students will develop their knowledge of the perfect, imperfect and immediate future tense by describing their passions.</p>		<p>Health: to introduce the topic of health including illnesses, develop describing eating and drinking habits and introduce healthy lifestyle concepts</p> <p>This topic introduces the topic of health by revisiting common topics of eating, drinking and exercise. The topic builds on these previously seen topics by exploring recommendations for a healthy lifestyle and plans for the future.</p>	<p>French customs: to introduce the topic of daily routine and Francophone customs and culture</p> <p>This topic develops knowledge of reflexive verbs via the topic of daily routine and the topic then deepens knowledge of customs in Francophone countries and explores the similarities and differences between our customs.</p>	
Skills and Key Knowledge	<p>Students will learn to use a range of present tense and perfect tense structures to describe a holiday destination and a past visit there. They will also be learn to say whether they would like to return to their holiday destination or not.</p>	<p>Students will revisit describing themselves and develop their range of language to describe music preferences and fashion preferences using three time frames.</p>		<p>Students will learn to have a transactional conversation in a chemist where they can share their conditional and request solutions. They will learn to describe their lifestyle using 3 time frames.</p>	<p>Students will describe their own daily routine and then the topic will introduce students to Francophone customs and how to describe British celebrations too. Students will learn to describe how they usually celebrate and to describe past celebrations.</p>	

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Year 10	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics Studied for AQA French	<p>Family and friends: to reinforce descriptions of family and relationships</p> <p>This topic develops describing oneself and friends and family and then develops knowledge of reflexive verbs to describe who we get on with in our families. The</p>	<p>Technology: to develop use of technology descriptions and introduce advantages and disadvantages of using new technology</p> <p>This topic develop knowledge of use of mobiles and introduces the use of social media and the pros and cons of both.</p>	<p>Hobbies: to reinforce describing hobbies and eating habits</p> <p>This topic develops knowledge of free time. The topic then deepens knowledge of Francophone dishes and our own eating habits. Sports knowledge is then built upon to introduce new and extreme sport.</p>		<p>French customs: to introduce the topic of daily routine and Francophone customs and culture</p> <p>This topic develops knowledge of reflexive verbs via the topic of daily routine and the topic then deepens knowledge of customs in Francophone countries and explores the similarities and differences between our customs.</p>	

	immediate future tense is revisited to discuss future familial plans.			
Skills and Key Knowledge	Students will learn how to describe their family using more complex structures. This will lead on to describing relationships with family and friends and allow students to use the immediate future tense to describe future plans.	Students will learn how to describe their technology and social media usage while exploring the advantages and disadvantages of their use. Students will use the present tense in a more complex way to describe their usage.	Students will learn how to describe their current and past and future hobbies including TV, film and sports and their eating habits using all three frames.	Students will learn about Francophone customs and how to describe their own celebrations too. Students will learn to describe how they usually celebrate and to describe past celebrations.
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Year 11	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics Studied for AQA French	<p>Where I live: to consolidate my home and area descriptions</p> <p>This topic develops knowledge of describing your home and introduces helping at home. Describing a town knowledge is deepened using more complex structures. The pros and cons of town and country are explored.</p>	<p>Social issues: to introduce charities and develop healthy living</p> <p>This topic introduces describing charities and charity work. Describing healthy eating knowledge is deepened using more complex structures.</p>	<p>School and future plans: to develop studies and school life and introduce future academic and professional plans</p> <p>This topic develops describing school in detail and school subjects. Comparisons are made between schools in France and Britain. Future academic plans, part time jobs and future job opportunities are developed</p>	<p>Global Issues: to introduce the environment, poverty and homelessness</p> <p>This topic introduces the topic of the environmental issues and environmental actions. This topic then develops the topic of social issues and introduces the concept of social inequalities.</p> <p>Exams undertaken</p>		
Skills and Key Knowledge	<p>Students will learn how to describe their home and homelife using the present tense. They will use the present tense to describe their area. The conditional tense will be used to describe future ideal home and area.</p>	<p>Students understand descriptions of charities and will learn how to describe how we can help charities and volunteering including how they could help in the future. Knowledge of present, past and future are developed to describe health habits.</p>	<p>Students will use the past, present and futures tenses to describe their own and French speaking schools, the school day, the school rules and give opinions of school subjects and to describe future study and jobs.</p>	<p>Students learn how to describe common environmental issues in the present tense and describe solutions. Students will learn to make recommendations and suggestions concerning homelessness and poverty using the imperative.</p>		

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