

# The Calderstones Curriculum Map



## Year 7: Autumn Term (Half-Term 1)

### MFL: French

Unit of Study	<u>Introductions</u>
Why? What are we trying to achieve?	<p>Students will be introduced to key grammatical concepts such as position of adjectives and adjectival agreement so that they are able to use and adapt these across the range of topics they will study throughout this year and beyond.</p> <p>They will begin to have an understanding of how to approach all four skills (listening, reading, writing and speaking), through the concept of introducing themselves.</p>
Key Content / Knowledge	<ul style="list-style-type: none"><li>• Name</li><li>• Age (numbers)</li><li>• Birthday (months/days)</li><li>• Days of the week</li><li>• How you are</li><li>• Where you live</li><li>• Pets</li><li>• Colours</li><li>• Asking questions</li></ul> <p>Grammar:</p> <ul style="list-style-type: none"><li>• Subject pronouns</li><li>• Formation of the verb avoir</li><li>• C'est as a high frequency word</li><li>• Nouns (definite/indefinite articles)</li><li>• Plurals</li><li>• Accents</li><li>• Asking questions</li><li>• Adjectival agreement</li></ul>

MFL: French

Key Language / Vocabulary

- **Comment t'appelles-tu?**, Je m'appelle
- **Ça va? Comment ça va?** (and adjectives)
- **Quel âge as-tu?**
- J'ai .... ans
- Tu as ..... ans
- Il/elle a ..... ans (and numbers)
- **Où habites-tu?**
- J'habite à...
- **Quelle est la date de ton anniversaire?**
- Mon anniversaire, c'est le...
- Son anniversaire/L'anniversaire de... c'est le.....(and months/days of the week)
- Les Animaux
- Je n'ai pas d'animal
- **As-tu un animal ?**
- **C'est quelle couleur?**
- C'est...

**\*\* In addition to these key questions students will also be exposed to a range of vocabulary specific to this topic and these questions which can be found on our knowledge organisers and our schemes for learning \*\***

## Year 7: Autumn Term (Half-Term 2)

### MFL: French

Unit of Study	<b><u>Describing yourself.</u></b>
<b>Why? What are we trying to achieve?</b>	<p>Students build upon their existing grammatical knowledge this half term. They will learn more about the irregular verb ‘avoir’ and how to conjugate it. They will also be introduced to the irregular verb etre which will deepen their understanding of irregular verbs and broaden their ability to manipulate language. Students begin to describe themselves in detail, consolidating their understanding of adjectives and adjectival agreement from half term one.</p> <p>As they develop their vocabulary and grammatical knowledge through this unit, students will become confident in applying this knowledge across all four skills and various topic areas.</p>
<b>Key Content / Knowledge</b>	<p>Describe themselves (using etre and avoir)</p> <ul style="list-style-type: none"> <li>• Describe what they look like (Hair and eyes)</li> <li>• Describe their personality</li> <li>• Give your nationality and say what country you are from</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Present tense of ‘avoir’ and ‘etre’ (full paradigm)</li> <li>• Possessive adjectives</li> <li>• Position of adjectives</li> <li>• Adjectival agreement</li> </ul>
<b>Key Language / Vocabulary</b>	<ul style="list-style-type: none"> <li>• J’habite ...</li> <li>• <b>Où habites-tu?</b> (And nationalities and countries)</li> <li>• <b>Tu es d’où?</b></li> <li>• Je suis de...</li> <li>• <b>Tu es comment?</b></li> <li>• J’ai les yeux.....</li> <li>• J’ai les cheveux</li> <li>• Je suis grand(e)/petit(e)/ de taille moyenne</li> <li>• Je suis + personality (adjectives-masculine and feminine versions)</li> </ul> <p><b><u>** In addition to these key questions students will also be exposed to a range of vocabulary specific to this topic and these questions which can be found on our knowledge organisers and our schemes for learning **</u></b></p>

## Year 7: Spring Term (Half-Term 3)

### MFL: French

Unit of Study	<b><i>Family members and school subjects</i></b>
<b>Why? What are we trying to achieve?</b>	<p>To build on the grammatical foundations introduced in Half Term 1 and 2, through moving to use the full conjugation of the irregular verbs ‘avoir’ and ‘etre’ to describe members of their family. In addition to this, they apply their knowledge of adjectival agreements in a different context, through describing others. They will be able to give more details about themselves through describing their school subjects. They will develop their confidence speaking and will be able</p> <p>As they develop their vocabulary and grammatical knowledge through this unit, students will become confident in applying this knowledge across all four skills and various topic areas.</p>
<b>Key Content / Knowledge</b>	<ul style="list-style-type: none"><li>• Saying who is in their family</li><li>• Giving the names and ages of family members</li><li>• Saying what school subjects they study and what they think of their school subjects</li></ul> <p>Grammar:</p> <ul style="list-style-type: none"><li>• Present tense of the verb ‘avoir’ and ‘être’</li><li>• Formation of a negative</li><li>• Je n’ai pas</li><li>• verbs adorer/aimer/détester in je/il/elle form</li><li>• Avoir/indefinite articles revisited</li><li>• Asking questions (intonation/est-ce que)</li><li>• Using connectives to make sentences longer</li><li>• Revisit/Reinforce le/la/les/asking questions</li><li>• Possessive adjectives (mon, ma, mes)</li><li>• Negation with je n’ai pas de...</li><li>• Revisit adjectival agreement</li></ul>

MFL: French

Key Language / Vocabulary

- **Il y a combien de personnes dans ta famille ?**
- Dans ma famille il y a... personnes. Ma / mon / mes + family members
  
- **As-tu des frères ou des sœurs ?**
- Oui j'ai... non, je n'ai pas de...
  
- **Il s'appelle comment ? Elle s'appelle comment ? Ils s'appellent comment ? Elles s'appellent comment ?**
- Il s'appelle...                      Elle s'appelle...                      Ils s'appellent...                      Elles s'appellent...
  
- **Il a quel âge ? Elle a quel âge ? Ils ont quel âge ? Elles ont quel âge ?**
- Il a ... ans              Elle a ... ans              Ils ont ... ans              Elles ont ... ans
  
- **Qu'est-ce que tu étudies au collège ?**
- J'étudie... + school subjects
  
- **Quelle est ta matière préférée ?**
- Ma matière préférée c'est le/la/les...
  
- **Est-ce que tu aimes... ?**
- J'aime, J'aime assez, J'aime beaucoup, J'adore, Je n'aime pas, Je déteste... + school subjects

**\*\* In addition to these key questions students will also be exposed to a range of vocabulary specific to this topic and these questions which can be found on our knowledge organisers and our schemes for learning \*\***

## Year 7: Spring Term (Half-Term 4)

### MFL: French

Unit of Study	<i><b>School Day and Sports</b></i>
<b>Why? What are we trying to achieve?</b>	Students are introduced to more nouns, which reinforces adjectival agreement including with plural forms. Students are introduced to more ways of expressing and justifying opinions which will add variety to their writing and speaking. Students will be able to conjugate the full paradigm of 'er' verbs which will enable them to apply a variety of verbs in the present tense across the topic/skills. As they develop their vocabulary and grammatical knowledge through this unit, students will become confident in applying this knowledge across all four skills and various topic areas
<b>Key Content / Knowledge</b>	<ul style="list-style-type: none"> <li>• Saying what they, and others, do at school, giving a variety of activities.</li> <li>• Be able to conjugate ER verbs in the present tense, using the full paradigm.</li> <li>• Give opinions on sports</li> <li>• Saying what sports they, and others, play and do.</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• Conjugation of ER verbs in the present tense</li> <li>• Formation of faire in the present tense</li> <li>• Introduce pronoun 'on'</li> <li>• Introduce partitive article (du, de la, des)</li> <li>• Introduce jouer à + sport</li> <li>• Revisit definite article (le, la, les, l')</li> <li>• Revisit present tense of avoir (all parts of the verb)</li> <li>• Revisit present tense of etre</li> <li>• Revisit adjectival agreement</li> </ul>
<b>Key Language / Vocabulary</b>	<ul style="list-style-type: none"> <li>• <b>Qu'est-ce que tu fais au collège? Décris ta journée scolaire ?</b></li> <li>• On commence... On bavarde... On rigole... On étudie... On mange... On joue... On a... On est...</li> <li>• <b>Est-ce que tu aimes... (le foot) ?</b></li> <li>• J'aime, J'aime assez, J'aime beaucoup, J'adore, Je n'aime pas, Je déteste... + sports</li> <li>• <b>Qu'est-ce que tu joues ?</b></li> <li>• Je joue au / à la / aux ... + sports</li> <li>• <b>Qu'est-ce que tu fais comme sport ?</b></li> <li>• Je fais du / de la ... + sports</li> </ul> <p><b><u>** In addition to these key questions students will also be exposed to a range of vocabulary specific to this topic and these questions which can be found on our knowledge organisers and our schemes for learning **</u></b></p>

## Year 7: Summer Term (Half-Term 5)

### MFL: French

Unit of Study	<i><b>Hobbies and Weather</b></i>
<b>Why? What are we trying to achieve?</b>	Students will embed their knowledge of the present tense with all er verb/and some irregulars that they have been introduced to this year. They will develop their understanding of more grammatical structures. They will continue to develop their ability to describe in detail and give positive and negative opinions using a range of subject pronouns. As they develop their vocabulary and grammatical knowledge through this unit, students will become confident in applying this knowledge across all four skills and various topic areas.
<b>Key Content / Knowledge</b>	<ul style="list-style-type: none"><li>● Say what activities they do in a variety of different weather / seasons</li><li>● Say what activities they like and dislike to do</li><li>● Describe what other people do in their free time</li></ul> <p>Grammar:</p> <ul style="list-style-type: none"><li>● Revisit present tense conjugation of faire and the structure ‘faire de...’</li><li>● Revisit present tense conjugation of jouer and the structure ‘jouer à...’</li><li>● Revisit infinitives vs conjugations (to do vs I do)</li><li>● Revisit opinion phrases + infinitives</li><li>● Revisit present tense conjugation of ER verbs (full paradigm)</li><li>● Revisit present tense conjugation of être</li></ul>
<b>Key Language / Vocabulary</b>	<ul style="list-style-type: none"><li>● Qu’est-ce que tu fais quand il fait beau / chaud / froid... il pleut / il neige ?</li><li>● Qu’est-ce que tu fais en été / en hiver / au printemps / en automne ?</li><li>● Qu’est-ce que tu aimes faire ?</li><li>● Qu’est-ce que tu n’aimes pas faire ?</li><li>● Qu’est-ce qu’il fait / elle fait / ils font / elles font ?</li></ul> <p><b><u>** In addition to these key questions students will also be exposed to a range of vocabulary specific to this topic and these questions which can be found on our knowledge organisers and our schemes for learning **</u></b></p>

## Year 7: Summer Term (Half-Term 6)

### MFL: French

Unit of Study	<b><u>Marseille</u></b>
<b>Why? What are we trying to achieve?</b>	<p>Students will be able to develop their grammatical knowledge through being able to conjugate the full paradigm of the irregular verb ‘aller’ and the singular forms of ‘pouvoir’.</p> <p>Students will gain a vital initial understanding into the concept of ‘la Francophonie’ and gain an understanding of a city in France: Marseille. Students will be introduced to more nouns to broaden their vocabulary. As they develop their vocabulary and grammatical knowledge through this unit, students will become confident in applying this knowledge across all four skills and various topic areas</p>
<b>Key Content / Knowledge</b>	<ul style="list-style-type: none"> <li>• Introduction to Marseille, to le Maghreb and to la Francophonie</li> <li>• Say where they are from using a variety of Francophone countries</li> <li>• Say what places there are in Marseille</li> <li>• Say what you can do in Marseille</li> <li>• Say what you are going to do in Marseille</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• Revisit present tense conjugation of etre with ‘je suis de’</li> <li>• Revisit de, du, des in the context of countries</li> <li>• Revisit use of il y a</li> <li>• Introduce modal verb pouvoir in the present tense</li> <li>• Introduce the near future tense</li> </ul>
<b>Key Language / Vocabulary</b>	<ul style="list-style-type: none"> <li>• <b>Tu es d’où ?</b></li> <li>• <b>Qu’est-ce qu’il y a à Marseille ?</b></li> <li>• <b>Qu’est-ce qu’on peut faire à Marseille ?</b></li> <li>• <b>Qu’est-ce que tu vas faire à Marseille ?</b></li> <li>• <b><u>La Francophonie : tu es d’où ?</u></b> Je suis de + variety of French speaking countries (Arménie, Corse, Vietnam, Turquie, Tunisie, Algérie, Maroc, Libye etc)</li> </ul> <p><b><u>** In addition to these key questions students will also be exposed to a range of vocabulary specific to this topic and these questions which can be found on our knowledge organisers and our schemes for learning **</u></b></p>



## Year 8: Autumn Term (Half-Term 1)

### MFL: French

Unit of Study	<i><b>Hobbies</b></i>
<b>Why? What are we trying to achieve?</b>	<p>As well as building on and applying previously learnt grammatical structures (agreement of adjectives, articles etc), students will revisit and consolidate their learning of present tense 'er', 'ir' and 're' verbs. They will broaden their knowledge of vocabulary further and they will continue to develop their ability/confidence to describe and understand detail using a range of vocabulary and grammatical structures. Our aim is that students will become more confident asking questions, holding longer conversations and speaking spontaneously.</p> <p>As they develop their vocabulary and grammatical knowledge through this unit, students will become confident in applying this knowledge across all four skills and various topic areas.</p>
<b>Key Content / Knowledge</b>	<ul style="list-style-type: none"><li>• What television programmes they watch</li><li>• What films they watch</li><li>• What they do online</li><li>• What they read</li></ul> <p>Grammar:</p> <ul style="list-style-type: none"><li>• Revisit present tense ER verbs</li><li>• Formation of the negative</li><li>• Revisit the present tense of avoir, etre, faire and aller</li><li>• Introduce the present tense of IR verbs</li><li>• Introduce the present tense of RE verbs</li><li>• Revisit adjectival positioning and agreements</li></ul>

Key Language / Vocabulary	<ul style="list-style-type: none"><li>● <b>Qu'est-ce que tu regardes à la télé?</b></li><li>● Je regarde...</li> <li>● <b>Quelle est ton émission préférée?</b></li><li>● Mon émission préférée, c'est ...</li><li>● Je ne regarde jamais...</li><li>● Je ne rate jamais...</li><li>● Je ne... que</li><li>● Je ne... guère</li><li>● Je ne... plus</li> <li>● <b>Tu préfères quel type de film?</b></li><li>● J'aime ... (and variety of opinion phrases)</li> <li>● <b>Qu'est-ce que tu lis?</b></li><li>● Je lis ... (RE verbs)</li><li>● Je choisis (IR verbs)</li> <li>● <b>Qu'est-ce que tu fais quand tu es connecté(e)?</b></li> <li>● <b>Key vocabulary:</b></li><li>● Nouns for TV programmes, films, books, internet activities, opinions, connectives, adjectives.</li></ul> <p><b><u>** In addition to these key questions students will also be exposed to a range of vocabulary specific to this topic and these questions which can be found on our knowledge organisers and our schemes for learning **</u></b></p>
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## Year 8: Autumn Term (Half-Term 2)

### MFL: French

Unit of Study	<i><b>Holidays</b></i>
<b>Why? What are we trying to achieve?</b>	<p>Students will be able to confidently use the present tense with all verb forms (er/ir/re) building on their knowledge of er verbs from Y7. They will be introduced to the near future tense which they will be able to apply across all skills in the context of holidays in this unit and in other topic areas. They will broaden their knowledge of vocabulary and they will continue to develop their ability/confidence to describe and understand detail using a range of vocabulary and grammatical structures. They will become more confident asking questions, holding longer conversations and speaking spontaneously.</p> <p>As they develop their vocabulary and grammatical knowledge through this unit, students will become confident in applying this knowledge across all four skills and various topic areas.</p>
<ul style="list-style-type: none"> <li>Key Content / Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Where they go on holiday</li> <li>What they do on holiday</li> <li>Where they are going to go on holidays</li> <li>What they are going to do on holiday</li> <li><b>Grammar:</b> <ul style="list-style-type: none"> <li>Revisit present tense ER verbs (rester etc)</li> <li>Revisit the present tense of avoir, etre, faire and aller</li> <li>Introduce the near future tense, fully conjugating aller and using a range of infinitives.</li> <li>Revisit adjectival positioning and agreements</li> </ul> </li> </ul>
<b>Key Language / Vocabulary</b>	<ul style="list-style-type: none"> <li><b>Où vas-tu en vacances ?</b></li> <li>Je vais / il va / elle va / nous allons / ils vont...</li> <li><b>Qu'est-ce que tu fais pendant les vacances ?</b></li> <li>Range of present tense verbs / activities</li> <li><b>Où vas-tu aller en vacances dans le futur ?</b></li> <li>Je vais / il va / elle va / nous allons / ils vont... + aller</li> <li><b>Qu'est-ce que tu vas faire pendant les vacances ?</b></li> <li>Je vais / il va / elle va / nous allons / ils vont... + range of verbs</li> <li><b>Key vocabulary:</b> <ul style="list-style-type: none"> <li>Countries, holiday activities, opinions, connectives, adjectives.</li> </ul> </li> </ul> <p><b><u>** In addition to these key questions students will also be exposed to a range of vocabulary specific to this topic and these questions which can be found on our knowledge organisers and our schemes for learning **</u></b></p>

## Year 8: Spring Term (Half-Term 3)

### MFL: French

Unit of Study	<i><b>An introduction to Paris</b></i>
<b>Why? What are we trying to achieve?</b>	<p>Students will gain a cultural awareness of the city of Paris, and be able to describe what they do, and what they are going to do there.</p> <p>Students will ask and answer questions to be able to fully converse. They will be able to give and understand extended opinions. Students will be able to describe what they do, and are going to do, in detail.</p> <p>As they develop their vocabulary and grammatical knowledge through this unit, students will become confident in applying this knowledge across all four skills and various topic areas.</p>
<b>Key Content / Knowledge</b>	<ul style="list-style-type: none"><li>● Name and recognise a variety of famous monuments/attractions in Paris</li><li>● Use the present tense to say where they go in Paris</li><li>● Be able to order café items and understand prices (numbers 1 – 100)</li><li>● Use the near future tense to say where they are going to go in Paris</li></ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"><li>● Revisit present tense ER verbs (admirer etc)</li><li>● Revisit the present tense of faire and aller</li><li>● Introduce irregular verbs in the present tense (envoyer, voir, dormir)</li><li>● Revisit present tense of avoir with café items (avoir faim and avoir soif) and introduce 'je voudrais' (conditional tense structure)</li><li>● Revisit the near future tense, fully conjugating aller and using a range of infinitives.</li></ul>

<b>Key Language / Vocabulary</b>	<ul style="list-style-type: none"><li>● <b>Qu'est-ce qu'il y a à Paris ?</b></li><li>● A Paris il y a... il n'y a pas de...</li> <li>● <b>Qu'est-ce que tu fais à Paris ?</b></li><li>● Je mange / J'admire / Je regarde / J'achète / Je rencontre / j'envoie / je prends / je vois / j'attends / je dors / je visite...</li> <li>● <b>Est-ce que tu aimes Paris ?</b></li><li>● Oui j'aime, je n'aime pas, j'adore, je déteste... parce que c'est... Je pense que Paris c'est...</li> <li>● <b>Qu'est-ce que vous désirez au café ?</b></li><li>● Je voudrais... un café / un thé / un chocolat chaud / un coca / un jus d'orange / un orangina / une limonade / un sandwich / une crepe / une glace</li> <li>● <b>Ça coute combien ?</b></li><li>● Ça coute... (numbers 40-95)</li> <li>● <b>Qu'est-ce que tu vas faire à Paris ?</b></li><li>● Je vais aller / admirer / manger / rencontrer / regarder / envoyer / prendre / voir / attendre / dormir / visiter...</li> <li>● <b>Key verbs :</b></li><li>● aller / admirer / manger / rencontrer / regarder / envoyer / prendre / voir / attendre / dormir / visiter / faire / boire...</li> <li>● <b>Key vocabulary:</b></li><li>● Café items, numbers 40-95 (particular focus on multiples of 5), Parisian locations, activities in Paris, opinions, connectives, adjectives.</li></ul> <p><b><u>** In addition to these key questions students will also be exposed to a range of vocabulary specific to this topic and these questions which can be found on our knowledge organisers and our schemes for learning **</u></b></p>
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## Year 8: Spring Term (Half-Term 4)

### MFL: French

Unit of Study	<b><i>A trip to Paris</i></b>
<b>Why? What are we trying to achieve?</b>	Students will be introduced to regular passé composé verbs in order to form the past tense with a variety of verbs and pronouns. They will continue to build upon, consolidate and apply previously learnt grammatical structures. They will broaden their knowledge of vocabulary and be able to understand longer texts and describe in detail. They will become more confident asking questions and holding longer conversations in the context of the city of Paris
<b>Key Content / Knowledge</b>	<ul style="list-style-type: none"> <li>• Be able to talk about what they did during a recent trip to Paris.</li> <li>• Be able to give more information about their past activities in Paris, and when they did them.</li> <li>• Be able to give detailed information about a tourist attraction (Les Catacombes)</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Introduce the passé composé with avoir with ER, IR and RE verbs, using the full paradigm</li> <li>• Introduce the passé composé with avoir with irregular past participles (prendre, faire, boire, voir)</li> <li>• Introduce the negative form of the passé composé with avoir</li> <li>• Introduce imperfect tense formation of “c’était” + adjectives</li> </ul>
<b>Key Language / Vocabulary</b>	<ul style="list-style-type: none"> <li>• <b>Est-ce que tu as visité Paris ? (passé composé ER verbs)</b></li> <li>• J’ai... passé / visité / mangé / admiré / regardé / rencontré / envoyé</li> <li>• <b>Qu’est-ce que tu n’as pas fait à Paris ? (negative)</b></li> <li>• Je n’ai pas... passé / visité / mangé / admiré / regardé / rencontré / envoyé</li> <li>• <b>Qu’est-ce que tu as fait à Paris ? (passé composé IR, RE verbs)</b></li> <li>• J’ai... fini / choisi / attendu</li> <li>• <b>Tu as pris des photos ? (passé composé irregular past participles)</b></li> <li>• J’ai... pris / fait / bu / vu</li> <li>• <b>C’était comment, la visite des catacombes?</b></li> <li>• C’était ...</li> <li>• J’ai trouvé ça ...</li> </ul> <p><b>** In addition to these key questions students will also be exposed to a range of vocabulary specific to this topic and these questions which can be found on our knowledge organisers and our schemes for learning *</b></p>

## Year 8: Summer Term (Half-Term 5)

### MFL: French

Unit of Study	<i><b>Past trip to Paris (passé composé using être)</b></i>
Why? What are we trying to achieve?	Continue to build upon, consolidate and apply previously learnt grammatical structures (especially the passé composé with avoir) as well as introduce students to the passé composé using être. They will broaden their knowledge of vocabulary and be able to understand longer texts and describe in detail. They will become more confident asking questions and holding longer conversations in the context of Paris, and their own personal relationships
Key Content / Knowledge	<ul style="list-style-type: none"> <li>• Be able to talk about how they travelled around Paris (with a variety of transport)</li> <li>• Be able to give more information about their past activities in Paris using a variety of MRS VANDERTRAMP verbs</li> <li>• Be able to ask questions/interview someone about their trip to Paris</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Using Etre in the passé composé (MRS VANDERTRAMP) using all pronouns</li> <li>• Revisit the passé composé using avoir</li> <li>• Asking questions in the perfect tense</li> <li>• Adjectival agreement</li> </ul>
Key Language / Vocabulary	<ul style="list-style-type: none"> <li>• Tu as visité le Louvre quand?</li> <li>• Tu es allé(e) avec qui?</li> <li>• Tu es allé(e) comment?</li> <li>• Tu es arrivé(e)/parti(e) à quelle heure?</li> <li>• Après, tu es allé(e) où?</li> <li>• Tu es resté(e) combien de temps?</li> <li>• Qu'est-ce que tu as fait ensuite?</li> <li>• Est-ce que tu as volé la Joconde?</li> </ul> <p><b>** In addition to these key questions students will also be exposed to a range of vocabulary specific to this topic and these questions which can be found on our knowledge organisers and our schemes for learning *</b></p>

## Year 8: Summer Term (Half-Term 6)

### MFL: French

Unit of Study	<b><i>Festivals</i></b>
Why? What are we trying to achieve?	Continue to build upon, consolidate and apply previously learnt grammatical structures as using 3 tenses together in their speaking and writing.. They will broaden their knowledge of vocabulary and be able to understand longer texts and describe in detail. They will become more confident asking questions and holding longer conversations in the context of Francophone festivals.
Key Content / Knowledge	<ul style="list-style-type: none"><li>● Be able to talk about festivals in France and look at France's global reach (la Francophonie)</li><li>● Be able to use the past tense in the context of a festival (la Toussaint)</li><li>● Be able to use the past, present and future tenses together in the context of festivals (la fête de la musique)</li></ul> <b>Grammar</b> <ul style="list-style-type: none"><li>● Revisit the passé composé with avoir and être</li><li>● Revisit formation of the near future tense</li><li>● Revisit formation of the present tense</li></ul>



<p>Key Language / Vocabulary</p>	<ul style="list-style-type: none"><li>• Quel est ton festival préféré?</li><li>• Comment fêtes-tu...?</li><li>• Tu n'aimes pas quel festival?</li><li>• Que penses-tu de...?</li><li>• Qu'est-ce que tu fais pour...?</li><li>• Qu'est-ce que tu as fait pour... ? (Variety of past tense activities)</li><li>• Qu'est-ce que tu vas faire pour... ? (Variety of future tense activities)</li></ul> <p><u>Variety of festivals</u></p> <p>La Noël le jour de l'an le réveillon Pâques la fête du travail le 14 juillet le premier avril la fête de rois la Saint-Sylvestre la chandeleur</p> <p><u>** In addition to these key questions students will also be exposed to a range of vocabulary specific to this topic and these questions which can be found on our knowledge organisers and our schemes for learning **</u></p>
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## Year 9: Autumn Term (Half-Term 1)

### MFL: French

Unit of Study	<b><i>Social Media and Going Out</i></b>
<b>Why? What are we trying to achieve?</b>	Continue to build upon, consolidate and apply previously learnt grammatical structures from year 7 and 8. As always students will also be introduced to a range of new vocabulary which they will be able to apply across all skills/different topics. They will broaden their knowledge of vocabulary further and they will continue to develop their ability/confidence to understand and describe in detail using a range of vocabulary and grammatical structures. They will become more confident asking questions, holding longer conversations and speaking spontaneously particularly within the context of talking about free time using three tenses.
<b>Key Content / Knowledge</b>	<ul style="list-style-type: none"> <li>• How they use social media / technology in the present and the past tenses.</li> <li>• Opinions on others (positive and negative)</li> <li>• Arranging to go out in the future</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Revisit present tense ER, IR and RE verbs</li> <li>• Direct Object Pronouns</li> <li>• Revisit adjectival positioning and agreements</li> <li>• Revisit the Near Future to describe plans in town</li> </ul>
<b>Key Language / Vocabulary</b>	<ul style="list-style-type: none"> <li>• <b>Qu'est-ce que tu fais sur Instagram?</b></li> <li>• (range of verbs for online activities)</li> <li>• <b>Tu utilises Instagram souvent?</b></li> <li>• (range of time phrases)</li> <li>• <b>Comment tu trouves tes amis?</b></li> <li>• Je le trouve / Je la trouve... (range of adjectives)</li> <li>• <b>Qu'est-ce que tu vas faire le weekend?</b></li> <li>• Je vais/On va ... (range of activities)</li> <li>• <b>Key vocabulary:</b></li> <li>• Nouns and verbs for online activities, activities in towns, adjectives to describe personality, opinions, connectives, adjectives.</li> </ul> <p><b><u>** In addition to these key questions students will also be exposed to a range of vocabulary specific to this topic and these questions which can be found on our knowledge organisers and our schemes for learning **</u></b></p>

## Year 9: Autumn Term (Half-Term 2)

### MFL: French

Unit of Study	<i><b>Dates and Music Events</b></i>
<b>Why? What are we trying to achieve?</b>	<p>Continue to build upon, consolidate and apply previously learnt grammatical structures of the past, present and future tenses and bring them all together.</p> <p>They will broaden their knowledge of vocabulary and be able to understand longer texts and describe in detail. They will become more confident asking questions and holding longer conversations in the context of dates and music events.</p>
<b>Key Content / Knowledge</b>	<ul style="list-style-type: none"> <li>Describe a past date, giving a variety of activities</li> <li>Describe music events, with specific music-related vocabulary, using the present, past and future tense</li> </ul> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>Revisit formation of passé composé using avoir and etre (including MRS VANDERTRAMP verbs)</li> <li>Revisit use of c'était + adjectives</li> <li>Revisit present tense formation of ER, IR and RE verbs</li> <li>Revisit formation of the near future</li> </ul>
<b>Key Language / Vocabulary</b>	<ul style="list-style-type: none"> <li><b>Qu'est-ce que tu as fait ?</b></li> <li>Je suis sorti(e) (+ variety of MRS VANDERTRAMP verbs) avec ...</li> <li>J'ai + variety of regular past participles</li> <li><b>C'était comment ?</b></li> <li>C'était ... (variety of adjectives)</li> <li><b>Quelle sorte de musique aimes-tu ? Qu'est-ce que tu fais pour la fête de la musique ?</b> (Vocab relating to music and music events)</li> <li><b>Tu es allé au concert le weekend dernier ? Tu vas aller au concert ce weekend ?</b> (Retrieval of past and future tense)</li> <li><b><u>Key vocabulary:</u></b></li> <li>Nouns for places/activities in town, nouns for music event descriptions, opinions, connectives, adjectives.</li> </ul> <p><b><u>** In addition to these key questions students will also be exposed to a range of vocabulary specific to this topic and these questions which can be found on our knowledge organisers and our schemes for learning **</u></b></p>

**Year 9: Spring Term (Half-Term 3)****MFL: French**

Unit of Study	<b><i><u>My body and fitness</u></i></b>
Why? What are we trying to achieve?	Continue to build upon, consolidate and apply previously learnt grammatical structures as well as introduce students to ‘il faut’ and ‘depuis’ structures. They will broaden their knowledge of vocabulary further and they will continue to develop their ability/confidence to understand and describe in detail using a range of vocabulary and grammatical structures. They will become more confident asking questions, holding longer conversations and speaking spontaneously particularly within the context of their body and fitness.
Key Content / Knowledge	<ul style="list-style-type: none"><li>• Learn the parts of the body, and be able to say where they have been injured (in the context of a paintball game)</li><li>• Give advice on how to be healthy</li><li>• Give advantages and disadvantages of sports, and say what sports you have been doing</li></ul> <b><u>Grammar</u></b> <ul style="list-style-type: none"><li>• À + definite article (au, à la, à l’, aux)</li><li>• Revisit formation of etre in the present tense</li><li>• Revisit formation of faire and aller in the present tense</li><li>• Revisit reflexive verbs by conjugating ‘se casser’</li><li>• Introduce il faut + infinitive</li><li>• Introduce je joue + depuis, je fais + depuis formation (I have been playing / I have been doing)</li></ul>

Year 9: Spring Term (Half-Term 3)

Key Language / Vocabulary

- **Tu es touché(e) ? Où est-ce que tu es touché(e) ? Qu’est-ce qui s’est passé ?**
- Je suis touché au, à la, à l’, aux… (+ variety of body parts)
  
- **Que penses-tu du sport ?**
- A mon avis… je trouve ça… Je crois fermement que… (+ variety of time phrases)
  
- **Tu fais du sport souvent ?**
- Je fais du sport… Je joue au tennis… (variety of time phrases)
  
- **Tu fais du sport depuis combien de temps ?**
- Je fais… depuis… Je joue… depuis…
  
- **Qu’est-ce qu’il faut faire pour être/arriver en forme ?**
- Pour arriver en forme, il faut…
  
- **Qu’est-ce qu’il ne faut pas faire pour être en forme ?**
- Il ne faut pas…

**\*\* In addition to these key questions students will also be exposed to a range of vocabulary specific to this topic and these questions which can be found on our knowledge organisers and our schemes for learning \*\***

## Year 9: Spring Term (Half-Term 4)

### MFL: French

Unit of Study	<i><b>Healthy Living</b></i>
Why? What are we trying to achieve?	Continue to build upon, consolidate and apply previously learnt grammatical structures as well as introduce students to the simple future tense. They will broaden their knowledge of vocabulary and be able to understand longer texts and describe in detail. They will become more confident asking questions and holding longer conversations in the context of their childhood and their future plans.
Key Content / Knowledge	<ul style="list-style-type: none"> <li>• Say what they, and others, will eat and drink in the future, in order to be healthy.</li> <li>• Make resolutions for what they will <u>not</u> eat and drink, in order to be healthy.</li> <li>• Say what they, and others, will do and not do in the future to get fit.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Formation of the simple future tense with regular ER, IR and RE verbs (full paradigms)</li> <li>• Formation of the simple future tense with the irregulars aller, faire, être and avoir (full paradigms)</li> <li>• Formation of the negative “ne... pas”, “ne... jamais”, “ne plus” with the simple future tense</li> <li>• Revisit definite article / genders of nouns</li> </ul>
Key Language / Vocabulary	<ul style="list-style-type: none"> <li>• <b>Qu’est-ce que tu mangeras à l’avenir ?</b></li> <li>• Je mangerai + variety of food items</li> <li>• <b>Qu’est-ce que tu boiras à l’avenir ?</b></li> <li>• Je boirai + variety of drinks</li> <li>• <b>Qu’est-ce que tu ne mangeras / boiras pas à l’avenir ?</b></li> <li>• Je ne mangerai pas / je ne mangerai jamais / je ne mangerai plus + variety of food / drink items</li> <li>• <b>Qu’est-ce que tu feras pour arriver en forme ?</b></li> <li>• Je ferai / je mangerai / je boirai / je marcherai / je jouerai / je prendrai / j’irai / je serai / j’aurai + fitness activities</li> <li>• <b>Qu’est-ce que tu ne feras plus à l’avenir ?</b></li> <li>• Je ne ferai pas / je ne ferai jamais / je ne ferai plus + fitness activities</li> </ul> <p><b>** In addition to these key questions students will also be exposed to a range of vocabulary specific to this topic and these questions which can be found on our knowledge organisers and our schemes for learning **</b></p>

## Year 9: Summer Term (Half-Term 5)

### MFL: French

Unit of Study	<b><i>Future plans and jobs</i></b>
Why? What are we trying to achieve?	Continue to build upon, consolidate and apply previously learnt grammatical structures including using the past, present and future tenses together. They will broaden their knowledge of vocabulary and be able to understand longer texts and describe in detail. They will become more confident asking questions and holding longer conversations in the context of their future plans.
Key Content / Knowledge	<ul style="list-style-type: none"><li>• Say what jobs they, and others, are interested in doing in the future.</li><li>• Describe jobs using modal verbs in the present tense, saying what they can, must and want to do at work.</li><li>• Say what they, and others, will do in the future, using the simple future tense.</li></ul> <b>Grammar</b> <ul style="list-style-type: none"><li>• Formation of the modal verbs vouloir, pouvoir and devoir (full paradigms)</li><li>• Formation of the simple future tense with regular ER, IR and RE verbs (full paradigms)</li><li>• Formation of the simple future tense with the irregulars aller, faire, être and avoir (full paradigms)</li></ul>

MFL: French

Key Language / Vocabulary

- **Qu'est-ce que tu veux faire plus tard?**
- Je veux être ... (+ jobs)
- **Qu'est-ce que tu dois faire au travail ?**
- Je dois + infinitives
- **Qu'est-ce que tu peux faire au travail ?**
- Je peux + infinitives
- **Qu'est-ce que tu feras à l'avenir ?**
- Simple future tense verbs, including 4 irregulars (avoir, etre, faire, aller)

**\*\* In addition to these key questions students will also be exposed to a range of vocabulary specific to this topic and these questions which can be found on our knowledge organisers and our schemes for learning \*\***



**Year 9: Summer Term (Half-Term 6)****MFL: French****Unit of Study*****Importance of Languages*****Why? What are we trying to achieve?**

Continue to build upon, consolidate and apply previously learnt grammatical structures as well as introduce students to si clauses and the superlative. They will broaden their knowledge of vocabulary and be able to understand longer texts and describe in detail. They will become more confident asking questions and holding longer conversations in the context of fair trade and ethical decisions.

**Key Content / Knowledge**

- Give opinions on the importance of languages, and the role of French within the world
- Use the modal verbs pouvoir and vouloir in the context of learning languages
- Use three tenses together

**Grammar:**

- Formation of the modal verbs vouloir, pouvoir with a variety of infinitives
- Revisit formation of the near future tense with a variety of infinitives
- Revisit formation of the passé composé with avoir and être

<b>Key Language / Vocabulary</b>	<p><b>Qu'est-ce que tu veux faire avec les langues?</b> Je veux + infinitives</p> <p><b>Qu'est-ce que tu peux faire au travail ?</b> Je peux + infinitives</p> <p><b>Tu penses que les langues sont importantes ?</b></p> <p><b>Quels sont les pays francophones?</b></p> <p><b>Combien de pays dans le monde parlent le français?</b></p> <p><b>Pourquoi est-il important de parler le français?</b></p> <p><b>Quelles sont les langues les plus parlées dans le monde?</b></p> <ul style="list-style-type: none"><li>● acheter</li><li>● aimer le contact avec les gens/les autres</li><li>● discuter</li><li>● rencontrer</li><li>● respecter</li><li>● rigoler</li><li>● vendre</li><li>● voir</li><li>● voyager</li></ul> <p>(revisit infinitives from previous topics)</p> <p><b><u>** In addition to these key questions students will also be exposed to a range of vocabulary specific to this topic and these questions which can be found on our knowledge organisers and our schemes for learning **</u></b></p>
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