

**Curriculum knowledge overview**

**Subject: FRENCH**

<b>Year group</b>		<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>
7	<p><b>Topic</b></p> <p><b>Key knowledge</b></p> <p><b>Rich vocabulary &amp; grammar</b> (R: reinforcement)</p>	<p><b>Me</b></p> <p>In this cycle, students will learn to introduce themselves, write and speak about themselves. They will learn about French social conventions. They will need to understand the concept of gender. They will also learn about the geography of France with reference to main cities and neighbouring countries. They will begin to express and justify simple opinions.</p> <p>Personal pronouns; definite articles; avoir and être; verbs of opinions; -er verbs ; question words (où, quand, est-ce que, quel/quelle / comment); the relative pronoun: qui; connectives (et, mais car, parce que)</p>	<p><b>Family</b></p> <p>In this cycle, students will learn to describe themselves (looks and personality now and before), as well as different members of their family; including their pets (or ideal pet). They will learn to use possessive adjectives and agree adjectives in gender (masculine and feminine).</p> <p>Avoir and être in the present tense (R); j'étais (I was / used to be); Indefinite articles &amp; definite articles; using the third person (il/elle est, a, aime, déteste ...); qualificiers (très, assez, un peu) and a range of adjectives including those ending (-eux, -eur, -if) to describe their personality; connectives (et, ainsi que, mais, car, parce que); possessive adjectives (mon, ma, mes; ton, ta, tes; son, sa, ses).</p>	<p><b>My free time</b></p> <p>In this cycle, students will learn how to discuss which leisure activities / places they prefer (to go to) and why, using a range of verbs in the present tense. They will learn to describe the weather to add more detail to their work, e.g. when it is warm, ... They will also learn how to use the perfect tense of common French verbs with je and give opinions about past events.</p> <p>Verbs of opinion (R); connectives (et, ainsi que, aussi, mais, cependant, car, parce que) ; definite articles (R); Il y a ... / il n'y a pas de ... ; present of common verbs including irregular verbs aller &amp; faire ; using a range of pronouns (e.g. on &amp; nous); using au / à la after the verb aller &amp; jouer; using du / de la after the verb faire; question words (R); quand + weather expressions (e.g. quand il fait chaud, je ...); the perfect tense (1<sup>st</sup> person sg) of regular -er verbs and of the irregular verbs: aller and faire; c'était +</p>

	Assessment	Listening, reading, writing and translating	Listening, reading, writing and translating	adjectives to express opinions about past events.  Listening, reading, writing and translating
8	<p>Topic</p> <p>Key knowledge (R: reinforcement)</p> <p>Rich vocabulary &amp; Grammar</p>	<p><b>School</b></p> <p>In this cycle, students will learn what it is like to study in France (e.g. La rentrée scolaire &amp; what a Year 8 French timetable looks like). They will learn to use French for classroom purposes; to discuss their school subjects and timetable; to describe their uniform; and to discuss their plans for the near future (e.g. how they are going to improve at school and what they are going to do at the weekend).</p> <p>Avoir (R); articles; verbs of opinions (R + j'ai horreur de ; ce que j'aime le plus / le moins) ; giving reasons using a range of adjectives appropriate to the topic &amp; intensifiers (R + trop); comparisons (plus ... que; moins ... que; aussi ... que; mieux que) ; connectives (R + en revanche, vu que, puisque) ; the time (12 hour clock) ;</p>	<p><b>Home</b></p> <p>In this cycle, students will learn to describe where they live including their local area, their home and their bedroom. They will also learn what it is like to live in France (geography and diversity of areas, accommodations and features).</p> <p>Negative statements (ne ... pas ; ne ... jamais) ; adverbs (toujours, souvent, parfois, rarement, jamais); the possessive form (le, la, les, l' ... de/d' ...) ; possessive adjectives (R) ; adjectives including irregular ones (-eux) ; Prepositions (dans, sur, sous, entre, devant, derrière, près de, à côté de, en face de, à droite, à</p>	<p><b>Food and drink</b></p> <p>In this unit, students will learn to ask for a range of food &amp; drinks including quantities; count to 100 and beyond with accuracy; ask and give the price in euros and centimes and find out more about the euro currency (where &amp; when it came into circulation, denominations). They will learn about meals in France (differences and similarities); describe what they eat and drink for each meal; express likes, dislikes and preferences with reasons.</p> <p>Partitive articles (some: du, de la, des, de l' &amp; any : de/d' ) ; quantities; higher numbers ; asking questions / Using vous in formal situation (e.g. in a café or a restaurant); verbs of opinions (R + je ne sais pas si j'aime); giving reason using a range of adjectives appropriate to the topic; Use of modifiers (peu, trop, pas</p>

	Assessment	adjectives including invariable ones ; the near future (aller + infinitive); the perfect tense (R).  Listening, reading, writing and translating	gauche) ; the perfect, present and simple future (will) of regular –er verbs and of the following irregular verbs : dormir, faire, boire & lire ; Questions words (R).  Listening, reading, writing and translating	assez); the perfect tense (R); the future tense; connectives (R).  Listening, reading, writing and translating
9	Topic  Key knowledge (R: reinforcement)  Rich vocabulary (R: reinforcement)	<b>AQA - Unit 1.1: Me, my family and friends (relationships, marriage and partnership).</b>  In this unit, students will revisit how to give information about themselves and their family and (best) friends. They will learn how to describe their relationship with others and share their plans and attitudes regarding marriage / partnership and children. Students will also learn to describe their ideal partner.  Members of the family (R) Present of –er verbs & common irregular verbs (avoir, être, aller, faire) with all pronouns; reflexive verbs (se disputer se fâcher, s’entendre bien/mal avec) with je & on / nous; the full range of possessive adjectives from my to their ; comparatives (R) ; expressing and justifying a point of view using specific language (e.g. je (ne) pense/crois/trouve	<b>AQA – Unit 1.3: Free time.</b>  In this unit, students will discuss their favourite free time activities (including sport, music, TV, films and eating out). They will describe what they did recently with family/friends and what they are planning on doing.  Types of music; types of TV programmes ; genres of films ; food and drink (R); higher numbers (R); eating out; giving opinions using a range of adjectives specific to the topic (R); direct object pronouns (R); using more complex expressions such as: ça me rend ... & ça me fait ... to express feelings; the possessive adjectives: his/her & their (R); the present tense of er, ir, re verbs, including aller, avoir, être & faire with je,	<b>AQA – Unit 1.4: Customs and festivals.</b>  In this unit, students will revisit and/or learn facts about a variety of French festivals and customs including Christmas, Mardi-Gras, Easter, Bastille day or la fête de la musique. Students will learn how to describe a special occasion or a festival they attended; make, accept or decline an invitation to go out. They will also discuss whether they are for or against customs and traditions.  Names of festivals; key verbs in the perfect, present and future (e.g passer, fêter, ouvrir, recevoir, offrir...); time expressions (R); demonstrative pronouns (ce, cet, cette, ces); the perfect tense of être, avoir & reflexive verbs verbs with je, on & nous (R); the Imperfect tense including il y avait, c’était, ils/elles étaient ... ; emphatic pronouns (chez/ avec / pour moi, toi, lui, elle, nous, vous, eux, elles) ; modal verbs (vouloir, pouvoir, devoir) ;

	<p>Assessment</p> <p>Topic</p> <p>Key knowledge</p> <p>Rich vocabulary (R: reinforcement)</p>	<p>(pas) que; pour moi; à mon avis; je (ne) suis (pas) d'accord). Adjectives including irregular ones (R); relative pronouns: qui &amp; que; direct and indirect object pronouns; the future tense, as well as a range of verbs followed by the infinitive to refer to the future (je voudrais, je vais, j'espère, j'ai l'intention de, je rêve de ...); time expressions; the conditional tense.</p> <p>Listening, reading &amp; writing assessment)</p> <p><b>AQA – Unit 1.2: Technology in everyday life (social media and mobile technology).</b></p> <p>In this unit, students will learn how to discuss what their favourite gadget/mobile technology are and give reasons for their choice; ask questions about mobile phones and report their findings; explain how often they use the Internet and for what purposes; discuss their favourite websites; discuss the advantages and disadvantages / dangers of using the Internet / social media / mobile technology.</p> <p>Vocabulary specific to new technologies; asking questions; pour + infinitive ; adverbs &amp; time expressions (R) Direct object pronouns (R); giving personal opinions using a higher range of</p>	<p>on &amp; nous; the perfect tense of être (DR&amp;MRS VANDERTRAMP) &amp; avoir verbs with je, on &amp; nous (R); the future tense (R); time expressions &amp; sequencing words (R).</p> <p>Listening, reading &amp; writing assessment</p>	<p>giving and justifying one's point of view (je suis pour / contre ...).</p> <p>Mock exams – L, R, S, W.</p> <p><b>AQA – Unit 2.1: Home, town, neighbourhood and region (home, where I live) – Part 1</b></p> <p>In this unit, students will revisit how to describe where they live, including their home and their local area. They will learn to discuss the positive and negative aspects of where they live.</p> <p>Pronoun “y” (R) &amp; depuis (j'y habite depuis ... ans); Types of accommodations (including the acronym: HLM); irregular adjectives (vieux, beau, nouveau); rooms in the house (R); furniture; prepositions (R); Opinions (P, N ; P/N); il y a / il n'y a pas de ; places in town (R); si (e.g. ... est</p>
--	---------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>vocabulary (Ce qui me plaît, c'est ... / Ça m'énervé de ... /J'en ai marre de ... /Je m'inquiète de ... /J'apprécie de ...); connectives (R + néanmoins, toutefois, pourtant).</p>		<p>bien si on aime ...); types of town ; the modal verb : pouvoir (on peut / on ne peut pas + infinitive) ; advantages and disadvantages.</p>
10/11	<p>Topic</p> <p>Key knowledge</p>	<p><b><u>Unit 2.3 – The environment.</u></b></p> <p>In this unit, students will look at environmental issues and learn how to describe what they do / did recently / should do in the future to protect the environment.</p>	<p><b><u>AQA – Unit 2.2/3 – Social issues (Charity and voluntary work &amp; Poverty and homelessness).</u></b></p> <p>Students will learn how to discuss a range of social issues, such as unemployment, homelessness and poverty. They will find out about two important French charities (les Restos du Coeur and Sidaction). They will learn to describe what they do / have done in the past / would like to do in the future to help people in need.</p>	<p><b><u>AQA – Unit 3 – Current and future studies and employment.</u></b></p> <p>Students will revisit how to express and justify opinions about their school subjects. They will learn how to describe their school and find out more about French schools. They will revisit how to describe their uniform and discuss whether there are for or against school uniforms. They will also describe the rules in their school (whether they agree with them and why). They will learn how to describe what their school day was like yesterday and to give an account of a school trip they took part in. They will learn how to say whether they have or would like to have a part time-</p>

	<p>Rich vocabulary (R: reinforcement)</p> <p>Assessment</p> <p>Topic</p> <p>Key knowledge</p>	<p>Environment vocabulary : e.g. le recyclage, les emballages, les produits bio, le gaspillage, le réchauffement de la terre etc. ; a range of adverbs (R) ; Conditional of modal verbs (on pourrait, on devrait, il faudrait + infinitive) ; giving reasons (R + c'est nuisible, néfaste, bénéfique, polluant, peu/moins polluant, meilleur, mieux...) ; en + present participle (e.g. j'aide l'environnement en faisant des petits gestes).</p> <p>Mock exams – L, R, S, W.</p> <p><b><u>AQA – Unit 2.2 – Healthy / Unhealthy living.</u></b></p> <p>Students will revisit how to describe what they do / used to do / will or should do to keep healthy or not (sport, diet, sleep, addictions); they will learn to</p>	<p>Le travail bénévole ; une association caritative ; le chômage ; la pauvreté, les gens dans le besoin ; le travail ; les sans-abris ; les SDF ; le SIDA. Perfect and present tense of key verbs (aider, donner, travailler) ; Si + conditional tense (Si j'avais le temps, + conditional).</p> <p>Mock exams – L, R, S, W.</p> <p><b><u>AQA – Unit 2.4 – Travel and tourism.</u></b></p> <p>In this unit, students will learn to describe where they normally go on holiday and what they like to do there. They will learn to discuss the positive and negative aspects of different holiday</p>	<p>job and give details about it. They will finally revisit the French education system (le lycée &amp; le BAC) and learn how to share their plans for the future (post 16 and possible choice of career) with reasons.</p> <p>School subjects (R); verbs of opinions &amp; phrases such as je pense que, à mon avis, je crois que, selon moi ...; connectives (R) ; uniform (R) ; adjectives ; school rules ; modal verbs (R + on a / on n'a pas le droit de + infinitive) ; si (e.g. si on n'écoute pas le prof, on a une retenue) ; Perfect tense of key verbs including some reflexive verbs (R); sequencing words (R); question words (R); qualifications &amp; post 16 establishments (un BAC, une licence, le lycée, la fac ou l'université) ; the future and verbs referring to the future (F) ; pour + infinitive (R); time expressions (R); connectives (R); jobs and part-time jobs (les métiers et les petits boulots) and their pros and cons.</p> <p>Past papers – Exam practice.</p>
--	---------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Rich vocabulary (R: reinforcement)</p>	<p>discuss the positive and negative aspect of fast food restaurants;</p> <p>Sports including extreme sports ; adverbs (R); time expressions (R); a range of negative words (ne ... pas, plus, rien, que, personne, ni ... ni); food and drink (R) ; food types; partitive articles (R); modifiers (R + pauvre en) ; opinions (sain, malsain, équilibré) ; verbs such as éviter &amp; essayer de + infinitive; modal verb : falloir (il faut / il ne faut pas + infinitive) ; positive and negatives aspects ; imperfect tense (R) ; the future (R); could / should (R); addictions (le tabagisme, l'alcoolisme, la drogue).</p>	<p>locations. They will also learn to describe a past holiday and their dream or future holiday.</p> <p>Countries (R); transport; the pronoun y (R); accommodations; time expressions (R) ; the verb aller, arriver, partir, revenir in 3 tenses; perfect tense of avoir and être verbs (R); giving opinions using a range of adjectives ; connectives (R) ; The future and other verbs referring to the future (R); the conditional (R).</p>	
--	-----------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

# The French learning journey at Tanfield School

