

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 Francophone countries and of the French language. Students will know how to communicate effectively, to a high 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 the French language and insight into cultures in the Francophone world”.

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 and Upper 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.
- All French lessons are delivered in the target language and English is only used when necessary. Delivering lessons in French not only ensures that students are having the same experience as their more advantaged peers, but also prepares them to communicate effectively in a variety of contexts and real-life situations.
- 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 daily and ‘Morning Meeting’ 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 and Francophone countries (la fête des Rois, La Toussaint and Eid). 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 for all year groups and exam practice for Year 11.

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 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 exposed to Francophone media 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 'Dream Team' style presentation in Middle Peak and Upper Peak, allowing them to give a presentation 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: Greetings Unit 2: Classroom routine Unit 3: Numbers 1-10 Unit 4: Animals	Unit 1: Greetings Unit 2: Classroom routine Unit 3: Numbers 1-10 Unit 4: Animals	Unit 1: Greetings Unit 2: Classroom routine Unit 3: Numbers 1-10 Unit 4: Animals
	Content revisited	NA	All content from cycle 1	All content from cycle 1 and 2
	Grammar introduced	Plural nouns	'There is' and 'I have' in French	Connectives; prepositions
	Grammar revisited and developed	NA	Plural nouns	Plural nouns, 'there is' and 'I have' in French
YEAR 2 Speaking and listening Introduction to reading French	Content introduced	Unit 1: Numbers Unit 2: My family Unit 3: Colours	Unit 3: Colours	Unit 4: Body parts Unit 6: Monsters
	Content revisited	Numbers 1-25 'There is' and 'I have' in French Colours	Numbers 1-31 Colours My family Animals	Family Numbers
	Grammar introduced	Adjectival agreement	NA	Present tense 1 st person
	Grammar revisited and developed	Plural nouns, adjectival placement	Plural nouns, adjectival placement, adjectival agreement, connectives	Plural nouns; adjectival placement, adjectival agreement, connectives
YEAR 3 Speaking, listening and reading Introduction to writing French	Content introduced	Unit 1: Where do you live? Unit 2: Countries	Unit 3: Weather Unit 4: Sport	Unit 5: At / in my house
	Content revisited	Numbers 1-31	Countries Weather and seasons Body parts	Where I live Countries
	Grammar introduced	'I live' 1 st person present tense Masculine and feminine countries	'I play' 1 st person present tense	Conditional 1 st person
	Grammar revisited and developed	Plural nouns, adjectival placement, adjectival agreement, connectives	Masculine and feminine, adjectival placement, adjectival agreement, connectives	Masculine and feminine, plural nouns, adjectival placement, adjectival agreements, connectives
YEAR 4 Speaking, listening, reading and writing	Content introduced	Unit 1: My family Unit 2: In my house Unit 3: In my town	Unit 4: Sports Unit 5: food	Unit 6: Music Unit 7: Opinions and justifications
	Content revisited	Where do you live? Animals At home	Body In my town Family Animals At home	Food Sport Body Music Family At home
	Grammar introduced	Regular verbs 1 st person	Prepositions	Masculine and feminine nouns for music
	Grammar revisited and developed	Conditional 1 st person, plural nouns, adjectival placement; adjectival agreement, connectives, questions	Regular verbs 1 st person, conditional 1 st , plural nouns, adjectival placement, adjectival agreement, questions	Prepositions; regular verbs 1 st person, conditional 1 st , plural nouns, adjectival placement;



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
				adjectival agreement; opinions; connectives; questions; reasons
YEAR 5 Speaking, listening, reading and writing	Content introduced	Unit 1: Time Unit 2: Routine	Unit 3: School subjects Unit 4: Holiday destinations Unit 5: Physical appearance	Unit 4: My teachers Unit 5: Where I go at the weekend Unit 6: Numbers above 20
	Content revisited	Food Sports	Animals In my town The home Countries Weather and seasons Where do you live The body Food Sport	Food Likes and dislikes Time Countries Where I live Sport Physical appearance Food
	Grammar introduced	Reflexive verbs	Masculine and feminine of school subjects	Pronouns; conditional 2 nd
	Grammar revisited and developed	Prepositions; regular verbs 1 st person, conditional 1 st person, plural nouns, adjectival placement, adjectival agreement, opinions, connectives, questions, reasons	Prepositions, Regular verbs 1 st person, conditional 1 st plural nouns, adjectival placement; adjectival agreement, opinions, connectives, questions, reasons	Prepositions, regular verbs 1 st person, conditional 1 st plural nouns, adjectival placement, adjectival agreement, opinions, connectives, questions, reasons
YEAR 6 Speaking, listening, reading and writing	Content introduced	Unit 1: Where I live now Unit 2: Where I used to live Unit 3: Where I would live Unit 4: Family and animals now Unit 5: Family and animals in the past Unit 6: Family and animals In the future	Unit 7: I have in the present, past and future Unit 8: Opinions in the present, past and future	Unit 9: Where I go at the weekend Unit 10: Where I used to go at the weekend Unit 11: Where I would go at the weekend Unit 12: What I eat in all three tenses
	Content revisited	Seasons Weather Places in town The home Countries Sports	Sports Likes and dislikes Teachers Food Sport The home Where I live in all three tenses	My family The home My town Free time Weather Time Where I live and I have in all three tenses
	Grammar introduced	Habiter: 3 tenses	Avoir: 3 tenses	Aller: 3 tenses
	Grammar revisited and developed	Pronouns, prepositions, regular verbs 1 st person, conditional 1 st , plural nouns; adjectival placement, adjectival agreement, opinions, connectives, questions, reasons	Pronouns, imperfect 1 st , prepositions, regular verbs 1 st person, conditional 1 st plural nouns, adjectival placement, adjectival agreement, opinions, connectives, questions, reasons	Aller 3 tenses, pronouns, imperfect 1 st , prepositions, regular verbs 1 st person, conditional 1 st person, 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: Family Unit 4: Customs and festivals	Unit 6: Sports and weather Unit 7: All around town
	Content revisited	Greetings and introductions Family Countries Classroom items Colours	Animals and pets Customs and festivals Opinions	Places in town Sport Francophone destinations
	Grammar introduced	Imperfect 2 nd ; avoir 3 tenses; definite and indefinite articles	Subjunctive etre 3 rd	'There was' in the past tense
	Grammar revisited and developed	Si clauses, aller 3 tenses, pronouns, imperfect 1 st and 3 rd , prepositions, regular verbs 1 st person, subjunctive etre 1 st , conditional 1 st	Si clauses, aller 3 tenses, avoir 3 tenses, pronouns, imperfect 1 st 2 nd 3 rd , prepositions, regular verbs 1 st person, subjunctive etre 1 st	Si clauses, aller 3 tenses, avoir 3 tenses, pronouns, imperfect 1 st 2 nd 3 rd , prepositions, regular verbs 1 st person, subjunctive. etre 1 st 3 rd ,



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
		2 nd 3 rd , plural nouns, adjectival placement, adjectival agreement, opinions, connectives, questions, reasons, definite and indefinite articles	conditional 1 st 2 nd 3 rd , plural nouns, adjectival placement, adjectival agreement, opinions, connectives, questions, reasons, definite and indefinite articles	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: At the shops	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 Grammar revisited and developed	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 person, subjunctive etre 1 st 3 rd , conditional 1 st 2 nd 3 rd , plural nouns, adjectival rules, opinions, connectives, questions, reasons	Forming questions Modal verbs + infinitive close future, si clauses, reflexive verbs, aller 3 tenses, avoir 3 tenses, imperfect 1 st 2 nd 3 rd , prepositions, regular verbs 1 st person, subjunctive etre 1 st 3 rd . Conditional 1 st 2 nd 3 rd , plural nouns, adjectival rules, opinions, connectives, questions, reasons	En and y 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 person, subjunctive 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: Technology in everyday life	Unit 3: Free time activities Unit 4: Customs and festivals	Unit 6: Home, town, neighbourhood and region Unit 7: Social issues: charities
	Content revisited	Family and friends Where I live Countries My house	Family Technology Social media	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 person, subjunctive. etre 1 st 3 rd . Conditional 1 st 2 nd 3 rd , plural nouns, adjectival rules, opinions, 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 person, subjunctive etre 1 st 3 rd , conditional 1 st 2 nd 3 rd , plural nouns, adjectival rules, opinions, connectives, questions, reasons	The comparative, the subjunctive, 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 person, subjunctive 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: Global issues – the environment Unit 2: Travel and tourism	Unit 3: My studies Unit 4: Life at school and college	Unit 5: Post 16 Unit 6: jobs, career choices and ambitions
	Content revisited	Holidays and travel	Teachers and subjects	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 subjunctive 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 person,	The comparative, the subjunctive 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 person,	The comparative, the subjunctive 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 person,



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
		subjunctive etre 1 st 3 rd , conditional 1 st 2 nd 3 rd , plural nouns, adjectival rules, opinions, en and y, connectives, questions, reasons, negative construction	subjunctive 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	subjunctive 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)

YEAR 11

Content introduced or developed	Exam preparation	Exam preparation	
Grammar introduced	N/A	N/A	
Grammar revisited and developed	The comparative, the subjunctive 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 person, imperative verbs, subjunctive etre 1 st 3 rd , conditional 1 st 2 nd 3 rd , plural nouns, adjectival rules, opinions, connectives, questions, reasons	The comparative, the subjunctive, 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 person, imperative verbs, subjunctive 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.



Long Term Plan 2023 - 2024

Year 1 French

	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								Reinduction	DD & PD			
	Greetings	Greetings	Greetings	Classroom routine Greetings	Classroom routine Greetings	Classroom routine Greetings Test	<i>Les nombres</i> Classroom routine	Les nombres Classroom routine	Les nombres Classroom routine	Les animaux Les nombres	Les animaux Les nombres	Les animaux Les nombres Test	Les animaux Les nombres Feedback from test
		Reinduction				Assessment Weeks		Reinduction		DD & PD			
Cycle 2		<i>Il y a with animals</i>	<i>Il y a with animals</i>	<i>Il y a with animals</i>	Il y a and j'ai with animals	Il y a and j'ai with animals	Il y a and j'ai with animals	Il y a and j'ai with animals	Il y a and j'ai with animals Test	Feedback from test	Greetings Il y a and j'ai with animals	Les nombres Classroom routine	Les nombres Classroom routine
	<i>Il y a with animals</i>												
Cycle 3	Reinduction						Reinduction						Data Day
	Greetings Les nombres	Greetings Les nombres	Classroom routine Il y a and j'ai with animals	Classroom routine Il y a and j'ai with animals	Classroom routine Il y a and j'ai with animals	Les nombres Il y a and j'ai with animals	Les nombres Il y a and j'ai with animals	Les nombres Il y a and j'ai with animals	Greetings Il y a and j'ai with animals	Greetings Il y a and j'ai with animals	Greetings Il y a and j'ai with animals	Test	Feedback from test

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Year 2 French

	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								Reinduction	DD & PD			
	Les nombres Classroom routine	Les nombres Classroom routine	Ma famille Il y a and j'ai with animals	Ma famille Il y a and j'ai with animals	Ma famille Il y a and j'ai with animals	Ma famille Les nombres	Les animaux <i>Les nombres</i>	Les animaux Il y a and j'ai with animals	Les animaux Il y a and j'ai with animals	Les animaux Il y a and j'ai with animals	Ma famille Les nombres	Ma famille Les nombres	Ma famille Les nombres
Cycle 2		Reinduction				Assessment Weeks		Reinduction		DD & PD			
	<i>Les couleurs</i> Il y a and j'ai with animals	<i>Les couleurs</i> Il y a and j'ai with animals	<i>Les couleurs</i> Il y a and j'ai with animals	Ma famille Il y a and j'ai with family and animals	Ma famille Il y a and j'ai with family and animals	Ma famille Il y a and j'ai with family and animals	Les couleurs Il y a and j'ai with animals and couleurs	Les couleurs Il y a and j'ai with animals and couleurs	Les couleurs Il y a and j'ai with animals and couleurs	Les couleurs Il y a and j'ai with animals and couleurs	Les nombres Il y a and j'ai with animals and les nombres	Les nombres Il y a and j'ai with animals and les nombres	Test
Cycle 3	Reinduction						Reinduction						Data Day
	Ma famille Il y a and j'ai with family and les nombres	Ma famille Il y a and j'ai with family and les nombres	Le corps J'ai with le corps	Le corps J'ai with le corps	Le corps J'ai with le corps	Le corps J'ai with le corps	Test	Feedback from test	Les monstres de montania Le corps and les nombres	Les monstres de montania Le corps and les nombres	Les monstres de montania Le corps and les nombres	Les monstres de montania J'ai, le corps, les nombres	Les monstres de montania J'ai, le corps, les nombres



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Year 3 French

	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								Reinduction	DD & PD			
	Classroom routine	Tu habites où ?	Tu habites où ?	Tu habites où ?	Tu habites où ?	Les pays Tu habites où ?	<i>Les pays</i> Tu habites où ?	Les pays Tu habites où ?	Les pays Tu habites où ?	Test	Feedback from test	Feedback from test	Weather
Cycle 2		Reinduction				Assessment Weeks		Reinduction		DD & PD			
	<i>Weather and seasons</i>	<i>Weather and seasons</i>	<i>Weather and seasons</i> Tu habites où ?	<i>Weather and seasons</i> Tu habites où ?	<i>Weather and seasons</i> Les pays	<i>Weather and seasons</i> Les pays	Sport <i>Weather and seasons</i>	<i>Sport</i> <i>Weather and seasons</i>	Sport <i>Weather and seasons</i>	Sport Le corps	Sport Le corps	Test	Feedback from test
Cycle 3	Reinduction						Reinduction						Data Day
	Dans ma maison, il y a	<i>Dans ma maison, il y a</i>	Dans ma maison, il y a	Dans ma maison, il y a Tu habites où ?	Dans ma maison, il y a Tu habites où ?	Dans ma maison, il y a Tu habites où ?	Dans ma maison, il y a Je voudrais ... Les pays	Dans ma maison, je voudrais ... Les pays	Dans ma maison, je voudrais ... Les pays	Dans ma maison, il y a ... je voudrais ... Tu habites où ?	Dans ma maison, il y a ... je voudrais ... Tu habites où ?	Test	Feedback from test

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Year 4 French

	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								Reinduction	DD & PD			
	Ma famille	Ma famille Tu habites où ?	Ma famille Tu habites où ?	Ma famille Tu habites où ?	Dans ma maison, il y a ... Les animaux	Dans ma maison, il y a ... Les animaux	Dans ma maison, il y a ... Les animaux	Dans ma maison, il y a ... Les animaux	Dans ma ville, il y a ... Dans ma maison, il y a ...	Dans ma ville, il y a ... Dans ma maison, il y a ...	Dans ma ville, il y a ... Dans ma maison, il y a ...	Test	Feedback from test
Cycle 2		Reinduction				Assessment Weeks		Reinduction		DD & PD			
	Sports with 'je joue' Le corps Dans ma ville, il y a ...	Sports with 'je joue' Le corps Dans ma ville, il y a ...	Sports with 'je joue' Le corps Dans ma maison, il y a ...	Sports with 'je joue' Le corps Dans ma maison, il y a ...	Je mange + food Ma famille	Je mange + food Ma famille	Je mange + food Les animaux	Je mange + food Les animaux	Je voudrais manger Dans ma maison, je voudrais	Je voudrais manger Dans ma maison, je voudrais	Je voudrais manger Dans ma maison, je voudrais	Test	Feedback from test
Cycle 3	Reinduction						Reinduction						Data Day
	Music Je mange + food	Music Je mange + food	Music Je joue + sport Le corps	Music Je joue + sport Le corps	Opinions justifications + Music	Opinions justifications + Ma famille	Opinions justifications + Tu habites où ?	Opinions justifications + Dans ma maison, il y a	Opinions + justifications Dans ma ville, il y a	Opinions + justifications Sports with 'je joue'	Opinions + justifications Je mange + food	Test	Feedback from test



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Year 5 French

	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								Reinduction	DD & PD			
	Time Je joue + sport	Time Je joue + sport	Time Je joue + sport	Time Je joue + sport	Routine Je mange + food	Routine Je mange + food	<i>Routine</i> <i>Je mange + food</i>	Routine Je mange + food	Routine Je mange + food	Time Dans ma maison, il y a Je voudrais Opinions	Time Dans ma famille, il y a Dans ma ville, il y a Je voudrais Opinions	Routine Tu habites où ? Music Opinions	Test
Cycle 2		Reinduction				Assessment Weeks		Reinduction		DD & PD			
	<i>J'ai + subjects</i> <i>Les animaux</i> <i>J'ai and il y a + animals + colours</i>	<i>J'ai + subjects</i> <i>Les animaux</i> <i>J'ai and il y a + animals + colours</i>	<i>J'ai + subjects</i> <i>Les nombres</i> <i>Dans ma ville, il y a</i>	<i>J'ai + subjects</i> Dans ma maison, il y a	Holiday destinations Les pays Tu habites où ? Opinions	Holiday destinations Les pays Tu habites où ? Opinions	Holiday destinations Weather and seasons Routine	<i>Holiday destinations</i> <i>Weather and seasons</i> <i>Routine</i>	Physical appearance Le corps Je joue + sport Opinions	Physical appearance Le corps Je mange + food Opinions	Physical appearance	Test	Feedback from test
Cycle 3	Reinduction						Reinduction						Data Day
	My teachers <i>J'ai + subjects</i> Opinions	<i>My teachers</i> <i>J'ai + subjects</i> Opinions	My teachers <i>J'ai + subjects</i> Opinions Time	My teachers <i>J'ai + subjects</i> Opinions Time	Where I go at the weekend Holiday destinations Le pays Tu habites où ? Opinions	Where I go at the weekend Holiday destinations Le pays Tu habites où ? Opinions	Where I go at the weekend Holiday destinations Le pays Tu habites où ? Opinions	Numbers above 20 Physical appearance Le corps J'ai + animals J'ai + family J'ai + subjects	Numbers above 20 Physical appearance Le corps J'ai + animals J'ai + family J'ai + subjects	<i>Numbers above 20</i> Music My teachers Opinions	Numbers above 20 Music My teachers Opinions	Test	Feedback from test

Long Term Plan 2023 - 2024

Year 6 French

	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								Reinduction	DD & PD			
	J'habite + present tense Dans ma ville, il y a ... Dans ma maison, il y a ...	J'habite + present tense Dans ma ville, il y a ... Dans ma maison, il y a ...	J'habitais + past tense Les pays Weather and seasons	J'habitais + past tense Les pays Weather and seasons	J'habiterais + future tense Dans ma maison, je voudrais... Les pays Weather and seasons	J'habiterais + future tense Dans ma maison, je voudrais	J'ai + family + present tense Le corps Je joue + sport Il y a + family	J'ai + animals + present tense Le corps Je joue + sport Il y a + animals + Colours	J'avais + animals + past tense Colours Opinions	J'aurais + animals + future tense Colours Opinions	J'aurais + animals + future tense Colours Opinions	J'aurais + animals + future tense J'avais + animals J'ai + animals	Test
Cycle 2		Reinduction				Assessment Weeks		Reinduction		DD & PD			
	J'ai + subjects + present tense Physical appearance Le corps Je joue + sport Dans ma famille, il y a...	J'ai + subjects + present tense Physical appearance Le corps Je joue + sport Dans ma famille, il y a...	J'ai + ma maison + present tense Physical appearance Le corps Je joue + sport Dans ma famille, il y a...	J'avais + subjects + past tense Je mange + food Je joue + sport Opinions	J'avais + ma maison + past tense Je mange + food Je joue + sport	J'aurais + subjects + future tense Dans ma maison, je voudrais... Colours	J'aurais + ma maison + future tense Dans ma maison, je voudrais Colours	Opinions in the present Music J'ai + subjects Teachers J'habite.. J'ai + animals Dans ma famille, il y a...	Opinions in the past Music J'avais + subjects Teachers J'habitais.. J'avais + animals	Opinions in the future Music J'aurais + subjects Teachers J'habiterais J'aurais + animals	Opinions in all three tenses J'ai/j'avais/j'aurais + animals/house J'habite/j'habitais/j'habiterais + house	Test	Feedback from test
Cycle 3	Reinduction						Reinduction						Data Day
	Je vais + where I go at the weekend + present tense Hoiday destinations Weather and seasons Opinions	Je vais + where I go at the weekend + present tense Hoiday destinations Weather and seasons Opinions	J'allais + where I used to go at the weekend + past tense Time Opinions	J'allais + where I used to go at the weekend + past tense Time Opinions	J'irais + where I would go at the weekend + future tense Time Opinions	J'irais + where I would go at the weekend + future tense Dans ma maison, je voudrais	Je mange + food + present tense Je joue + sport Le corps Opinions J'habite J'ai Dans ma famille, il y a...	Je mangeais + food + past tense J'habitais J'avais + subjects + animals	Je mangeais + food + past tense J'habitais J'avais + subjects + animals	Je mangerai + food + future tense J'habiterai J'aurais + subjects + animals	Je mangerai + food + future tense J'habiterai J'aurais + subjects + animals	Test	Feedback from test



Long Term Plan 2023 - 2024

Year 7 French

	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							Expedition	Reinduction	DD & PD			
	Induction	UNIT 1: Foundations French phonics	French phonics Introductions	Numbers 1-30 Classroom items Colours	UNIT 2: Where I live Cities in France Where you live now	Where you lived Where you would live	Using 1st person <i>habiter</i>	Consolidate: introductions and numbers Deepen: Writing scripts	Consolidate: gender and adjectives (colour) Deepen: possessive adjectives	Consolidate: items and colours Deepen: describing photos in detail	Consolidate: using <i>j'habite</i> Deepen: places in town	Consolidate: using three tenses Deepen: using three tenses and justifications	Consolidate: using three tenses Deepen: describing your dream house
Cycle 2		Reinduction				Assessment Weeks		Reinduction		DD & PD			
	UNIT 3: Family My family Using 3rd person <i>avoir</i>	My family Using <i>bien que + être</i>	Animals Using 1st person <i>avoir</i>	Planning, writing and reviewing a synthesis essay`	UNIT 4: Festivals Festivals and celebrations in France	Festivals and celebrations Assessments and revision technique	Festivals and celebrations Assessments and revision technique	Consolidate: mastery of family vocabulary, giving opinions Deepen: using <i>bien que</i>	Consolidate: mastery of animals vocabulary Deepen: Using 1st person <i>avoir</i>	Consolidate: animals and adjectival agreement Deepen: synthesis of all Y7 content so far	Consolidate: mastery of festivals vocabulary Deepen: mardi gras, your birthday	Consolidate: Gifts: using <i>j'aime</i> and <i>je déteste</i> Deepen: Gifts: giving extended justifications	Consolidate: Writing 40 words Deepen: Writing 90 words
Cycle 3	Reinduction						Reinduction						Data Day
	UNIT 5: Sports and weather The weather and seasons	Opinions of sport Using 1st person <i>jouer</i>	Planning, writing and reviewing a 90-word essay on sport	UNIT 6: Town Places in town Weather in your town	Directions around town	Revision and consolidation of Y7 content	Revision and consolidation of Y7 content	Consolidate: giving opinions on the weather Deepen: talking about climate change	Consolidate: using <i>jouer</i> in three tenses Deepen: presentation of Y7 French content	Consolidate: sports and weather Deepen: using <i>jouer, aller</i> and <i>faire</i>	Consolidate: places in town mastery Deepen: reading about La Rochelle	Consolidate: using <i>il y a</i> and <i>il y avait</i> Deepen: your dream town	Consolidate: Writing 40 words Deepen: Writing 90 words



Long Term Plan 2023 - 2024

Year 8 French

	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					Assessment Weeks			Reinduction	DD & PD			
		UNIT 1: Routine Telling the time	Routine now Routine in the past Ideal routine	UNIT 2: Food Mastery of food vocabulary Using 1 st person <i>manger</i>	Ideal meal Eating healthily	Planning, writing and reviewing a 90-word essay on food and health Assessments and revision	Planning, writing and reviewing a 90-word essay on food and health Assessments and revision	UNIT 3: At the shops Types of shop in town Prices	Do you like going shopping? Using <i>aller</i>	Consolidate: morning routine listening practice Deepen: synthesis translation	Consolidate: mastery of food vocabulary Deepen: staying in shape	Consolidate: identify and categorise the tense Deepen: listening practice	Consolidate: numbers and prices Deepen: transcribing conversations in shops
Cycle 2		Reinduction						Reinduction		DD & PD	Expedition		
	UNIT 4: Personal descriptions Clothes Using 1 st person <i>porter</i>	Describing hair and eyes Using 1 st person <i>avoir</i>	UNIT 5: School and chores Opinions about school subjects	Household chores Using <i>faire</i>	Planning, writing and reviewing 90-word about school and routine	UNIT 6: At the café Mastery of café vocabulary	Listening and speaking practice: at the café	Consolidate: mastery of clothing vocabulary Deepen: extended translations	Consolidate: using <i>porter</i> in three tenses Deepen: describing photos of people in detail	Consolidate: translating your school timetable Deepen: using <i>étudier</i> in three tenses	Consolidate: mastery of chores vocabulary Deepen: transcribing conversations in shops	Consolidate: listening to prices Deepen: listening to prices	Consolidate: speaking at the café Deepen: speaking at the café
Cycle 3	Reinduction						Reinduction						Data Day
	UNIT 7: Holidays Countries in Europe Using 1 st person <i>aller</i>	What can you do on holiday? Using <i>faire</i> and <i>aller</i>	Where can you stay on holiday? How do you travel? Using 1 st person <i>rester</i> and <i>voyager</i>	Planning, writing and reviewing a 90-word task about holidays	UNIT 8: Sport Sports Using 1 st person <i>jouer</i>	Sports Using <i>faire</i> and <i>jouer</i>	Consolidation of Y7 and Y8 content	Consolidate: Europe Deepen: Using y	Consolidate: using <i>rester</i> and <i>aller</i> Deepen: extended reading and listening comprehension	Consolidate: translating your school timetable Deepen: using <i>étudier</i> in three tenses	Consolidate: mastery of chores vocabulary Deepen: transcribing conversations in shops	Consolidate: listening to prices Deepen: listening to prices	Consolidate: speaking at the café Deepen: speaking at the café



Long Term Plan 2023 - 2024

Year 9 French

	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								Reinduction	DD & PD			
		UNIT: Me, my family and friends Describing your family and friends	Describing relationships with family and friends	Describing a past event with family or friends	What are your future family plans?	Planning, writing and reviewing a 90-word answer Planning, writing and reviewing a 150-word answer	UNIT: Technology in everyday life What are the types of technology?	What are the advantages of technology?	What are the disadvantages of technology?	How have you used technology recently?	How are you going to protect yourself online in the future?	Planning, writing and reviewing a 90-word answer Planning, writing and reviewing a 150-word answer	End of Cycle consolidation and revision
Cycle 2		Reinduction				Assessment Weeks		Reinduction		DD & PD			
	UNIT: Free-time activities What is your favourite hobby?	What did you do last weekend?	What did you do last weekend?	What are you going to do next weekend?	What are you going to do next weekend?	Assessment and revision	Assessment and revision	UNIT: Customs and festivals What are the most famous French festivals?	What is your favourite festival and why?	What have you done recently to celebrate?	How are you going to celebrate in the future?	Planning, writing and reviewing a 90-word answer Planning, writing and reviewing a 150-word answer	End of Cycle consolidation and revision
Cycle 3	Reinduction						Reinduction						Data Day
	UNIT: Home, town, neighbourhood and region What is your house like?	What is your town like?	What can you do in your town?	What have you done in your town recently?	What are you going to do in your town next week?	What is your dream house? What is your dream town?	Planning, writing and reviewing a 90-word answer Planning, writing and reviewing a 150-word answer	UNIT: Social issues: charities What are the main social problems?	What are the main social problems? Why do we have them?	What charity work / volunteering have you done?	Exam practice: charity work	Exam practice: charity work	End of Cycle consolidation and revision



Long Term Plan 2023 - 2024

Year 10 French

	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					Assessment Weeks			Reinduction	DD & PD			
	Unit 7 – Global Issues What are the environmental problems in your area? What are the social problems in your area?	What are the environmental problems in your area? What are the social problems in your area?	What have you done recently to help the environment? How have you helped the homeless recently?	What have you done recently to help the environment? How have you helped the homeless recently?	What have you done recently to help the environment? What charity work / volunteering have you done?			Unit 8 – travel and tourism What type of holidays do you prefer? What is your home like?	Describe a recent holiday What is your town like? What can we do in your town?	Describe your worst holiday What have you done in your town recently?	What are the advantages and disadvantages of holidays with family? What are you going to do in your town next week?	What would be your ideal holiday? What would your ideal town be like?	End of Cycle consolidation and revision
Cycle 2		Reinduction						Reinduction		DD & PD			
	Unit 9 – My studies What do you study at school?	What is your favourite subject? What are the environmental problems in your area?	What was your favourite subject when you were younger?	What would you study at school if you had the choice? What have you done recently to help the environment?	What do you think about your teachers?			Unit 10 – life at school and college Describe your school day What type of holidays do you prefer?	Explain the school rules What are the advantages and disadvantages of holidays with family?	Explain the school rules Describe a recent holiday	Describe a recent school trip Describe your worst holiday	What would be an ideal school uniform? What would be your ideal holiday?	Describe your ideal school
Cycle 3	Reinduction						Reinduction						Data Day
	Unit 11 – post 16 Would you like to continue your studies after your GCSEs? What is your favourite subject?	Would you like to continue your studies after your GCSEs? What is your favourite subject?	What are the advantages and disadvantages of doing an apprenticeship? What was your favourite subject when you were younger?	What are the advantages and disadvantages of doing an apprenticeship? What would you study at school if you had the choice?	Would you like to study or work abroad? What do you think about your teachers?			Unit 12 – jobs, career choices and ambitions Do you have a part time job? Describe the school day.	What are the advantages and disadvantages of a part-time job? Explain the school rules	What have you done recently to earn money?	What job did you want when you were younger? Describe a recent school trip	What would be your ideal job? What would be an ideal school uniform?	What would be your ideal job? Describe your ideal school



Long Term Plan 2023 - 2024

Year 11 French

	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								Reinduction	DD & PD / Mock Exams			
	Unit 1 – Me, my family and friends Revision and exam preparation	Unit 2 - Technology in everyday life Revision and exam preparation	Unit 3 – Free time activities Revision and exam preparation Unit 1 90-word exam	Unit 4 – Customs and festivals Revision and exam preparation	Unit 5 – Hometown, neighbourhood Revision and exam preparation Unit 2 90-word exam RAG Rate Theme 1	Unit 6 – Social issues Revision and exam preparation HOD / SLT Interviews	Unit 7 – Global issues Revision and exam preparation Unit 3 90-word exam	Unit 8 – Travel and tourism Revision and exam preparation	Unit 9 – My studies Revision and exam preparation RAG Rate Theme 2 Unit 4 90-word exam	Unit 10 – Life at school Revision and exam preparation HOD / SLT Interviews	Unit 11 – Education post 16 Revision and exam preparation Unit 5 90-word exam	Unit 12 – Jobs, future careers and ambitions Revision and exam preparation	End of Cycle consolidation and revision
Cycle 2	Revision and exam preparation RAG Rate Theme 1	Reinduction Revision and exam preparation	Revision and exam preparation	Revision and exam preparation	Revision and exam preparation	Revision and exam preparation HOD / SLT Interviews	Revision and exam preparation	Reinduction Revision and exam preparation	Revision and exam preparation	DD & PD Revision and exam preparation HOD / SLT Interviews	Revision and exam preparation	Revision and exam preparation	Revision and exam preparation
Cycle 3	Reinduction	GCSE Examinations											Data Day
	Revision and exam preparation	Revision and exam preparation	Revision and exam preparation	Revision and exam preparation	Revision and exam preparation								



