

## 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	
<b>EYFS</b>		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.			
<b>YEAR 1</b>	Speaking and listening	<b>Content introduced</b>	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
		<b>Content revisited</b>	NA	Animals Numbers 1-15	Numbers 1-20 Colours
		<b>Grammar introduced</b>	Plural nouns	Adjectival placement; opinions	Connectives; prepositions
		<b>Grammar revisited and developed</b>	NA	Plural nouns	Plural nouns; adjectival placement; opinions
<b>YEAR 2</b>	Speaking and listening Introduction to reading French	<b>Content introduced</b>	Unit 1: Body parts Unit 2: Monsters	Unit 3: Birthdays Unit 4: Clothes	Unit 5: Food Unit 6: World food project
		<b>Content revisited</b>	Colours Numbers 1-25 Animals	Numbers 1-31 Colours	Food Body parts
		<b>Grammar introduced</b>	Adjectival agreement	NA	Conditional 1 <sup>st</sup> person
		<b>Grammar revisited and developed</b>	Plural nouns; adjectival placement; opinions; connectives	Plural nouns; adjectival placement; adjectival agreement; opinions; connectives	Plural nouns; adjectival placement; adjectival agreement; opinions; connectives
<b>YEAR 3</b>	Speaking, listening and reading Introduction to writing French	<b>Content introduced</b>	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
		<b>Content revisited</b>	Numbers 1-31 Places in town	Numbers 1-31 Places in town Family members	Numbers 1-50 Where people live Places in town Food
		<b>Grammar introduced</b>	NA	Subjunctive etre 1 <sup>st</sup>	Questions
		<b>Grammar revisited and developed</b>	Conditional 1 <sup>st</sup> person; plural nouns; adjectival placement; adjectival agreement; opinions; connectives	Conditional 1 <sup>st</sup> person; plural nouns; adjectival placement; adjectival agreement; opinions; connectives	Subjunctive etre 1 <sup>st</sup> ; conditional 1 <sup>st</sup> person; plural nouns; adjectival placement; adjectival agreement; opinions; connectives
<b>YEAR 4</b>	Speaking, listening, reading and writing	<b>Content introduced</b>	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
		<b>Content revisited</b>	Days of the week	Colours Animals Where people live	Animals My family
		<b>Grammar introduced</b>	Regular verbs 1 <sup>st</sup> pers.; conditional 3 <sup>rd</sup> ; imperative verbs	Prepositions	Subjunctive etre 3 <sup>rd</sup> reasons
		<b>Grammar revisited and developed</b>	Subjunctive etre 1 <sup>st</sup> ; conditional 1 <sup>st</sup> person; plural nouns; adjectival placement; adjectival agreement; opinions; connectives; questions	Regular verbs 1 <sup>st</sup> pers.; imperative verbs; subjunctive etre 1 <sup>st</sup> ; conditional 1 <sup>st</sup> and 3 <sup>rd</sup> ; plural nouns; adjectival placement; adjectival agreement; opinions; connectives; questions	Prepositions; regular verbs 1 <sup>st</sup> pers.; imperative verbs; subjunctive etre 1 <sup>st</sup> ; conditional 1 <sup>st</sup> and 3 <sup>rd</sup> ; 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			
	<b>Content introduced</b>	<b>Unit 1:</b> Time <b>Unit 2:</b> Routine	<b>Unit 3:</b> School subjects	<b>Unit 4:</b> Sports <b>Unit 5:</b> Music <b>Unit 6:</b> Food
	<b>Content revisited</b>	Food	Sports; likes and dislikes	Food Likes and dislikes
	<b>Grammar introduced</b>	Imperfect 1 <sup>st</sup>	NA	Pronouns; conditional 2 <sup>nd</sup>
	<b>Grammar revisited and developed</b>	Prepositions; regular verbs 1 <sup>st</sup> pers.; imperative verbs; subjunctive etre 1 <sup>st</sup> ; conditional 1 <sup>st</sup> and 3 <sup>rd</sup> ; plural nouns; adjectival placement; adjectival agreement; opinions; connectives; questions; reasons	Imperfect 1 <sup>st</sup> ; prepositions Regular verbs 1 <sup>st</sup> pers.; imperative verbs; subjunctive etre 1 <sup>st</sup> ; conditional 1 <sup>st</sup> and 3 <sup>rd</sup> ; plural nouns; adjectival placement; adjectival agreement; opinions; connectives; questions; reasons	Imperfect 1 <sup>st</sup> ; prepositions; regular verbs 1 <sup>st</sup> pers.; imperative verbs; subjunctive etre 1 <sup>st</sup> ; conditional 1 <sup>st</sup> and 3 <sup>rd</sup> ; plural nouns; adjectival placement; adjectival agreement; opinions; connectives; questions; reasons
YEAR 6	Speaking, listening, reading and writing			
	<b>Content introduced</b>	<b>Unit 1:</b> Going on holiday <b>Unit 2:</b> Francophone countries	<b>Unit 3:</b> Free time (sports, music, TV, film)	<b>Unit 4:</b> All about me project
	<b>Content revisited</b>	Months Seasons Weather Places in town	Sports Likes and dislikes	My family My home My town Free time
	<b>Grammar introduced</b>	Imperfect 3 <sup>rd</sup>	NA	Aller: 3 tenses
	<b>Grammar revisited and developed</b>	Pronouns; imperfect 1 <sup>st</sup> ; prepositions; regular verbs 1 <sup>st</sup> pers.; imperative verbs; subjunctive etre 1 <sup>st</sup> ; conditional 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> ; plural nouns; adjectival placement; adjectival agreement; opinions; connectives; questions; reasons	Pronouns; imperfect 1 <sup>st</sup> and 3 <sup>rd</sup> ; prepositions; regular verbs 1 <sup>st</sup> pers.; imperative verbs; subjunctive etre 1 <sup>st</sup> ; conditional 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> ; plural nouns; adjectival placement; adjectival agreement; opinions; connectives; questions; reasons	Aller 3 tenses; pronouns; imperfect 1 <sup>st</sup> and 3 <sup>rd</sup> ; prepositions; regular verbs 1 <sup>st</sup> pers.; imperative verbs; subjunctive etre 1 <sup>st</sup> ; conditional 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> ; plural nouns; adjectival placement; adjectival agreement; opinions; connectives; questions; reasons
YEAR 7	Speaking, listening, reading and writing			
	<b>Content introduced or developed</b>	<b>Unit 1:</b> Introductions and classroom items <b>Unit 2:</b> Where I live <b>Unit 3:</b> At my house and my family	<b>Unit 4:</b> Animals and pets <b>Unit 5:</b> Customs and festivals	<b>Unit 6:</b> Hobbies and sports <b>Unit 7:</b> All around town
	<b>Content revisited</b>	Greetings and introductions Family Where people live Countries	Animals and pets Customs and festivals	Places in town; daily routine
	<b>Grammar introduced</b>	Imperfect 2 <sup>nd</sup> ; avoir 3 tenses; definite and indefinite articles	Subjunctive etre 3 <sup>rd</sup>	Reflexive verbs
	<b>Grammar revisited and developed</b>	Si clauses; aller 3 tenses; pronouns; imperfect 1 <sup>st</sup> and 3 <sup>rd</sup> ; prepositions; regular verbs 1 <sup>st</sup> pers.; imperative verbs; subjunctive etre 1 <sup>st</sup> ; conditional 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> ; 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 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> ; prepositions; regular verbs 1 <sup>st</sup> pers.; imperative verbs; subjunctive etre 1 <sup>st</sup> ; conditional 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> ; 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 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> ; prepositions; regular verbs 1 <sup>st</sup> pers.; imperative verbs; subj. etre 1 <sup>st</sup> 3 <sup>rd</sup> ; conditional 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> ; plural nouns; adjectival placement; adjectival agreement; opinions; connectives; questions; reasons; definite and indefinite articles
	<b>CEAIG</b>	Teaching English in France Spotlight: careers at Dior	Translator / Interpreter Spotlight: careers at AXA	Spotlight: working at Air France
YEAR 8	Speaking, listening, reading and writing			
	<b>Content introduced or developed</b>	<b>Unit 1:</b> Routine <b>Unit 2:</b> Food <b>Unit 3:</b> Talking in town	<b>Unit 4 –</b> Personal descriptions <b>Unit 5:</b> School and chores <b>Unit 6:</b> At the café	<b>Unit 7:</b> Holidays and travel <b>Unit 8 –</b> Illnesses and sport
	<b>Content revisited</b>	Time Routine Food Prices	Food Family members School subjects Routine	
	<b>Grammar introduced</b>	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	<b>Grammar revisited and developed</b>	Si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> ; prepositions; regular verbs 1 <sup>st</sup> pers.; imperative verbs; subj. etre 1 <sup>st</sup> 3 <sup>rd</sup> ; conditional 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> ; 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 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> ; prepositions; regular; verbs 1 <sup>st</sup> pers.; imperative verbs; subj. etre 1 <sup>st</sup> 3 <sup>rd</sup> ; Conditional 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> ; 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 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> ; prepositions; regular verbs 1 <sup>st</sup> pers.; imperative verbs; subj. etre 1 <sup>st</sup> 3 <sup>rd</sup> ; conditional 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> ; plural nouns; adjectival rules; opinions; connectives; questions; reasons
	<b>CEAIG</b>	Spotlight: careers at Nestlé Spotlight: careers at Bonne Maman	Spotlight: careers at Cartier	Spotlight: careers at Lacoste Spotlight: careers at Decathlon
YEAR 9	<b>Content introduced or developed</b>	<b>Unit 1:</b> Me, my family and friends <b>Unit 2:</b> Home, town, neighbourhood and region	<b>Unit 3:</b> My studies <b>Unit 4:</b> Life at school / college <b>Unit 5:</b> Current and future study and employment	<b>Unit 6:</b> Free time activities <b>Unit 7:</b> Social issues: healthy and unhealthy living
	<b>Content revisited</b>	Family and friends Where I live Countries My house	School subjects Routines	Food Sports Music Cinema and TV
	<b>Grammar introduced</b>	Explicit conjugation of verbs; Direct object pronouns	The comparative; the subj. avoir 1 <sup>st</sup> 3 <sup>rd</sup> ; negative constructions	N/A
	<b>Grammar revisited and developed</b>	Close future; forming questions; modal verbs + inf; si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> ; prepositions; regular verbs 1 <sup>st</sup> pers.; imperative verbs; subj. etre 1 <sup>st</sup> 3 <sup>rd</sup> ; Conditional 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> ; plural nouns; adjectival rules; opinions; connectives; questions; reasons	Simple past 3 <sup>rd</sup> ; close future; forming questions; modal verbs + inf; si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> ; prepositions; regular verbs 1 <sup>st</sup> pers.; imperative verbs; subj. etre 1 <sup>st</sup> 3 <sup>rd</sup> ; conditional 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> ; plural nouns; adjectival rules; opinions; connectives; questions; reasons	The comparative; the subj. avoir 1 <sup>st</sup> 3 <sup>rd</sup> ; simple past 3 <sup>rd</sup> ; close future; forming questions; modal verbs + inf; si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> ; prepositions; regular verbs 1 <sup>st</sup> pers.; imperative verbs subj. etre 1 <sup>st</sup> 3 <sup>rd</sup> ; conditional 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> ; plural nouns; adjectival rules; opinions; connectives; questions; reasons
	<b>CEAIG</b>	Spotlight: careers at YSL Spotlight: careers at Citroen	Spotlight: careers at Louis Vuitton	Spotlight: training at Le Cordon Bleu
YEAR 10	<b>Content introduced or developed</b>	<b>Unit 1:</b> Travel and tourism <b>Unit 2:</b> Technology in everyday life	<b>Unit 3:</b> Customs and festivals <b>Unit 4:</b> Global issues: the environment	<b>Unit 5:</b> Social issues: charity and voluntary work <b>Unit 6:</b> Global issues: poverty and homelessness
	<b>Content revisited</b>	Holidays and travel	Customs and festivals	Places in town Healthy and unhealthy living Current and future study and employment
	<b>Grammar introduced</b>	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> perfect tense with être (rester)	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> perfect tense reflexive verbs	N/A
	<b>Grammar revisited and developed</b>	The comparative; the subj. avoir 1 <sup>st</sup> 3 <sup>rd</sup> ; simple past 3 <sup>rd</sup> ; close future; forming questions; modal verbs + inf; si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> ; prepositions; regular verbs 1 <sup>st</sup> pers.; imperative verbs; subj. etre 1 <sup>st</sup> 3 <sup>rd</sup> ; conditional 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> ; plural nouns; adjectival rules; opinions; en and y; connectives; questions; reasons, negative constructions	The comparative; the subj. avoir 1 <sup>st</sup> 3 <sup>rd</sup> ; simple past 3 <sup>rd</sup> ; close future; forming questions; modal verbs + inf; si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> ; prepositions; regular verbs 1 <sup>st</sup> pers.; imperative verbs; subj. etre 1 <sup>st</sup> 3 <sup>rd</sup> ; conditional 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> ; plural nouns; adjectival rules; opinions; connectives; questions; reasons; 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> perfect tense with être, negative constructions	The comparative; the subj. avoir 1 <sup>st</sup> 3 <sup>rd</sup> ; simple past 3 <sup>rd</sup> ; close future; forming questions; modal verbs + inf; si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> ; prepositions; regular verbs 1 <sup>st</sup> pers.; imperative verbs; subj. etre 1 <sup>st</sup> 3 <sup>rd</sup> ; conditional 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> ; plural nouns; adjectival rules; opinions; connectives; questions; reasons; 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> perfect tense with être, negative constructions
<b>CEAIG</b>	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	<b>Content introduced or developed</b>	Exam preparations	Exam preparations	
	<b>Grammar introduced</b>	N/A	N/A	
	<b>Grammar revisited and developed</b>	The comparative; the subj. avoir 1 <sup>st</sup> 3 <sup>rd</sup> ; simple past 3 <sup>rd</sup> ; close future; forming questions; modal verbs + inf; si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> ; prepositions; regular verbs 1 <sup>st</sup> pers.; imperative verbs; subj. etre 1 <sup>st</sup> 3 <sup>rd</sup> ; conditional 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> ; plural nouns; adjectival rules; opinions; connectives; questions; reasons	The comparative; the subj. avoir 1 <sup>st</sup> 3 <sup>rd</sup> ; simple past 3 <sup>rd</sup> ; close future; forming questions; modal verbs + inf; si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> ; prepositions; regular verbs 1 <sup>st</sup> pers.; imperative verbs; subj. etre 1 <sup>st</sup> 3 <sup>rd</sup> ; conditional 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> ; plural nouns; adjectival rules; opinions; connectives; questions; reasons	
	<b>CEAIG</b>	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 1 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
<b>Cycle 1</b>	<b>Induction</b>									<b>Planning days</b>	<b>Y8 expedition</b>		
	<b>All about France</b> Students will learn some key facts about France	<b>All about France</b> Students will learn some key facts about France	<b>Greetings</b> Students will recognise the different words for hello and goodbye	<b>Greetings song</b> Students will practise their pronunciation and learn a greetings song	<b>Introductory conversations</b> Students will learn how to introduce themselves and ask relevant questions	<b>Introductory conversations</b> Students will practise having introductory conversations	<b>Assessments</b> Listening	<b>Assessments</b> Speaking	<b>Numbers 1-10</b> Students will begin to recognise the meaning of the numbers 1-10 in French	<b>Numbers 1-10</b> Students will be able to recognise the numbers 1-10 in French	<b>Numbers 1-10</b> Students will be able to listen to and reproduce the numbers 1-10 out of order	<b>Interleaved revision</b> Students will close gaps as they have emerged throughout the Cycle	<b>Interleaved revision</b> Students will close gaps as they have emerged throughout the Cycle
<b>Cycle 2</b>							<b>Cycle assessment weeks</b>		<b>Data input</b>		<b>Y7 expedition</b>		
	<b>Animals</b> Students will understand the French words for 5 animals	<b>Animals</b> Students will understand and be able to reproduce the French words for 10 animals	<b>Animals + il y a</b> Students will be able to answer questions about what is in a photo in full sentences	<b>Animals + il y a</b> Students will be able to answer questions about what is in a photo in full sentences	<b>Animals + numbers</b> Students will be able to describe the numbers of animals in photos using full sentences	<b>Animals + numbers</b> Students will be able to describe the numbers of animals in photos using full sentences	<b>Assessments</b> Listening	<b>Assessments</b> Speaking	<b>Colours</b> Students will begin the process of mastering the colours in aural and oral contexts	<b>Colours</b> Students will continue the process of mastering the colours in aural and oral contexts	<b>Colours and animals</b> Students will interrupt forgetting process by merging topics colours, animals	<b>Colours, animals and numbers</b> Students will interrupt forgetting process by merging topics colours, animals and numbers	<b>Interleaved revision</b> Students will close gaps as they have emerged throughout the Cycle
<b>Cycle 3</b>									<b>Cycle assessment weeks</b>		<b>Y9 expedition</b>		<b>Recognition</b>
	<b>Places in town</b> Students will begin to master the vocabulary of the principal places in town	<b>Places in town</b> Students will continue to master the vocabulary of the principal places in town	<b>Montania</b> Students will revise the places in town by contextualising the knowledge in an imaginary town	<b>Animals + visite</b> Students will revisit the topic of animals and places in town and use the verb 'visiter' in the first person present tense	<b>Animals + voudrait visiter</b> Students will revisit the topic of animals and places in town and use the verb 'visiter' in the first person conditional	<b>Animals + voudrait visiter</b> Students will revisit the topic of animals and places in town and use the verb 'visiter' in the first person conditional	<b>Family members</b> Students will begin to master the vocabulary for family members	<b>Family members</b> Students will continue to master the vocabulary for family members	<b>Assessments</b> Listening	<b>Assessments</b> Speaking	<b>Family members</b> Students will continue to master the vocabulary for family members and translate sentences from French into English	<b>Family and animals</b> Students will merge previously-taught topics and reproduce them in aural and oral contexts	<b>Interleaved revision</b> Students will close gaps as they have emerged throughout the Cycle



## Year 2 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	Induction									Planning days	Y8 expedition		
	Revision of numbers 1-20	Revision of family members	Revision of colours	Introduction to body parts	Introduction to body parts	Tete, épaules, genoux, pieds	Assessments Listening	Assessments Speaking	Tete, épaules, genoux, pieds	Monsters of Montania	Monsters of Montania	Interleaved revision Students will close gaps as they have emerged throughout the Cycle	Interleaved revision Students will close gaps as they have emerged throughout the Cycle
Cycle 2							Cycle assessment weeks		Data input		Y7 expedition		
	Days of the week	Days of the week	Months of the year	Months of the year	When is your birthday?	When is your birthday?	Assessments Listening	Assessments Speaking	Clothes	Clothes	What my monster wears	What my monster wears	Interleaved revision Students will close gaps as they have emerged throughout the Cycle
Cycle 3									Cycle assessment weeks		Y9 expedition		Recognition
	The Fruit Song	At the café	At the café in Montania	World foods	World foods	The story of soupe joumou	World food project	World food project	Assessments Listening	Assessments Speaking	World food project	Interleaved revision Students will close gaps as they have emerged throughout the Cycle	Interleaved revision Students will close gaps as they have emerged throughout the Cycle





### Year 3 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	Induction									Planning days	Y8 expedition		
	Numbers revision: birthdays	Numbers revision: food	Numbers revision: animals	Numbers revision: family	Family revision	Countries around the world	Assessments Listening and reading	Assessments Speaking and writing	Different types of residence	Where people live	Il / elle habite	Interleaved revision Students will close gaps as they have emerged throughout the Cycle	Interleaved revision Students will close gaps as they have emerged throughout the Cycle
Cycle 2							Cycle assessment weeks		Data input		Y7 expedition		
	Types of weather	Types of weather	What are the seasons?	Seasons and the weather	Sports	Sports	Assessments Listening and reading	Assessments Speaking and writing	Sports and weather	Sports, family and weather	Sports, family and weather	Interleaved revision Students will close gaps as they have emerged throughout the Cycle	Interleaved revision Students will close gaps as they have emerged throughout the Cycle
Cycle 3									Cycle assessment weeks		Y9 expedition		Recognition
	Rooms in the house	Rooms in the house	Furniture	Furniture and colours	Describing my house	Food revision	Assessments Listening and reading	Assessments Speaking and writing	Prices	Prices	Prices and ordering at a café	Interleaved revision Students will close gaps as they have emerged throughout the Cycle	Interleaved revision Students will close gaps as they have emerged throughout the Cycle



## Year 4 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	Induction									Planning days	Y8 expedition		
	Places in town revision	Family revision	Weather and sports revision	Shapes	Shapes	Francophone art and opinions	Assessments Listening and reading	Assessments Speaking and writing	Francophone art and opinions	African art and opinions	African artists and justified opinions	Interleaved revision Students will close gaps as they have emerged throughout the Cycle	Interleaved revision Students will close gaps as they have emerged throughout the Cycle
Cycle 2							Cycle assessment weeks		Data input		Y7 expedition		
	Different types of house	Different types of house	Rooms in the house revision	Places in town revision	Where I like to go in town	Where I would like to go in town	Assessments Listening and reading	Assessments Speaking and writing	Family revision	Justified opinions about family	Using the subjunctive about family	Pets revision	Using the subjunctive about pets
Cycle 3									Cycle assessment weeks		Y9 expedition		Recognition
	Hair	Eyes	Personality	Subjunctive and justified opinions on others	Using the comparative to compare others	Using the comparative and justified opinions to compare others	Assessments Listening and reading	Assessments Speaking and writing	Describing siblings in detail	Describing siblings in detail	Extended writing task	Interleaved revision Students will close gaps as they have emerged throughout the Cycle	Interleaved revision Students will close gaps as they have emerged throughout the Cycle



## 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	Induction									Planning days	Y8 expedition		
	ACQUIRE Unit 1: Les Fondations	ACQUIRE Unit 1: Les Fondations	ACQUIRE Unit 1: Les Fondations	ACQUIRE Unit 2: Ou j'habite	ACQUIRE Unit 2: Ou j'habite	ACQUIRE Unit 2: Ou j'habite  ASSESSMENT Speaking	ASSESSMENT Listening, reading and writing	CONSOLIDATE or DEEPEN Unit 1: Les Fondations	CONSOLIDATE or DEEPEN Unit 1: Les Fondations	CONSOLIDATE or DEEPEN Unit 1: Les Fondations	CONSOLIDATE or DEEPEN Unit 2: Ou j'habite	CONSOLIDATE or DEEPEN Unit 2: Ou j'habite	CONSOLIDATE or DEEPEN Unit 2: Ou j'habite
Cycle 2							Cycle assessment weeks		Data input		Y7 expedition		
	ACQUIRE Unit 3: Ma famille et mes animaux	ACQUIRE Unit 3: Ma famille et mes animaux	ACQUIRE Unit 3: Ma famille et mes animaux	ACQUIRE Unit 4: Les fêtes	ACQUIRE Unit 4: Les fêtes	ACQUIRE Unit 4: Les fêtes  ASSESSMENT Speaking	ASSESSMENT Listening, reading and writing	CONSOLIDATE or DEEPEN Unit 3: Ma famille et mes animaux	CONSOLIDATE or DEEPEN Unit 3: Ma famille et mes animaux	CONSOLIDATE or DEEPEN Unit 3: Ma famille et mes animaux	CONSOLIDATE or DEEPEN Unit 4: Les fêtes	CONSOLIDATE or DEEPEN Unit 4: Les fêtes	CONSOLIDATE or DEEPEN Unit 4: Les fêtes
Cycle 3									Cycle assessment weeks		Y9 expedition		Recognition
	ACQUIRE Unit 5: Les sports et les passe-temps	ACQUIRE Unit 5: Les sports et les passe-temps	ACQUIRE Unit 5: Les sports et les passe-temps	ACQUIRE Unit 6 : En ville	ACQUIRE Unit 6 : En ville	ACQUIRE Unit 6 : En ville  ASSESSMENT Speaking	ASSESSMENT Listening, reading and writing	CONSOLIDATE or DEEPEN Unit 5: Les sports et les passe-temps	CONSOLIDATE or DEEPEN Unit 5: Les sports et les passe-temps	CONSOLIDATE or DEEPEN Unit 5: Les sports et les passe-temps	CONSOLIDATE or DEEPEN Unit 6 : En ville	CONSOLIDATE or DEEPEN Unit 6 : En ville	CONSOLIDATE or DEEPEN Unit 6 : En ville

## 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	Induction									Planning days	Y8 expedition		
	ACQUIRE Unit 1: La Routine	ACQUIRE Unit 1: La Routine	ACQUIRE Unit 2: La nourriture	ACQUIRE Unit 2: La nourriture	ACQUIRE Unit 2: La nourriture Unit 3: Aux magasins	ACQUIRE Unit 3: Aux magasins  ASSESSMENT Speaking	ASSESSMENT Listening, reading and writing	CONSOLIDATE or DEEPEN Unit 1: La Routine	CONSOLIDATE or DEEPEN Unit 1: La Routine	CONSOLIDATE or DEEPEN Unit 2: La Nourriture	CONSOLIDATE or DEEPEN Unit 2: La Nourriture	CONSOLIDATE or DEEPEN Unit 3: Aux magasins	CONSOLIDATE or DEEPEN Unit 3: Aux magasins
Cycle 2							Cycle assessment weeks		Data input		Y7 expedition		
	ACQUIRE Unit 4: Les descriptions	ACQUIRE Unit 4: Les descriptions	ACQUIRE Unit 5: Au collège et à la maison	ACQUIRE Unit 5: Au collège et à la maison	ACQUIRE Unit 5: Au collège et à la maison Unit 6: Au café	ACQUIRE Unit 6: Au café  ASSESSMENT Speaking	ASSESSMENT Listening, reading and writing	CONSOLIDATE or DEEPEN Unit 4: Les descriptions	CONSOLIDATE or DEEPEN Unit 4: Les descriptions	CONSOLIDATE or DEEPEN Unit 5: Au collège et à la maison	CONSOLIDATE or DEEPEN Unit 5: Au collège et à la maison	CONSOLIDATE or DEEPEN Unit 6: Au café	CONSOLIDATE or DEEPEN Unit 6: Au café
Cycle 3								Cycle assessment weeks		Y9 expedition		Recognition	
	ACQUIRE Unit 7: Les vacances	ACQUIRE Unit 7: Les vacances	ACQUIRE Unit 7: Les vacances	ACQUIRE Unit 7: Les vacances	ACQUIRE Unit 8: Les maladies et le sport	ACQUIRE Unit 8: Les maladies et le sport  ASSESSMENT Speaking	ASSESSMENT Listening, reading and writing	CONSOLIDATE or DEEPEN Unit 7: Les vacances	CONSOLIDATE or DEEPEN Unit 7: Les vacances	CONSOLIDATE or DEEPEN Unit 7: Les vacances	CONSOLIDATE or DEEPEN Unit 8: Les maladies et le sport	CONSOLIDATE or DEEPEN Unit 8: Les maladies et le sport	CONSOLIDATE or DEEPEN Unit 8: Les maladies et le sport



## 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	Induction									Planning days	Y8 expedition		
	Unit 1: Me, my family and friends	Unit 1: Me, my family and friends	Unit 1: Me, my family and friends	Unit 1: Me, my family and friends	Unit 1: Me, my family and friends	Unit 1: Me, my family and friends	ASSESSMENT Reading, listening and writing	SPEAK WEEK	Unit 2: Home, town, neighbourhood and region	Unit 2: Home, town, neighbourhood and region	Unit 2: Home, town, neighbourhood and region	Unit 2: Home, town, neighbourhood and region	SPEAK WEEK
Cycle 2							Cycle assessment weeks		Data input		Y7 expedition		
	Unit 3: My studies	Unit 3: My studies	Unit 4: My life at school and college	Unit 4: My life at school and college	Unit 4: My life at school and college	Unit 4: My life at school and college	ASSESSMENT Reading, listening and writing	SPEAK WEEK	Unit 5: Post-16 education, jobs, career choices and ambitions	Unit 5: Post-16 education, jobs, career choices and ambitions	Unit 5: Post-16 education, jobs, career choices and ambitions	Unit 5: Post-16 education, jobs, career choices and ambitions	SPEAK WEEK
Cycle 3									Cycle assessment weeks		Y9 expedition		Recognition
	Unit 6: Free time activities	Unit 6: Free time activities	Unit 6: Free time activities	Unit 6: Free time activities	Unit 6: Free time activities	Unit 6: Free time activities	ASSESSMENT Reading, listening and writing	SPEAK WEEK	Unit 7: Healthy and unhealthy living	Unit 7: Healthy and unhealthy living	Unit 7: Healthy and unhealthy living	Unit 7: Healthy and unhealthy living	SPEAK WEEK



## Year 10 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	Induction									Planning days	Y8 expedition		
	<b>Unit 1: Travel and tourism</b> Where do you normally go on holiday?	<b>Unit 1: Travel and tourism</b> What do you like to do on holiday? Why?	<b>Unit 1: Travel and tourism</b> What type of accommodation do you prefer? Why?	<b>Unit 1: Travel and tourism</b> What transport do you use? What have you done recently?	<b>Unit 1: Travel and tourism</b> Which French town would you like to visit? Why?	<b>Unit 1: Travel and tourism</b> Planning, writing and reviewing a 150-word answer.	<b>ASSESSMENT</b> Reading, listening and writing	SPEAK WEEK	<b>Unit 2: Technology in everyday life</b> What types of social media do you use?	<b>Unit 2: Technology in everyday life</b> Why do you use social media? What are the advantages?	<b>Unit 2: Technology in everyday life</b> What are the disadvantages of social media? Are you addicted to technology?	<b>Unit 2: Technology in everyday life</b> Have you used social media recently? How could you resolve problems with social media?	SPEAK WEEK
Cycle 2							Cycle assessment weeks		Data input		Y7 expedition		
	<b>Unit 3: Customs and festivals</b> What is your favourite festival and why?	<b>Unit 3: Customs and festivals</b> Describe a French festival.	<b>Unit 3: Customs and festivals</b> Would you like to go to France to celebrate a festival?	<b>Unit 3: Customs and festivals</b> What festivals did you used to celebrate? What did you do? What was it like?	<b>Unit 3: Customs and festivals</b> What did you do last year to celebrate your favourite festival?	<b>Unit 3: Customs and festivals</b> Planning, writing and reviewing a 150-word answer.	<b>ASSESSMENT</b> Reading, listening and writing	SPEAK WEEK	<b>Unit 4: The environment</b> What are some of the problems with the environment?	<b>Unit 4: The environment</b> What do you do to help the environment?	<b>Unit 4: The environment</b> What have you done to help resolve problems with the environment?	<b>Unit 4: The environment</b> What else could you do to help resolve these problems?	SPEAK WEEK
Cycle 3									Cycle assessment weeks		Y9 expedition		Recognition
	<b>Unit 5: Charity and voluntary work</b>	<b>Unit 5: Charity and voluntary work</b>	<b>Unit 5: Charity and voluntary work</b>	<b>Unit 5: Charity and voluntary work</b>	<b>Unit 5: Charity and voluntary work</b>	<b>Unit 5: Charity and voluntary work</b>	<b>ASSESSMENT</b> Reading, listening and writing	SPEAK WEEK	<b>Unit 6: Poverty and homelessness</b>	<b>Unit 6: Poverty and homelessness</b>	<b>Unit 6: Poverty and homelessness</b>	<b>Unit 6: Poverty and homelessness</b>	SPEAK WEEK

