



Year 7 French Curriculum Overview

Rationale for year group & skills: French students will undertake 3 lessons per fortnight. They will study the topics of 'all about me', 'my life at school' and 'my free time'. We aim to make language learning a positive and rewarding experience and aim to support our students in gaining a greater knowledge and understanding of different cultures and customs in French-speaking countries. We hope to equip them with the language skills required to enable them to communicate effectively either for leisure or work. In Year 7, we will continue to develop confidence, communication and teamwork skills, as students will regularly work in pairs or small groups.

TERM	Knowledge and skills	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
Autumn Term	<p>Topic 1: All about me Why? This first module contains all the foundation language and basics in terms of personal details. It introduces pupils to two of the most important and key irregular verbs, <i>avoir</i> and <i>être</i>, as well as to regular <i>-er</i> verb patterns that they will need for study throughout all subsequent units in this module when expressing opinions for example.</p> <p>Knowledge Using the indefinite article Using the singular forms of <i>avoir</i> Gender of nouns Adjective agreement (masculine and feminine singular) Using qualifiers with adjectives (<i>assez, très, trop, un peu</i>)</p>	<p>Skills for Assessment Speaking and Reading</p> <p>Assessment Speaking – The speaking assessment will consist of two parts. The first will involve students reading aloud some sentences in French. This will be followed up by a short conversation where students will be expected to answer in full sentences with accurate pronunciation. They will also be required to ask the teacher a question in French.</p>	<p>Homework hours: 30 minutes per week</p> <p>Homework set from homework booklet or vocabulary: words based on the previous lessons or in preparation for the next lessons.</p> <p>Revise twice or three times per week in 10-15 minute slots to be able to remember words.</p> <p>How to revise:</p> <ol style="list-style-type: none"> Look, cover, write / say aloud, check method. Get somebody at home to test you and check your answers. Make flashcards and test yourself - English on one side / French on the back.

	<p>Using the singular forms of <i>être</i> / Using <i>être</i> in negative sentences</p> <p>Recognising and understanding infinitives of – <i>er</i> verbs</p> <p>Using possessive adjectives: <i>mon, ma, mes</i></p> <p>Gender of nouns Indefinite and definite articles (singular and plural)</p> <p>Using the singular forms of <i>aimer</i> + the definite article / Using <i>aimer</i> in negative sentences</p> <p>Skills</p> <p>Learning about the five accents: acute, grave, circumflex, cedilla and tréma</p> <p>Predicting the pronunciation of unfamiliar words</p> <p>Pronunciation of nasal sounds</p> <p>Different meanings of <i>comment</i> ('how' and 'what')</p> <p>Pronunciation of silent 's' on the end of words</p> <p>Using the indefinite article: <i>un, une</i></p> <p>Using the grave accent</p> <p>Using the singular forms of <i>avoir</i></p> <p>Recapping letters of the alphabet, including accented letters</p> <p>Gender of nouns</p> <p>Using <i>il y a</i> to mean 'there is' or 'there are'</p> <p>Pronunciation of <i>qu</i></p> <p>Indefinite and definite articles (singular and plural)</p> <p>Using the singular forms of <i>aimer</i> + the definite article / Using <i>aimer</i> in negative sentences</p> <p>Using connectives (<i>et, mais, aussi</i>) and word order with <i>aussi</i></p>	<p>Reading – Our students will need to demonstrate understanding of main points and opinions with reasons in short written texts using a range of vocabulary that they have met over the course of the Autumn term. The texts may include some complex sentences with linked or sub-clauses, and common verbs in the present tense.</p>	<p>Optional – Year 7 enrichment opportunities :</p> <p>Practising pronunciation in French</p> <p>https://www.bbc.co.uk/bitesize/topics/zkqgbdm/articles/zbj9y9q</p> <p>https://www.bbc.co.uk/bitesize/topics/zkqgbdm/articles/zdh292p</p> <p>BBC Bitesize all about me topic:</p> <p>https://www.bbc.co.uk/bitesize/topics/zjx947h/articles/z7ftwtv</p> <p>https://www.bbc.co.uk/bitesize/topics/zjx947h/articles/zhryxyc</p> <p>https://www.bbc.co.uk/bitesize/topics/zjx947h/articles/z6bs2sg</p>
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	<p>Using intonation when asking questions</p> <p>Wider experiences Learning some popular French first names and how to pronounce them Comparing classrooms in different countries in the French-speaking world Learning about the French language and where it is spoken Learning about what young French people typically like and dislike Learning about popular <i>BD (bandes dessinées)</i> and mangas</p>		
Spring Term	<p>Topic 2: My life at school Why? This module continues to introduce key irregular verbs with <i>faire</i> first if all in the context of school. It also revisits regular <i>-er</i> verbs that pupils studied in the previous module, but in this case in the context of opinions linked to school subjects as well as with the verb <i>porter</i> linked to school uniform.</p> <p>Knowledge Position and agreement of colour adjectives Conjugation of <i>-er</i> verbs Working back to the infinitives (from the <i>je</i> or <i>on</i> form) with a list of nine verbs Questions: <i>Qu'est-ce que tu ...? / Tu ... à quelle heure?</i> Using <i>Il y a ...</i> and <i>Il n'y a pas de / d' ...</i> Agreeing and disagreeing in French (<i>Je suis d'accord</i>, etc.)</p>	<p>Skills for Assessment Listening and writing</p> <p>Assessment Listening – Our students will need to demonstrate understanding of main points and opinions (possibly with reasons) from a sequence of related sentences using a range of vocabulary including short phrases and common verbs in the present tense, spoken clearly. This may include some complex sentences. May include simple sentences with infinitive structures. May include simple short items in a tense other than the present when first taught (with no other tenses in the mix). Transcribe familiar short phrases.</p>	<p>Homework hours: 30 minutes per week</p> <p>Homework set from homework booklet or vocabulary: words based on the previous lessons or in preparation for the next lessons.</p> <p>Revise twice or three times per week in 10-15 minute slots to be able to remember words.</p> <p>How to revise:</p> <ol style="list-style-type: none"> Look, cover, write / say aloud , check method. Get somebody at home to test you and check your answers. Make flashcards and test yourself - English on one side / French on the back.

	<p>Using <i>combien de</i></p> <p>Skills</p> <p>Using knowledge of cognates</p> <p>Pronunciation of <i>i, au, eu, oi, on, an, en</i></p> <p>Using context and cognates to decode words</p> <p>Using a dictionary to check genders</p> <p>Pronunciation of silent 'h' in <i>heures</i> and silent 's' at the end of words</p> <p>Difference between <i>il est neuf heures</i> and <i>à neuf heures</i></p> <p>Using a range of verbs to express opinions: <i>aimer, adorer, détester</i> / Using <i>ne ... pas</i> with <i>aimer</i></p> <p>Pronunciation of <i>j'aime</i> and <i>tu aimes</i></p> <p>Using <i>parce que</i> to give reasons for your opinions</p> <p>Using <i>et, mais</i> and <i>parce que</i> to join sentences</p> <p>Using qualifiers to give more detailed opinions (<i>très, vraiment, trop</i>)</p> <p>Starting sentences with <i>Personnellement ...</i> or <i>Moi, perso..</i></p> <p>Using <i>on</i> to mean 'we'</p> <p>Using sequencers: <i>d'abord, ensuite, puis, après</i></p> <p>Checking work for accuracy</p> <p>Wider experiences</p> <p>Poem in French about colours</p> <p>Comparing what pupils wear for school in different countries, including some in the French-speaking world</p> <p>Learning about how French people typically greet each other</p>	<p>Writing – Our students will write several short, linked sentences to give information and express simple opinions, referring to the present, using a range of vocabulary. May sometimes include more complex phrases with sub-clauses, linked clauses, or opinions. These may include use of occasional phrases with infinitive structures.</p> <p>Translate longer, more complex phrases into French. Showing awareness of how to manipulate grammatical structures. Generally accurate in using straightforward language and meaning is clear, but there may be major errors with verbs.</p>	<p>Optional – Year 7 enrichment opportunities :</p> <p>Use www.french-games.net complete the school colours and time lessons and then play the games to learn the words – listening / reading / writing.</p> <p>BBC Bitesize on school: https://www.bbc.co.uk/bitesize/topics/zjx947h/articles/zfkgpg8 https://www.bbc.co.uk/bitesize/topics/z7t8kmn/articles/z7yhj hv</p> <p>Life at school in France: https://www.youtube.com/watch?v=VbLHRYzTxUA https://www.youtube.com/watch?v=sHBDS8f8kM0</p>
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	Learning about a typical school day in France Learning about a typical French school		
Summer	<p>Topic 3: My free time Why? This module continues the work on regular <i>-er</i> verbs from the previous two units, linking opinions learned in Unit 1 and Unit 2 to sports, as well as introducing the regular <i>-er</i> verb <i>jouer</i>, which follows the previously learned regular <i>-er</i> patterns. This module also revisits the verb <i>faire</i> from the previous module of school subjects and links it to sporting activities this time.</p> <p>Knowledge Conjugation of <i>jouer</i> Using <i>jouer à</i> + the definite article Position and agreement of adjectives (colours) Conjugation of <i>faire</i> Using <i>faire de</i> + the definite article / Using <i>faire de</i> in negative sentences Asking questions with <i>Est-ce que ...?</i> and <i>Qu'est-ce que ...?</i> Using <i>jouer à</i> and <i>faire de</i> + the definite article Understanding and recognising infinitives Using <i>aimer</i>, <i>adorer</i> and <i>détester</i> + the infinitive of another verb</p> <p>Skills Pronouncing cognates correctly Listening for negatives Predicting the pronunciation of cognates</p>	<p>Skills for Assessment All four skills – Listening, Speaking, Reading and Writing.</p> <p>Assessment The listening tasks test the . understanding of single lexical items, of familiar statements, short extracts and the understanding of main points and details of a longer extract in the context of the holiday topic.</p> <p>The speaking tasks test understanding of more detailed answers, including opinions and reasons, adjectives and connectives. Time phrases and references to past and present tense will be included.</p> <p>The reading tasks test the understanding of single words, of familiar vocabulary, short extracts and the understanding of main points and details of a longer extract in the context of the holiday topic.</p>	<p>Homework hours: 30 minutes per week</p> <p>Homework set from homework booklet or vocabulary: words based on the previous lessons or in preparation for the next lessons.</p> <p>Revise twice or three times per week in 10-15 minute slots to be able to remember words.</p> <p>How to revise:</p> <ol style="list-style-type: none"> Look, cover, write / say aloud , check method. Get somebody at home to test you and check your answers. Make flashcards and test yourself - English on one side / French on the back. <p>Optional – Y7 Enrichment opportunities: Use www.french-games.net complete the <i>Activity</i> section and then play the games to learn the words – listening / reading / writing.</p> <p>BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zjx947h/articles/zvw4f4j</p>

	<p>Using context to work out the meaning of unfamiliar vocabulary</p> <p>Understanding and recognising infinitives</p> <p>Using part of a question to form your answer</p> <p>Adding variety and interest to your responses /</p> <p>Paying attention to pronunciation and intonation / Peer assessment</p> <p>Wider experiences</p> <p>Learning about <i>colonies de vacances</i></p> <p>Learning about sport in French speaking countries</p>	<p>The writing tasks test the accuracy of short sentences, a short written text, using interesting vocabulary and adjectives, opinions and reasons, connectives and time phrases and a more detailed piece, using both present and past tenses</p>	
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