

French

Curriculum Principles

By the end of their all-through education, a student of French at Dixons Trinity Chapeltown will:

- know of the culture and history of France and of the French language. Students will know how to communicate fluently, to an exceptional standard, for a variety of different purposes. Students will be able to communicate, with confidence, about themselves and the world around them as well as important social and cultural issues such as climate change, poverty and educational inequality.
- understand why the study of an additional language is a valuable pursuit. Students will understand that a deep understanding of another language and its culture enriches their own and provides them with an edge in an ever-demanding job market.

Our uniting ‘sentence’ is “the French department provided students with a profound understanding and appreciation of French language and culture”.

In order to achieve a true understanding of French, topics have been intelligently sequenced based on the following rationale:

- from Base Camp to Middle Peak, the DTC French curriculum is built upon the linguistic concept of lexicogrammar. Lexicogrammar is a term used in systemic functional linguistics and emphasises the importance of recognising the interdependence of – and continuity between – vocabulary (lexis) and syntax (grammar). We avoid thinking of grammar and vocabulary as discrete, separate, phenomena. This concept has recently been popularised and elaborated upon by Gianfranco Conti and Steve Smith. For further reading, see Chapter 5 of ‘The Language Teacher Toolkit’ by Conti and Smith.
- in practice, this means that students from Year 1 to Year 8 will never have lessons teaching them a grammatical concept in isolation. We will never have ‘a lesson on the perfect tense’, for example. Instead, students are introduced to verbs - across all tenses - as items of vocabulary. This knowledge is codified on the Knowledge Organisers and introduced, revisited and reinforced in every lesson and through weekly ‘Look, Cover, Write, Check’ homework. The knowledge is also introduced in different contexts in order to support flexible application or, put more simply, to avoid students learning it by rote.
- however, an explicit understanding of how to manipulate grammatical structures is a crucial skill, particularly for more complex translations. From Upper Peak onwards, therefore, students will independently complete a full verb paradigm across three rotating tenses as part of their ‘Do Now’ every lesson and will be taught some more difficult grammatical concepts explicitly.

The French curriculum will address social disadvantage by addressing gaps in pupils’ knowledge and skills:

- oracy can be a key determining factor in a child’s future social and, ultimately, professional success. Unfortunately, students from disadvantaged backgrounds do not always have same level of social and cultural competence as their non-disadvantaged peers. As a result, the French curriculum strongly promotes the development of expressing one’s views on a variety of social and cultural topics in a public setting. To develop these skills at Base Camp, the curriculum aims to normalise speaking confidently in front of others by practicing vocabulary through chanting, song performance, rhyme and verbal recall. Students will also independently answer questions in short, full, French sentences in front of their peers. From Y3 in Lower Peak onwards, students will learn how to synthesize their knowledge and deliver short presentations in front of their peers. In Middle Peak, students will frequently express their views in class and will deliver a section of their ‘Dream Team’ presentation, to families, teachers and peers, in French. In Upper Peak, students will deliver formal ‘Ted Talk’ style presentations in French about a topic of their choosing, enriching their exposure to the target language, outside of the main curriculum.
- students with special educational needs or disabilities are given extra support. For example, students who are new to English, or have profound barriers to learning, are taught a differentiated ‘accelerated’ curriculum (which differs depending on which Peak they are joining) when they join the Academy; this provides them with the essential powerful knowledge needed to take part in the curriculum proper with their peers at a later date.
- disadvantaged students and those from identified underrepresented groups receive priority for extra intervention sessions so that every opportunity to close the advantage gap is capitalized on. For example, students have the opportunity to receive extra guidance and tutoring which closes their specific gaps in understanding during weekly ‘Prep’ and ‘Morning Mastery’ sessions.
- students will also present a section of their own report at the end of each academic year, known as their ‘Dream Team’ presentation, in French. This presentation will be delivered to their family members. Furthermore, students in primary will, each year, take part in an ‘Arts Showcase’ and sing a variety of songs in French, to members of the local community.

We fully believe French can contribute to the personal development of students at DTC:

- students will develop their social competence in French. Amongst other things, students will learn how to work with others through practicing their speaking skills during ‘Turn and Talk’ activities. They will develop their understanding of how people from different communities and countries have different value sets through the study of France and Francophone countries and will develop their ability to speak formally about a range of important social issues, such as the Black Lives Matter movement, equal marriage or unemployment.



- the French curriculum offer will also provide students with a multitude of opportunities to understand right and wrong and different ethical and moral viewpoints. For example, students will learn about the importance of voluntary work and helping in the community, poverty around the world, the importance of charities and various issues surrounding social inequality (racism, Black Lives Matter, inequality of opportunity and sexism, for example).
- students will also experience opportunities for spiritual development in the French curriculum, reflecting and developing personal - but informed - viewpoints on big issues. For example, in Middle Peak, students will learn how to express their opinions on the many religious festivals that take place in France (la fête des Rois or La Toussaint, for instance). In Upper Peak, students will discuss various issues. These issues include different views on marriage and the family unit, the impact of social media on mental health and the effect of unconscious 'Othering' faced by minority communities.
- in both primary and secondary phase, students of French at Dixons Trinity Chapeltown will develop their understanding and appreciation of different cultural backgrounds. Language and culture are inextricably linked. Teachers of French always provide exposition of cultural differences for students when relevant. Additionally, multiple lessons focus on specific elements of target language culture, both from France and from other Francophone countries.
- many of the contexts in which students practice their use of the target language facilitate opportunities for personal development. Over the course of their time at Dixons Trinity Chapeltown, students will study topics such as staying fit, eating healthily, the dangers of alcohol and drugs, healthy habits with regards to mental and emotional health.

In each phase of learning, our belief is that homework should be interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low stakes quizzing and practice.

Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:

- students will have an opportunity to put their French knowledge and skills into contextualized practice during expeditions in both Y8 and Y10. Both expeditions involve formal visits to French Universities and educational institutions for immersive French study.
- the French department has built up links with the University of Leeds and current students and alumni make visits from Y10 onwards on how French can be used to give an edge in the world of work through joint honours degrees.
- the curriculum also provides students with opportunities to consider the world of work in a target language context. Students will deepen their understanding of translation as a viable career path in their lessons from Year 7 but will also learn about French industry including but not limited to the work done by Airbus, Citroen, Peugeot and Renault, working in the tourism industry and working in the French food industry.

A true love of French involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:

- the GCSE French specification includes a lot of 'assumed knowledge'. One could argue that this knowledge is geared more towards those students who attend fee-paying schools. As a result, students in Upper Peak at Dixons Trinity Chapeltown will receive supplementary lessons that sit alongside the main curriculum; these lessons provide students with the social and cultural capital they will need in order to be successful in their examinations. Examples of such supplementary lessons built into the curriculum offer include learning about skiing as a holiday choice, the draw of vineyard tours, windsurfing, French gastronomy and the cultural importance of French art.
- students will not be expected to analyse a target language film at GCSE. However, from Y8, students are able to attend a French film and TV club to increase their exposure to the target language and its culture. This will facilitate the students' development into informed, well-rounded linguists.
- students will take part in whole-school target language 'Ted Talk' style presentations in Upper Peak, allowing them to research a topic of interest to them and deliver it, in French, to their peers and members of our community.



Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this subject, at each key stage from Reception through to Year 11, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

		Knowledge, skills and understanding to be gained at each stage*			
		Cycle 1	Cycle 2	Cycle 3	
EYFS		The EYFS curriculum focuses on language acquisition in English and the concept of language in general. Regular activities such as sound discrimination, full sentence answers, talk tasks and vocabulary lessons, alongside a solid understanding of spoken English, provide a good basis which students can use to learn French from Year 1.			
YEAR 1	Speaking and listening	Content introduced	Unit 1: What is French? Unit 2: Introductions Unit 3: Numbers 1-10	Unit 4: Animals Unit 5: Colours	Unit 6: Places in town Unit 7: Family members
		Content revisited	NA	Animals Numbers 1-15	Numbers 1-20 Colours
		Grammar introduced	Plural nouns	Adjectival placement; opinions	Connectives; prepositions
		Grammar revisited and developed	NA	Plural nouns	Plural nouns; adjectival placement; opinions
YEAR 2	Speaking and listening Introduction to reading French	Content introduced	Unit 1: Body parts Unit 2: Monsters	Unit 3: Birthdays Unit 4: Clothes	Unit 5: Food Unit 6: World food project
		Content revisited	Colours Numbers 1-25 Animals	Numbers 1-31 Colours	Food Body parts
		Grammar introduced	Adjectival agreement	NA	Conditional 1 st person
		Grammar revisited and developed	Plural nouns; adjectival placement; opinions; connectives	Plural nouns; adjectival placement; adjectival agreement; opinions; connectives	Plural nouns; adjectival placement; adjectival agreement; opinions; connectives
YEAR 3	Speaking, listening and reading Introduction to writing French	Content introduced	Unit 1: Y1 / Y2 revision Unit 2: Countries Unit 3: Where people live	Unit 4: Weather Unit 5: Seasons Unit 6: Sports	Unit 7: At / in my house Unit 8: At the shops Unit 9: Prices
		Content revisited	Numbers 1-31 Places in town	Numbers 1-31 Places in town Family members	Numbers 1-50 Where people live Places in town Food
		Grammar introduced	NA	Subjunctive etre 1 st	Questions
		Grammar revisited and developed	Conditional 1 st person; plural nouns; adjectival placement; adjectival agreement; opinions; connectives	Conditional 1 st person; plural nouns; adjectival placement; adjectival agreement; opinions; connectives	Subjunctive etre 1 st ; conditional 1 st person; plural nouns; adjectival placement; adjectival agreement; opinions; connectives
YEAR 4	Speaking, listening, reading and writing	Content introduced	Unit 1: Shapes Unit 2: Describing art	Unit 3: My house Unit 4: My town Unit 5: My family Unit 6: My animals	Unit 7: Describing people Unit 8: Comparing people Unit 9: Siblings
		Content revisited	Days of the week	Colours Animals Where people live	Animals My family
		Grammar introduced	Regular verbs 1 st pers.; conditional 3 rd ; imperative verbs	Prepositions	Subjunctive etre 3 rd reasons
		Grammar revisited and developed	Subjunctive etre 1 st ; conditional 1 st person; plural nouns; adjectival placement; adjectival agreement; opinions; connectives; questions	Regular verbs 1 st pers.; imperative verbs; subjunctive etre 1 st ; conditional 1 st and 3 rd ; plural nouns; adjectival placement; adjectival agreement; opinions; connectives; questions	Prepositions; regular verbs 1 st pers.; imperative verbs; subjunctive etre 1 st ; conditional 1 st and 3 rd ; plural nouns; adjectival placement; adjectival agreement; opinions; connectives; questions; reasons



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 5 Speaking, listening, reading and writing	Content introduced	Unit 1: Time Unit 2: Routine	Unit 3: School subjects	Unit 4: Sports Unit 5: Music Unit 6: Food
	Content revisited	Food	Sports; likes and dislikes	Food Likes and dislikes
	Grammar introduced	Imperfect 1 st	NA	Pronouns; conditional 2 nd
	Grammar revisited and developed	Prepositions; regular verbs 1 st pers.; imperative verbs; subjunctive etre 1 st ; conditional 1 st and 3 rd ; plural nouns; adjectival placement; adjectival agreement; opinions; connectives; questions; reasons	Imperfect 1 st ; prepositions Regular verbs 1 st pers.; imperative verbs; subjunctive etre 1 st ; conditional 1 st and 3 rd ; plural nouns; adjectival placement; adjectival agreement; opinions; connectives; questions; reasons	Imperfect 1 st ; prepositions; regular verbs 1 st pers.; imperative verbs; subjunctive etre 1 st ; conditional 1 st and 3 rd ; plural nouns; adjectival placement; adjectival agreement; opinions; connectives; questions; reasons
YEAR 6 Speaking, listening, reading and writing	Content introduced	Unit 1: Going on holiday Unit 2: Francophone countries	Unit 3: Free time (sports, music, TV, film)	Unit 4: All about me project
	Content revisited	Months Seasons Weather Places in town	Sports Likes and dislikes	My family My home My town Free time
	Grammar introduced	Imperfect 3 rd	NA	Aller: 3 tenses
	Grammar revisited and developed	Pronouns; imperfect 1 st ; prepositions; regular verbs 1 st pers.; imperative verbs; subjunctive etre 1 st ; conditional 1 st 2 nd 3 rd ; plural nouns; adjectival placement; adjectival agreement; opinions; connectives; questions; reasons	Pronouns; imperfect 1 st and 3 rd ; prepositions; regular verbs 1 st pers.; imperative verbs; subjunctive etre 1 st ; conditional 1 st 2 nd 3 rd ; plural nouns; adjectival placement; adjectival agreement; opinions; connectives; questions; reasons	Aller 3 tenses; pronouns; imperfect 1 st and 3 rd ; prepositions; regular verbs 1 st pers.; imperative verbs; subjunctive etre 1 st ; conditional 1 st 2 nd 3 rd ; plural nouns; adjectival placement; adjectival agreement; opinions; connectives; questions; reasons
YEAR 7	Content introduced or developed	Unit 1: Introductions and classroom items Unit 2: Where I live Unit 3: At my house and my family	Unit 4: Animals and pets Unit 5: Customs and festivals	Unit 6: Hobbies and sports Unit 7: All around town
	Content revisited	Greetings and introductions Family Where people live Countries	Animals and pets Customs and festivals	Places in town; daily routine
	Grammar introduced	Imperfect 2 nd ; avoir 3 tenses; definite and indefinite articles	Subjunctive etre 3 rd	Reflexive verbs
	Grammar revisited and developed	Si clauses; aller 3 tenses; pronouns; imperfect 1 st and 3 rd ; prepositions; regular verbs 1 st pers.; imperative verbs; subjunctive etre 1 st ; conditional 1 st 2 nd 3 rd ; plural nouns; adjectival placement; adjectival agreement; opinions; connectives; questions; reasons; definite and indefinite articles	Si clauses; aller 3 tenses; avoir 3 tenses; pronouns; imperfect 1 st 2 nd 3 rd ; prepositions; regular verbs 1 st pers.; imperative verbs; subjunctive etre 1 st ; conditional 1 st 2 nd 3 rd ; plural nouns; adjectival placement; adjectival agreement; opinions; connectives; questions; reasons; definite and indefinite articles	Si clauses ; aller 3 tenses; avoir 3 tenses; pronouns; imperfect 1 st 2 nd 3 rd ; prepositions; regular verbs 1 st pers.; imperative verbs; subj. etre 1 st 3 rd ; conditional 1 st 2 nd 3 rd ; plural nouns; adjectival placement; adjectival agreement; opinions; connectives; questions; reasons; definite and indefinite articles
CEAIG	Teaching English in France Spotlight: careers at Dior	Translator / Interpreter Spotlight: careers at AXA	Spotlight: working at Air France	
YEAR 8	Content introduced or developed	Unit 1: Routine Unit 2: Food Unit 3: Talking in town	Unit 4 – Personal descriptions Unit 5: School and chores Unit 6: At the café	Unit 7: Holidays and travel Unit 8 – Illnesses and sport
	Content revisited	Time Routine Food Prices	Food Family members School subjects Routine	
	Grammar introduced	Modal verbs + inf; close future	Forming questions	En and y



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 8	Grammar revisited and developed	Si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1 st 2 nd 3 rd ; prepositions; regular verbs 1 st pers.; imperative verbs; subj. etre 1 st 3 rd ; conditional 1 st 2 nd 3 rd ; plural nouns; adjectival rules; opinions; connectives; questions; reasons	Modal verbs + inf; close future; si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1 st 2 nd 3 rd ; prepositions; regular; verbs 1 st pers.; imperative verbs; subj. etre 1 st 3 rd ; Conditional 1 st 2 nd 3 rd ; plural nouns; adjectival rules; opinions; connectives; questions; reasons	Forming questions; close future; modal verbs + inf; si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1 st 2 nd 3 rd ; prepositions; regular verbs 1 st pers.; imperative verbs; subj. etre 1 st 3 rd ; conditional 1 st 2 nd 3 rd ; plural nouns; adjectival rules; opinions; connectives; questions; reasons
	CEAIG	Spotlight: careers at Nestlé Spotlight: careers at Bonne Maman	Spotlight: careers at Cartier	Spotlight: careers at Lacoste Spotlight: careers at Decathlon
YEAR 9	Content introduced or developed	Unit 1: Me, my family and friends Unit 2: Home, town, neighbourhood and region	Unit 3: My studies Unit 4: Life at school / college Unit 5: Current and future study and employment	Unit 6: Free time activities Unit 7: Social issues: healthy and unhealthy living
	Content revisited	Family and friends Where I live Countries My house	School subjects Routines	Food Sports Music Cinema and TV
	Grammar introduced	Explicit conjugation of verbs; Direct object pronouns	The comparative; the subj. avoir 1 st 3 rd ; negative constructions	N/A
	Grammar revisited and developed	Close future; forming questions; modal verbs + inf; si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1 st 2 nd 3 rd ; prepositions; regular verbs 1 st pers.; imperative verbs; subj. etre 1 st 3 rd ; Conditional 1 st 2 nd 3 rd ; plural nouns; adjectival rules; connectives; questions; reasons	Simple past 3 rd ; close future; forming questions; modal verbs + inf; si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1 st 2 nd 3 rd ; prepositions; regular verbs 1 st pers.; imperative verbs; subj. etre 1 st 3 rd ; conditional 1 st 2 nd 3 rd ; plural nouns; adjectival rules; opinions; connectives; questions; reasons	The comparative; the subj. avoir 1 st 3 rd ; simple past 3 rd ; close future; forming questions; modal verbs + inf; si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1 st 2 nd 3 rd ; prepositions; regular verbs 1 st pers.; imperative verbs subj. etre 1 st 3 rd ; conditional 1 st 2 nd 3 rd ; plural nouns; adjectival rules; opinions; connectives; questions; reasons
	CEAIG	Spotlight: careers at YSL Spotlight: careers at Citroen	Spotlight: careers at Louis Vuitton	Spotlight: training at Le Cordon Bleu
YEAR 10	Content introduced or developed	Unit 1: Travel and tourism Unit 2: Technology in everyday life	Unit 3: Customs and festivals Unit 4: Global issues: the environment	Unit 5: Social issues: charity and voluntary work Unit 6: Global issues: poverty and homelessness
	Content revisited	Holidays and travel	Customs and festivals	Places in town Healthy and unhealthy living Current and future study and employment
	Grammar introduced	1 st , 2 nd , 3 rd perfect tense with être (rester)	1 st , 2 nd , 3 rd perfect tense reflexive verbs	N/A
	Grammar revisited and developed	The comparative; the subj. avoir 1 st 3 rd ; simple past 3 rd ; close future; forming questions; modal verbs + inf; si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1 st 2 nd 3 rd ; prepositions; regular verbs 1 st pers.; imperative verbs; subj. etre 1 st 3 rd ; conditional 1 st 2 nd 3 rd ; plural nouns; adjectival rules; opinions; en and y; connectives; questions; reasons, negative constructions	The comparative; the subj. avoir 1 st 3 rd ; simple past 3 rd ; close future; forming questions; modal verbs + inf; si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1 st 2 nd 3 rd ; prepositions; regular verbs 1 st pers.; imperative verbs; subj. etre 1 st 3 rd ; conditional 1 st 2 nd 3 rd ; plural nouns; adjectival rules; opinions; connectives; questions; reasons; 1 st , 2 nd , 3 rd perfect tense with être, negative constructions	The comparative; the subj. avoir 1 st 3 rd ; simple past 3 rd ; close future; forming questions; modal verbs + inf; si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1 st 2 nd 3 rd ; prepositions; regular verbs 1 st pers.; imperative verbs; subj. etre 1 st 3 rd ; conditional 1 st 2 nd 3 rd ; plural nouns; adjectival rules; opinions; connectives; questions; reasons; 1 st , 2 nd , 3 rd perfect tense with être, negative constructions
CEAIG	Spotlight: careers at Airbus Spotlight: careers at Renault	Spotlight: careers in energy (EDF and Engie)	Spotlight: careers in the charity sector (Les Verts, Médecins Sans Frontières)	



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 11	Content introduced or developed	Exam preparations	Exam preparations	
	Grammar introduced	N/A	N/A	
	Grammar revisited and developed	The comparative; the subj. avoir 1 st 3 rd ; simple past 3 rd ; close future; forming questions; modal verbs + inf; si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1 st 2 nd 3 rd ; prepositions; regular verbs 1 st pers.; imperative verbs; subj. etre 1 st 3 rd ; conditional 1 st 2 nd 3 rd ; plural nouns; adjectival rules; opinions; connectives; questions; reasons	The comparative; the subj. avoir 1 st 3 rd ; simple past 3 rd ; close future; forming questions; modal verbs + inf; si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1 st 2 nd 3 rd ; prepositions; regular verbs 1 st pers.; imperative verbs; subj. etre 1 st 3 rd ; conditional 1 st 2 nd 3 rd ; plural nouns; adjectival rules; opinions; connectives; questions; reasons	
	CEAIG	Spotlight: careers at Google Spotlight: careers at EY Law		

*A powerful, knowledge-rich curriculum teaches both **substantive knowledge** (facts; knowing that something is the case; what we think about) and non-declarative or **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning). Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our all-through curriculum.



Year 7 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 24/08	W/C 31/08	W/C 07/09	W/C 14/09	W/C 21/09	W/C 28/09	W/C 05/10	W/C 12/10	W/C 02/11	W/C 09/11	W/C 16/11	W/C 23/11	W/C 30/11
	Term 1	School closed 31/08 and 1/09							Term 2	Data/Planning Day 12/13	Y8 Oxford Expedition		
	Induction	Induction	Induction	La phonétique française Understanding key graphemes and phonemes	Bonjour! Mastering the basics of introduction: greetings, name, age	En classe Learning numbers 1-30, classroom items, gender and adjectival agreement	Où j'habite / j'habitais Learning how to say where you live now and where you used to live	Où j'habitais / j'habiterais Understanding how to say where you used to live and where you would (like to) live.	Reinduction Une réponse écrite / les jours Bringing everything together in an essay and days of the week	Ma Famille Learning how to describe your family	Ma Famille Learning how to give opinions about your family members	Ma Famille Learning how to give opinions about your family members	Ma Maison Learning how to talk about your house in more detail
Cycle 2	W/C 07/12	W/C 14/12	W/C 04/01	W/C 11/01	W/C 18/01	W/C 25/01	W/C 01/02	W/C 08/02	W/C 22/02	W/C 01/03	W/C 08/03	W/C 15/03	W/C 22/03
			Term 3				Assessment	Assessment	Term 4 Data Input 1	Data/Planning Day 4/5	Y7 Ullswater Expedition		
	Une Présentation sur Moi Consolidating and synthesizing all previously taught knowledge into an essay	Les animaux domestiques Learning how to talk about and describe common domestic animals	Induction Les animaux domestiques Learning how to talk about and describe common domestic animals	Maintenant, dans le passé et dans le futur Learning how to talk about animals in the past, present and future	Maintenant, dans le passé et dans le futur Learning how to talk about animals in the past, present and future	La vie d'un gardien de zoo Consolidating all previously taught knowledge into reading and writing tasks, learning how to ask questions	L'Année en France Learning about key festivals and celebrations in the French year	L'année en France Learning about key festivals and celebrations in the French year	Reinduction Assessment review Acting on feedback to narrow and close gaps in knowledge	Les Cadeaux Learning how to talk about presents you have received and presents you would like to receive	Les Cadeaux Learning how to talk about presents you have received and presents you would like to receive	Les Descriptions Personnelles Learning how to talk about hair, eyes and clothes	Les Descriptions Personnelles Learning how to talk about hair, eyes and clothes
Cycle 3	W/C 29/03	W/C 19/04	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 24/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07
		Term 5		School closed 3/05				Term 6 Assessment	Assessment	Data Input 2	Y9 DoF Expedition		Data Day 15/07
	La météo Learning how to talk about the weather	Reinduction Moi Revisiting, consolidating and synthesizing all previously taught content	Les Saisons et le Climat Learning how to talk about the weather, seasons and climate	Les Sports Learning how to use 'jouer' and 'faire' to talk about sports	Les Sports Learning how to use 'jouer' and 'faire' to talk about sports	Les Bandes Dessinées Learning about French comic book culture and creating your own comic book character	En Famille Revisiting the topics of where you live, personal descriptions and sports	Reinduction En Ville Learning how to talk and write about your town in more detail	En Ville Learning how to talk and write about your town in more detail	Assessment Review Acting on feedback to narrow and close gaps in knowledge	C'est où exactement ? Learning how to use directions and prepositions	Une Ville de France Learning how to describe your town in detail and give details opinions on other towns	End of Year Celebration



Year 8 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 24/08	W/C 31/08	W/C 07/09	W/C 14/09	W/C 21/09	W/C 28/09	W/C 05/10	W/C 12/10	W/C 02/11	W/C 09/11	W/C 16/11	W/C 23/11	W/C 30/11
	Term 1	School closed 31/08 and 1/09							Term 2	Data/Planning Day 12/13	Y8 Oxford Expedition		
	Induction	Induction	Induction On va réviser Revisiting and remastering family, animals, house, town and festivals	On décrit les personnes Learning how to describe someone's clothes, hair and eyes	On décrit les personnes Learning how to describe someone's clothes, hair, eyes and demeanour	Les Sports Learning how to use 'jouer' and 'faire' to talk about sports	Les Sports et Mes Passe-Temps Learning how to use 'jouer' and 'faire' to talk about sports	La météo Learning how to talk about the weather	Reinduction Moi Revisiting, consolidating and synthesizing all previously taught content	Les Saisons et le Climat Learning how to talk about the weather, seasons and climate	La Nourriture Learning and mastering key food nouns	La Nourriture Learning how to describe your ideal meal Learning about healthy eating	La Nourriture Learning how to describe your ideal meal Writing an extended answer about food
Cycle 2	W/C 07/12	W/C 14/12	W/C 04/01	W/C 11/01	W/C 18/01	W/C 25/01	W/C 01/02	W/C 08/02	W/C 22/02	W/C 01/03	W/C 08/03	W/C 15/03	W/C 22/03
			Term 3				Assessment	Assessment	Term 4 Data Input 1	Data/Planning Day 4/5	Y7 Ullswater Expedition		
	Quelle heure est-il? Learning how to tell the time	C'est quelle heure? Learning how to tell the time	Induction Ma routine: maintenant Using the present tense to talk about daily routines	Ma routine quand j'étais plus jeune Using the past tense to talk about daily routines	Ma routine idéale Using the conditional tense to talk about daily routines	Les matières scolaires Understanding vocabulary for school subjects and giving opinions	SPEAK WEEK : Mon collège et ma routine Answering questions and talking about school and your routine	Les tâches ménagères Learning how to talk about and give opinions on household chores	Reinduction Les opinions de collègue Learning how to give opinions on school	On décrit les profs Revisiting personal descriptions to describe imaginary teachers for a TV sitcom	Au café Revisiting food and learning how to order and pay for things in a café	On est allé au café Recounting a recent visit to a café	SPEAK WEEK: Au café Roleplaying café situations
Cycle 3	W/C 29/03	W/C 19/04	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 24/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07
		Term 5		School closed 3/05				Term 6 Assessment	Assessment	Data Input 2	Y9 DofE Expedition		Data Day 15/07
	L'Europe Mastering the vocabulary for European countries	Reinduction On y va à l'étranger Talking about travelling abroad using aller	Qu'est-ce qu'on peut faire en vacances ? Learning how to describe different holiday activities	Les logements Learning about different holiday accommodations and how to talk about them	Les moyens de transport Learning how to talk about different methods of transportation	Une rédaction : les vacances Drafting, reviewing and redrafting an essay about holidays	SPEAK WEEK: En vacances Talking about holidays	Reinduction Les sports Revisiting how to talk about different sports using <i>jouer</i>	Les vêtements de sport Revisiting clothes and sports	Le corps Learning about body parts	Les maladies Learning how to talk about illnesses	SPEAK WEEK: Les sports Talking about sports	End of Year Celebration

Year 9 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 24/08	W/C 31/08	W/C 07/09	W/C 14/09	W/C 21/09	W/C 28/09	W/C 05/10	W/C 12/10	W/C 02/11	W/C 09/11	W/C 16/11	W/C 23/11	W/C 30/11
	Term 1	School closed 31/08 and 1/09							Term 2	Data/Planning Day 12/13	Y8 Oxford Expedition		
	Induction Y7 25/08 All 26/08	Induction	Topic Rewind Revisiting family, animals, home, town, festivals and sports	C'est quelle heure ? Revisiting telling the time	L'Europe Revisiting European countries and using <i>aller</i> Topic rewind: sports	On y va à l'étranger Continuing to use <i>aller</i> to talk about travelling abroad (using three tenses)	Une synthèse Consolidating new and previous knowledge through translation	Les logements en France Learning how to talk about different holiday accommodation Topic rewind: food	Reinduction Les moyens de transports / On voyage Learning about forms of transport Using <i>voyager</i> and <i>aller</i>	Une rédaction : les vacances Drafting, reviewing and redrafting an essay on holidays	Ma routine: maintenant et dans le passé Revisiting routine and comparing the past and present Revisiting time	Ma routine idéale Using the conditional to talk about ideal routine Revisiting time	La routine d'un prof Understanding how to use the third person
W/C 07/12	W/C 14/12	W/C 04/01	W/C 11/01	W/C 18/01	W/C 25/01	W/C 01/02	W/C 08/02	W/C 22/02	W/C 01/03	W/C 08/03	W/C 15/03	W/C 22/03	
		Term 3				Assessment	Assessment	Term 4 Data Input 1	Data/Planning Day 4/5	Y7 Ullswater Expedition			
Ma famille Revisiting family vocab Describing family members in lots of detail	Tu t'entends bien ? Describing family relationships	Reinduction Les familles différentes Learning about different families and divorce	Les familles différentes Learning about different families and divorce Writing an essay on family relationships	Les rapports familiales Consolidating new and old knowledge to complete detailed translations about family relationships	On garde le contact Talking about keeping in contact with friends Using DOPs	SPEAK WEEK: Family and friends Answering general conversation questions about family and friends	La famille et l'amitié Talking about friendship and friends	Reinduction A la maison Talking about rooms in the house and items of furniture	Le ménage Revisiting family and talking about household chores	Ma ville Learning about places around town Using prepositions	Votre maison de rêve Talking about your dream house	SPEAK WEEK: Home, town, neighbourhood and region Answering general conversation questions about home, town, neighbourhood and region	
W/C 29/03	W/C 19/04	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 24/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07	
	Term 5		School closed 3/05				Term 6 Assessment	Assessment	Data Input 2	Y9 DofE Expedition		Data Day 15/07	
Ma région Talking about twin towns and your region	Reinduction L'école et les matières Describing your subjects	Les profs Revisiting personal descriptions Describing teachers	La journée scolaire Revisiting routine Describing school day	La vie scolaire a DTC Describing the school and the building	Des écoles différentes Describing school life in different countries	SPEAK WEEK: My studies: life at school and college General conversation questions	Reinduction Améliorer son école / le règlement scolaire Describing school rules and improvements	La musique Describing different types of music and describing music preferences	La télé Describing different types of TV shows and characters and describing preferences	Les films Describing different types of films and describing preferences	SPEAK WEEK: Free time activities: music, cinema and TV General conversations	End of Year Celebration	

