

# Curriculum Overview

Subject: French

Year Group: 7



There is an expectation that few students would have learned about an MFL in primary school, but this cannot be guaranteed, so whilst teaching them vocabulary, teachers will focus on confidence-building. Students will be introduced to the French language through a lot of speaking activities during their first year. By the end of the year, students will have a better understanding of key points - what silent letters are and their regular appearance in every day vocabulary. Grammatical key terms are taught / revisited throughout KS3 and KS4.

TERM 1	TERM 2	TERM 3
<b>KNOWLEDGE/SKILLS</b> <ul style="list-style-type: none"> <li>Alphabet</li> <li>Numbers</li> <li>la phonétique (following the Pearson)</li> <li>syllable structures</li> <li>Sentence structure with birthdays and age</li> <li>Verb conjugation - avoir</li> <li>Stationery items</li> <li>Colours</li> <li>Adjective agreement</li> <li>Use of plural and negative structure</li> <li>Asking questions</li> </ul>	<b>KNOWLEDGE/SKILLS</b> <ul style="list-style-type: none"> <li>Physical descriptions</li> <li>Personalities Adjectives, plural, possessive adjectives</li> <li>intensifiers and negative <i>ne...pas</i></li> <li>Recap of the verb <i>avoir</i></li> <li>Verb conjugation – <i>être</i></li> <li>Conjugation of <i>-er</i> verbs - present tense - <i>habiter</i></li> <li>Types of houses and locations</li> <li>Question words</li> <li>Routine (reflexive verbs) and housechores</li> </ul>	<b>KNOWLEDGE/SKILLS</b> <ul style="list-style-type: none"> <li>The time (24 hour clock)</li> <li>Daily routine</li> <li>What I do at home</li> <li>Places in town</li> <li>Preposition (next to, opposite)</li> <li>Sports and opinions</li> <li><i>Jouer, faire</i> and <i>aller</i></li> <li>MA: past tense</li> <li>Film study–Asterix et Obelix-Theme 5</li> </ul>
<b>KEY ASSESSMENTS</b> Half term 1: <b>Introduction, age and birthday (speaking in pair)</b> Half term 2: <b>Ma famille et mes amis</b>	<b>KEY ASSESSMENTS</b> Half term 1: <b>Writing about myself</b> Half term 2: <b>Chez moi (listening and reading)</b>	<b>KEY ASSESSMENTS</b> Half term 1: <b>Daily routine - translation</b> Half term 2: <b>End of year assessment</b>

Extended reading suggestions and external resources:

- Independent learning guide provided at the start of the year.
- Satchel One
- Introduction to simple dual translation pieces

**Cultural Capital:** drawing on the main differences in between the English and French languages; exploring a French home as well as different homes in other French-speaking countries; talking about the influence of French on the English language (cognates). Opportunity to take part in the house point challenge and to create an “ideal home” in whatever format they want, as long as all the rooms are labelled in French. The film study of Asterix and Obelix offers students an opportunity to discover the impact of the comics, the characters and the films on French culture.