

Curriculum Content Map			Year 7 French											
			Term 1				Term 2				Term 3			
			September	October	November	December	January	February	March	April	May	June	July	
	Units of Work		Personal information, physical appearance favourite objects. <i>Qui je suis?</i>	Personal information, physical appearance favourite objects. <i>Tu es comment?</i>	Personal information, physical appearance favourite objects. <i>C'est quoi un ami?</i>	Gap Filling	Local Area- <i>Ou habites-tu?</i>	Home and animals- <i>Les animaux</i>	Sports and Activities – <i>Tu aimes ça?</i>	Food - <i>Glace ou crêpe?</i>	Local Area- <i>Ou habites-tu?</i>	Local Area- <i>Tu veux sortir?</i>	Authentic cultural capital Music and Les Choristes	
Cultural Transmission	National Curriculum area – KS3		Spoken language to o Listen to a variety of forms of btain informationand respond appropriately - giving as much information as possible.	Speak in sentences, using familiar vocabulary, phrases and basic language structures - describing one's physical appearance in depth.	Engage in conversations; ask and answer questions; express opinions and respond to those of others -describing what a true friend is.	Students will complete personalised learning activities which tackle the Assessment Objective skills that they need to hone to make improvements in their November assessments.	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	<i>Focus upon verb conjugations and descriptions.Being able to ocus upon what other items one has in their hoe and school.</i>	Students are expected to cover a range of language skills and cultural topics. Students will learn vocabulary and phrases related to sports, hobbies, and leisure activities. This could include discussing favouite sports, describing activities they en joy and express preferences.	Engage in conversations; ask and answer questions; express opinions and respond to those of others; why students like a particular food/ healthy eating emphasis.  Listen attentively to spoken language and show understanding by joining in and responding to foods. Recognising and expressing opinions and differences.	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	<i>Listen attentively to spoken language and show understanding by joining in and responding engage in conversations; ask and answer questions</i>	Focus upon building cultural capital.Focus upon les Choristes: film based on a school in France and an inspirational music teacher. Historical element: film takes palce just after Second World War.	
	Substantive Knowledge	<i>Th e w ha t!</i>	Year 7 will be able to:Introduce themselves, Where they live, which languages & nationality they speak/are;Learn numbers and the months of the year.	Year 7 will be able to describe their appearance and that of another object - as well as name some part of France and the Francophonie.	Describe friends, talk about your friends and how long you have known them. Talk in detail about your family and home Analyse differences in your personality (past/present).	Students will complete gap filling through personalised learning activities following AP1 completing a response to questions related to the topics of Qui suis je? and Tu es comment?	Students will learn about the mainstay of their town: to say what they can about different places and further ask and give directions. Exploring towns and villages in France.	Year 7 will be able to recognise and state what they will find in their school, home and what animals they also have. Ability to conjugate verbs, use pronouns.	To learn about seasons and weather , Opinions and reasons 3. Sports 4. Leisure activities and hobbies (lire, faire du shopping, jouer aux jeux vidéos, aller en ville, retrouver les copains...) 5. Describing what one does depending on the weather	Students will continue to learn about food, healthy living, how to maintain a healthy diet and express one's opinions. Students will also learn about French meals and culinary traditions. Opinions, conjugations of regular verbs and irregular verbs within set phrases.	Students will learn about the mainstay of their town: to say what they can about different places and further ask and give directions. Exploring towns and villages in France.	Students will learn about the mainstay of their town: to say what they can about their local area and ask should friends wish to go out with them. Explore the names of places where students go/would enjoy going.	Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. Film and music with accompanying worksheets provide a welcome respite and new way of learning for students.	
	Disciplinary knowledge	<i>Th e Ho w!</i>	Reconsolidating French which may well have been learnt in KS2: recapping basic French months and colours - mapping nationalities and cultures, taking the opportunity to introduce oneself correctly.	Being able to describe oneself as thoroughly as possible. Learn about others and begin to decrbe them: Present tense phrases: ( <i>J'ai des cheveux noirs. Il a des yeux bleus</i> )	Further consolidating and building upon knowledge to state what a good friend is - whether they consider themselves to be a good friend and begin to converse with peers.	Students will complete personalised learning activities which tackle the skills that they need to hone to make improvements in their November assessments.	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.	Using subject material to evaluate and determine one's own living environment - discussing and further embracing new knowledgeand vocabulary to build complex sentences.	Building upon grammar blocks with the present Focus upon conjugation of regular verbs and certain irregular verbs linked to topic.	Building upon grammar blocks from the previous month, but also ensuring genders and cultural nuance as far as food is concerned is assimilated.	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.	broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material	Watching Les Choristes, analysing characters, forming opinions, texts - evaluating characters etc. Music linked to it, analysing songs, lyrics and key scenes throughout the film.	
	Sequencing (Flow)		Introduce yourself Where you live Languages & nationality Learn numbers and the months of the year.	Describe your appearance and that of another person. Name and describe your favourite object. Name some French speaking parts of the world.	Describe friends Talk about your friends and how long you have known them. Talk in detail about your family and home Analyse differences in your personality (past/present).	Content covered in the Assessment point 1 examination by filling in the gaps identified by teachers in their Question by Question analysis.	Conjugational Terminology: time frames and tenses. Maintenant, j'habite à ..... Dans l'avenir, j'aimerais vivre en/à	This unit builds from previous discoveries in November, and December about one's personalities, school subjects and building opinions.Opinions and descriptions further developed by possessive adjectives. Write phrases from memory - articulating new ideas.	This unit builds upon previous knowledge of numbers and genders and seeks to solidify understanding and confidence. Numbers	This unit builds upon previous knowledge of numbers and genders and seeks to solidify understanding and confidence. The simple present tense.	Conjugational Terminology: time frames and tenses. Maintenant, j'habite à ..... Dans l'avenir, j'aimerais vivre en/à	Modal verb pouvoir in the Simple Present Tense. What infinitives are. Developing the use of modal verbs. 'Je veux sortir avec mes amis, parce que c'est chouette de sortir' 'Je peux aller avec ma famille en ville.'	Cognates and prior learning. Assimilating new vocabulary and phonics.	
	Summative Assessment		Speaking assesment - questions and answers - beginning to build dialogue. GCSE inspired.	Speaking assesment - questions and answers - beginning to build dialogue. GCSE inspired.	Reading and Responding Assessment.	Curriculum adaptation lessons.	Speaking inspired photo-card examples.	Reading task - extended mark Speaking task - throughout lessons	Listening assessment (Extended written task)	Listening assessment (Reading tasks)	Speaking inspired photo-card examples.	Speaking inspired photo-card examples. Extended reading tasks	Storyboard and presentation of film.	
Personal Empowerment	Virtue		Friendliness & civility	Justice & truthfulness	Courage	Generosity	Gratitude	Good speech	Good temper & humour	Self mastery	Self mastery	Compassion	Good sense	
	Link to Virtue	<i>The opportunity to reflect, think deeply and critically v about an issue.</i>	Learning about one another: Getting to know fellow peers and be civil to one another.	Being truthful and just about oneself and others.	Having courage to express oneself in french, even if unsure of oneself and detailing one's preferences.	Being generous with others and offering for them to enjoy social time/ and avoid favouritism. Being inclusive of and with others,	Being grateful for the free education which is provided in the UKand the social mobility that this offers/can offer.	Articulating ideas logically and with good accent plus fluency when conversing.	Learning about food and cultural differences with good temper and humour: dealing with 'odd' cultural differences with good will and enthusiasm.	Becoming the best version of oneself: attempting to fully master skills which are being studied and further ensure that students aim high from a nutritional point of view and for the future.	Becoming the best version of oneself: attempting to fully master skills which are being studied and further ensure that students are best ambassadors for their local area.	Being able to show compassion for all people within the local area - and describe how we can improve people's lives within our community.	Having good sense to put together like for like cultural links and identify basic structures within story/film and accompanying work.	
Preparation for Work	Skill		Listening	Leadership	Problem solving	Creativity	Staying positive	Speaking	Staying positive	Aiming high	Aiming high	Speaking	Teamwork	
	Link to Skill		Listening to one another with respect, listening to pronunciation in French	Taking the lead and ownership of one's description of oneself.	Being able to find solutions: persisiting and ensuring accuracy in speaking and writing.	Thinking outside the box when it comes to invitations. Taking into consideration what others will appreciate.	Staying positive about one's housing situation , and school situation while knowing that they have the power tobuild their future.	Taking the opportunity to speak and voice one's opinions: attempting to nbe courageous and encourage others to persevere with a new language.	Staying positive about one's housing situation , and school situation while knowing that they have the power to build their future.	Ensuring that students aim to be the very best version of themselves. Aiming high in terms of food and vocabulary, but also in term sof overall achievement and	Ensuring that students aim to be the very best version of themselves. Aiming high in terms of food and vocabulary, but also in terms of overall achievement and	Bringing together longer sentences - voicing one'sopinions and describing local area. Being able to act as a guide and ambassador for one's.area.	Working together to fully understand the rich, cultural material at their disposal. Aiming to be the best team and groups learners can be.	
Preparation for Citizenship	SMSC & British Values		Democracy and rule of law	democracy and the rule of law	Mutual respect	Rule of law	Individual liberty	Tolerance	Democracy	Freedom of speech	Rule of law	Mutual respect	Tolerance	
	Link to SMSC & British Values	<i>Democracy and rule of law</i>	Expressing oneself and being con fident enough to do so without fear of comments from peers.	Expressing oneself and being con fident enough to do so without fear of comments from peers.	Being respectful of one another with their attempts to describe their preferences and favourite objects.	Ensuring that one understands that the rule of law needs to be upheld, especially at social occasions.	Each person has the liberty and is entitled to housing, and schooling.	Being tolerant of others living conditions/ tolerant of others' pets at home/living conditions.	Understanding that we have the right to choose what we eat/ the way in which we feed ourselves.	To express the desire or individual wants with regards to food, drink, etc.	To understand and express the laws and traditions of one's local area / country and be understanding of the rule of law in other countries.	Be respectful of the differences in local areas and indeed in one's own local area.	To be tolerant of the cultural differences which exist between countries and within the authentic resource shown.	