



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	KNOWLEDGE & SKILLS (CUMULATIVE)	AREs
<p>ALL ABOUT ME Introductions, nationality, where I live and who I live with.</p>		<p>MY FREE TIME Pupils will learn vocabulary from the following sub-themes:</p> <ul style="list-style-type: none"> • Giving opinions about free time activities and explaining why • A range of free time activities including hobbies, sports and use of technology • Time phrases to say when activities take place • Talking about what they and others do in their free time <p>Pupils will build on prior phonics learning as they learn new vocabulary.</p> <p>Pupils begin by expressing simple opinions about activities following conjugated verbs. Initially they focus on using the first person and we form before extending their understanding to include third person forms when describing what friends and family do in their free time. Once this is grasped, pupils will learn how to combine an opinion with an infinitive verb to describe what they like and dislike doing. They will also learn how to extend opinions by giving reasons and describing activities using adjectives.</p> <p>Pupils will also learn how to form negative sentences and will begin to identify and apply common verb patterns in regular verbs alongside some high-frequency irregular verbs.</p>		<p>MY WEEKEND PLANS</p>		<p>KEY KNOWLEDGE ACROSS THE YEAR:</p> <ul style="list-style-type: none"> • Vocabulary and structures both from individual topic areas and transferrable vocabulary • Intercultural knowledge about France and French-speaking countries <p>KEY SKILLS ACROSS THE YEAR:</p> <ul style="list-style-type: none"> • Pupils will develop as linguists across the four language skills of listening, reading, writing and speaking and will also develop translation skills • A developing understanding of Phonics and sound/spelling patterns in the target language enabling development of listening and speaking skills • A developing understanding of key grammar and structures including masculine and feminine, adjective agreement and the present tense, including high frequency irregular verbs 	<ul style="list-style-type: none"> • Vocabulary: knowing vocabulary from the period of study • Phonics: identifying a range of sounds • High-frequency verbs: knowing commonly-used irregular verbs • Opinions and adjectives: giving your point of view and explaining it using adjectives • Present tense: using the present tense



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<p>HOLIDAYS – PAST TENSE FOCUS</p> <p>Pupils will learn vocabulary from the following sub-themes:</p> <ul style="list-style-type: none"> • Holiday destinations including countries and types of places • Methods of transport used to travel on holiday • Accommodation and places to stay • Describing activities completed during a holiday • Giving opinions about holiday experiences and describing what something was like <p>Pupils will begin by learning key past tense structures as vocabulary in order to describe where they went on holiday and how they travelled. They will also learn common time phrases used to talk about past events and develop their understanding of how the past tense is used to describe completed actions.</p> <p>As the unit progresses, pupils will learn vocabulary related to different types of accommodation and locations. They will practise describing where they stayed and expressing opinions about their experiences using a range of descriptive adjectives and qualifiers.</p> <p>Pupils will then learn how to describe activities completed during a holiday using common past tense verbs. They will begin by focusing on the first person and we form before recognising patterns in verb endings and applying these in short sentences and paragraphs.</p> <p>Throughout the unit, pupils will revisit previously learned opinion structures and develop their ability to justify opinions about their holiday experiences. They will also begin to recognise how verbs change in the past tense and how this differs from the present tense.</p>		<p>HOLIDAYS & FESTIVALS – PAST TENSE FOCUS</p> <p>Pupils will learn vocabulary from the following sub-themes:</p> <ul style="list-style-type: none"> • Cities and regions of France and French-speaking countries • Holiday activities and experiences • Opinions and descriptive language to talk about a trip • Francophone festivals and cultural celebrations • Conversational language used to describe past experiences <p>Pupils will build on their understanding of the past tense developed in the previous unit and continue to practise describing holidays and trips using high-frequency past tense verbs.</p> <p>They will extend their descriptions by adding more detail about activities, locations and experiences, as well as describing the best and worst parts of a trip. Pupils will also revisit descriptive adjectives and qualifiers in order to explain why they enjoyed or disliked particular aspects of a holiday.</p> <p>During this term pupils will further develop their understanding of how past tense verbs work and begin to recognise patterns in verb formation. As their familiarity with the tense increases, they will develop greater fluency in recalling and applying these structures when speaking and writing.</p> <p>Pupils will also develop their intercultural understanding by exploring aspects of life, traditions and celebrations in French-speaking countries. This will support pupils in understanding the cultural context of the language while expanding their topic-specific vocabulary.</p>		<p>HEALTHY LIVING</p> <p>Pupils will learn vocabulary from the following sub-themes:</p> <ul style="list-style-type: none"> • Food and drink items • Common food and drink verbs • Adjectives related to food • Transactional vocabulary in a restaurant • Sports • Advice on how to lead healthy lifestyles/ avoid bad habits <p>During this term, pupils will continue to interleave and more deliberately intertwine prior grammatical learning from Years 7 and 8. For example, pupils will need to recognise, understand and apply to their own work multiple tenses together (present and past) In this module there is also a focus on transactional vocabulary when in a restaurant or supermarket.</p>		<p>KEY KNOWLEDGE ACROSS THE YEAR</p> <ul style="list-style-type: none"> • Vocabulary and structures both from individual topic areas and transferrable vocabulary • Intercultural knowledge about France and French-speaking countries <p>KEY SKILLS ACROSS THE YEAR</p> <ul style="list-style-type: none"> • Pupils will develop as linguists across the four language skills of listening, reading, writing and speaking and will also develop translation skills • A developing understanding of key grammar and structures, present tense and past tense • A continued focus on giving and explaining opinions so pupils can express their points of view and explaining with reasons 	<ul style="list-style-type: none"> • Vocabulary: knowing vocabulary from the period of study. • Opinions and adjectives: Giving your point of view and explaining it using adjectives. • Present tense: using the present tense. • Past tense: using the past tense in context.



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<p>MY HOME & CITY Pupils will learn vocabulary from the following sub-themes:</p> <ul style="list-style-type: none"> • Types of home and describing location • Places in town and what you can do there • Saying what you think of your town and why • Say what you're doing in your town in the future • Directions <p>MY TOWN</p> <ul style="list-style-type: none"> • Saying what there is and isn't in a town or neighbourhood • Describing town facilities such as parks, shops, museums and markets • Giving opinions about places in town <p>Pupils will continue to learn, apply and revisit key phonics to support them to be able to pronounce French words accurately and decode new words.</p> <p>Pupils will start to develop their use of infinitive phrases used with opinions in Years 7 and 9 to use modal verbs such as <i>devoir</i> and <i>pouvoir</i> in context.</p> <p>This use of infinitive structures will extend to pupils starting to use the near future tense in order to describe what they are doing in their town this weekend.</p>		<p>MEDIA TECHNOLOGY & CELEBRITY CULTURE Pupils will learn vocabulary from the following sub-themes:</p> <ul style="list-style-type: none"> • Types and uses of technology • Celebrity influence why you follow celebrities • Explaining why they use technology • Talking about common online activities • Giving reasons using structures meaning "in order to" <p>Pupils will cement their understanding of the present and past tense through the themes of technology and social media, and celebrity culture. As well as giving opportunity to synthesise prior learning.</p> <p>HEALTHY LIFESTYLE - FOOD, DRINK, EXERCISE Pupils will learn vocabulary from the following sub-themes:</p> <ul style="list-style-type: none"> • Food and drink items • Common food and drink verbs • Adjectives related to food • Sports • Advice on how to lead healthy lifestyles/ avoid bad habits <p>During this term, pupils will continue to interleave and more deliberately intertwine prior grammatical learning from Years 7 and 8 with learning in Year 9. For example, pupils will need to recognise, understand and apply to their own work multiple tenses together (past, present and future).</p> <p>In this module there is also a focus on transactional vocabulary when in a restaurant or supermarket.</p>		<p>FREE-TIME ACTIVITIES - TV, MUSIC & FILM TV and Cinema Pupils will learn vocabulary from the following sub themes:</p> <ul style="list-style-type: none"> • Types of TV Shows • Verbs related to TV and film • Complex time phrases and opinion phrases • Transactional vocabulary at the cinema - including buying a cinema ticket • Types of films <p>Pupils move towards the GCSE course there is further embedding of the key skills needed at success in future study across the three pillars of phonics, grammar and vocabulary.</p> <p>Through this theme, pupils will apply all three tenses whilst also experiencing more challenging grammar usage such as use of object pronouns.</p>		<p>KEY KNOWLEDGE ACROSS THE YEAR</p> <ul style="list-style-type: none"> • Vocabulary and structures both from individual topic areas and transferrable vocabulary • Intercultural knowledge about France and French-speaking countries including French-speaking towns and cities, lifestyle differences between French-speaking countries and the UK as well as sharing Francophone music, cinema and TV <p>KEY SKILLS ACROSS THE YEAR:</p> <ul style="list-style-type: none"> • A continued understanding and development of key grammar and structures from Year 7 and Year 8 with a new focus on the use of modal verbs and infinitive structures, the future tense and target language question types alongside prior, retrieved learning from earlier in Key Stage 3 • Pupils will continue to give and explain opinions in more detail 	<p>Listening</p> <ul style="list-style-type: none"> • Vocabulary • Opinions and justifications <p>Comprehension</p> <ul style="list-style-type: none"> • Comprehension in the target language <p>Reading</p> <ul style="list-style-type: none"> • Vocabulary • Opinions and justifications <p>Writing</p> <ul style="list-style-type: none"> • Communication and clarity • Opinions and justifications • Using multiple tenses • Using infinitive structures and modal verbs



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<p>PEOPLE & LIFESTYLE POPULAR CULTURE</p> <p>Pupils will learn vocabulary from the following subthemes:</p> <ul style="list-style-type: none"> • Identity and relationships with others • Free time activities • Celebrity culture • Media and technology <p>This unit focuses on consolidating learning from KS3 and apply to the GCSE curriculum. Pupils transfer learning of present tense verbs (regular and irregular), modal verbs and transactional language.</p> <p>Pupils apply their knowledge of the present, past and future tenses to understand how to effectively write a structured text in French (90 words), describe a photo and explore transactional scenarios (role play). Pupils will develop an understanding of:</p> <ul style="list-style-type: none"> • Irregular present tense verbs • Past tense • Near future tense • Complex opinions • Imperfect tense structures • Asking questions • Role play structures and functions 		<p>PEOPLE & LIFESTYLE</p> <p>Pupils will learn vocabulary from the following subthemes:</p> <ul style="list-style-type: none"> • Education and Work <p>This will involve learning on:</p> <ul style="list-style-type: none"> • School subjects and teachers • School rules and facilities • Life in school at home and abroad • Describing a primary school <p>The unit builds on prior learning from Year 7 and focuses on pupils applying their understanding of grammar (direct object pronouns and the imperfect tense) and complex opinions to this new context.</p> <p>Pupils will develop an understanding of:</p> <ul style="list-style-type: none"> • Reflexive verbs • Direct object pronouns • The imperfect tense • Photo card descriptions 	<p>MEDIA & TECHNOLOGY</p> <p>Pupils will learn vocabulary from the following subthemes</p> <ul style="list-style-type: none"> • Media and technology • Celebrity culture • Free time activities <p>This will involve learning on</p> <ul style="list-style-type: none"> • Use of technology and social media • Influencers, celebrities and celebrity culture • Advantages and disadvantages of media and technology <p>This unit builds on prior learning from Year 10 and Key Stage 3 and focuses on use of opinions, connectives and presenting robust arguments. Pupils will continue to apply their learning to exam-style scenarios in both speaking and writing, as well as practising core reading and listening skills.</p>	<p>EDUCATION & WORK</p> <p>Pupils will learn vocabulary from the following subthemes</p> <ul style="list-style-type: none"> • Education and work <p>This will involve learning on</p> <ul style="list-style-type: none"> • Future study plans • Future work plans • Advantages and disadvantages of post-16 choices • What further study looks like in other countries <p>Pupils will develop an understanding of:</p> <ul style="list-style-type: none"> • Future and conditional tenses • 150 word task strategy • Photo card description • Role play scenarios 	<p>PEOPLE & LIFESTYLE</p> <p>Pupils will learn vocabulary from the following sub-themes</p> <ul style="list-style-type: none"> • Identity and relationships with others • Customs festivals and celebrations <p>This will involve learning on:</p> <p>Positive and negative relationships with family and friends</p> <ul style="list-style-type: none"> • The qualities of a good friend • Marriage and civil status • Future plans linked to relationships and family <p>Interleaving knowledge and skills around complex opinions and adjectives, pupils build an understanding relationships and marriage.</p> <p>Pupils will develop an understanding of:</p> <ul style="list-style-type: none"> • Complex opinions • Direct object pronouns • Expressing future intentions using modal verbs • Reflexive verbs in the past tense and future tenses



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<p>COMMUNICATION & THE WORLD AROUND US</p> <p>Pupils will learn vocabulary from the following subthemes Travel and tourism including places of interest Customs festivals and celebrations Identity and relationships with others</p> <p>This will involve learning on Normal, past and future holiday plans, including activities, transport and weather</p> <ul style="list-style-type: none"> • Holiday accommodation, including problems • Making travel arrangements • Cultural and religious festivals that are celebrated in the UK • Francophone festivals and traditions • Music and sporting events and festivals • Family events and celebrations <p>This unit provides an opportunity to review and interleave tenses taught in Year 10 (present, past tense, imperfect, conditional and near future throughout).</p> <p>Pupils will develop an understanding of:</p> <ul style="list-style-type: none"> • Simple future tense • Using opinion verbs to express negative and positive emotions • Asking questions <p>Pupils apply and interleave previous learning around role plays, and build their skills to write 90 or 150 words throughout.</p>	<p>PEOPLE & LIFESTYLE COMMUNICATION & THE WORLD AROUND US</p> <p>Pupils will learn vocabulary from the following subthemes Healthy living and lifestyle Identity and relationships with others The environment and where people live</p> <p>This will involve learning on</p> <ul style="list-style-type: none"> • Sports and healthy lifestyles • Health problems (personal and societal) • Healthy food and drink • Food and drink in other countries • Societal problems <p>This unit focuses on developing pupils' skills to discuss personal and societal issues. Pupils develop an understanding of manipulating statistics and data in French, whilst also communicating how they would change their society or personal life (imperfect subjunctive and conditional structures).</p> <p>Pupils will develop an understanding of:</p> <ul style="list-style-type: none"> • Pour • Conditional tense and 'if' clauses using both conditional and simple future tenses • Perfect tense • Impersonal constructions using 'on' <p>Pupils apply and interleave previous learning around role plays, and build their skills to write 90 or 150 words throughout.</p>	<p>COMMUNICATION & THE WORLD AROUND US</p> <p>Pupils will learn vocabulary from the following subthemes</p> <ul style="list-style-type: none"> • The environment and where people live <p>This will involve learning on</p> <ul style="list-style-type: none"> • Home and town (recalled from significant coverage in Year 9) <p>Local environmental problems</p> <ul style="list-style-type: none"> • Improving the local environment • Global environmental problems <p>This unit develops pupils' understanding of global issues, linked particularly to the environment.</p> <p>Pupils will link local and global environmental issues with solutions.</p> <p>Pupils will develop an understanding of:</p> <ul style="list-style-type: none"> • Interleaving tenses from previous units • Modal verbs (present and conditional tense) 	<p>REVISION</p> <p>Pupils will review learning from all themes and recall prior learning from Key Stage 3 that feeds into the GCSE exams.</p>	