French

Curriculum Principles

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

- become independent users of French, meeting the B1-B2 standard of the Common European Framework of Reference for Languages (CEFR). Students will be able to communicate, with confidence, about themselves and experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. Students will be able to produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- 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 ensured that all students understood and appreciated the value of learning another language and culture".

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

- Interleaved retrieval practice based on Ebbinghaus' research on human forgetting rates in order to interrupt the forgetting process. As soon as one item of knowledge enters the stream of taught content, it is constantly revisited and recycled in the Do Now, the application question, translations and written texts, and in a brain dump in morning meeting.
- The linguistic concept of lexicogrammar (Conti and Smith). We avoid thinking of grammar and vocabulary as discrete and separate. This method differs from traditional teaching as we see vocabulary and grammar as interdependent.
- Teaching in the target language. Students have the opportunity to answer as many target language questions as possible to develop their spontaneity, confidence, pronunciation and translation skills, whilst implicitly developing their listening skills and knowledge of syntax.
- Effective Formative Assessment in French. As we are reactive in our lesson planning, we constantly collect data in French through targeted questioning, mini whiteboard quizzing, asking students to explain how they got to an answer, and messy marking of writing tasks.

For students who have not studied French at Primary, how is the curriculum implemented in Secondary?

- The French curriculum is a spiral curriculum which gives the students the foundations to access the language from Cycle One in Year 7. By the end of Year 7, students can successfully use five tenses and can comfortably adapt and apply lexis in the masculine, feminine, and plural. These skills, which are revisited through interleaved retrieval practice in lessons and morning meetings, provide the foundation for further learning. Students complete GCSE tasks from Cycle One in Year 7 such as dictations, reading aloud, and producing 50-90 words writing tasks. In Year 8, this increases to 150 words.
- All topics taught in Year 7 and Year 8 are essential for language acquisition and enable students to meet the A2 standard of the CEFR, meaning that they can produce and understand language in areas of most immediate relevance.
- Language is codified on the knowledge organisers and introduced, revisited and reinforced in different contexts in lessons, morning meetings and in weekly Carousel quizzing homework to support flexible application. Students also answer a speaking exam question in their Dream Team speech in French.
- At the start of Year 9, students have the necessary language skills to study one GCSE unit per half term until they reach unit 12 at the end of Year 10, which enables them to apply this knowledge in exam preparation lessons in Year 11. The demands of both the new and old specifications and our rigorous curriculum enable students to sit between the B1 to the B2 standards of the CEFR by the end of Year 11.

How is the curriculum taught?

- The curriculum is taught using our four underpinning principles of interleaved retrieval practice, lexicogrammar, target language and EFA. Interleaved retrieval practice in the Do Now and morning meetings focus on the most challenging vocabulary from a previously taught topic, and the application question is an exam style question or translation from a challenging aspect of a previously taught topic
- Regular quick-fire questioning and mini whiteboard quizzing are our main Effective Formative Assessment (EFA) tools as they enable students to respond in the target language or provide a translation in the opposite language. The modelling of writing tasks is also facilitated by questioning which serves as another EFA tool before an independent writing task.
- Target language usage is a shared expectation between the students and teachers and as a result, students' accuracy, pronunciation and confidence have improved.
- The booklets are a resource and not the only resource in lessons, and students see them as one of the tools to facilitate their language acquisition.

- Our schemes of work direct us to when the messy marking of writing tasks is appropriate, and signpost what we should check in EFA.
- Our displays show the mark schemes for writing tasks in the new specification and models written by students. Students get up in lessons and read the mark schemes aloud before the live modelling of a writing task begins.

The French curriculum will address social disadvantage by addressing gaps in students' 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 answer exam questions in French enriching their exposure to the target language
- 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 in class so that every opportunity to close the advantage gap is capitalized on.
- 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.

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
- 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
- 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 Francophone countries. 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 and 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:

- At the start of each unit, students will see a slide about which professions they can enter based on the language that they will acquire in that unit

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 are able to attend a conversation club to increase their exposure to the target language and its culture. This will facilitate the students' development into informed, well-rounded linguists.

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 + KS1		The EYFS+KS1 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 3.		
YEAR 3 **Speaking, listening and reading Introduction to writing French**	**Content introduced**	**Unit 1: A New start** (greetings, feelings, numbers, colours) **Unit 2: Calendar and celebrations** (bonfire colours, days and months, the date, Christmas)	**Unit 3: Animals** (animal nouns, singular and plural, opinions, story) **Unit 4: Carnival and numbers** (carnival, numbers to 20, core language recap, age, commands, Easter)	**Unit 5: The Hungry Giant** (fruit and vegetable nouns, asking politely, reading a story) **Unit 6: Going on a picnic and where I live** (food items, polite request, explore France, ask and answer 'where do you live?', simple conversation
	Content revisited		Numbers to 20 Colours	Numbers to 20 Colours Feelings
	Grammar introduced	Basic grammar: Can write or copy a few simple words or symbols as an emergent writer of the target language.	Basic grammar: singular and plural	Basic grammar: masculine and feminine
	Grammar revisited and developed		Basic grammar: Can write or copy a few simple words or symbols as an emergent writer of the target language.	Basic grammar: Can write or copy a few simple words or symbols as an emergent writer of the target language. Singular and plural
YEAR 4 **Speaking, listening, reading and writing**	**Content introduced**	**Unit 1: Welcome to School** (rooms in a school, classroom objects) **Unit 2: My town, your town** (commands, shops, asking and giving directions)	**Unit 3: Alien Faces and Family** (Epiphany, family members, personal information, numbers) **Unit 4: Moving our bodies** (face and body parts, nouns and commands, yoga with body parts, alien creator)	**Unit 5: At the doctors and jungle animals** (Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story) **Unit 6: Summertime** (Weather phrases, seasons, forecast, ice cream flavours, opinions, ordering politely, roleplay)
	Content revisited	Core language, feelings	Commands, numbers	Animals My family
	Grammar introduced	Basic grammar: Can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.		Grammar: Simple sentences

	Grammar revisited and developed	Singular/plural, masculine/feminine	Basic grammar: Can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood. Singular/plural, masculine/feminine	Basic grammar: Can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood. Singular/plural, masculine/feminine
YEAR 5 Speaking, listening, reading and writing	**Content introduced**	**Unit 1: Me and my friends at school** Extended feelings, recap personal information, introduce a friend, subjects and opinions **Unit 2: Time in the city** French city, buying a ticket, directions, descriptions, shopping for souvenirs, festive jumper	**Unit 3 At the market** Fruit and veg nouns, class survey, prices, market dialogue, recipe **Unit 4: Clothes** Clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write	**Unit 5: Out of this world** ID cards, personal info conversations, adjectives and planet descriptions, prior learning recall, planet creations poster **Unit 6: Going to the seaside** Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach
	Content revisited	Feelings, personal information	Likes and dislikes	
	Grammar introduced	Basic grammar: Can write two or three short sentences as a personal response, using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense	Verbs to wear, describing using adjectives	Persuasive sentences
	Grammar revisited and developed		Basic grammar: Can write two or three short sentences as a personal response, using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense	Basic grammar: Can write two or three short sentences as a personal response, using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense
YEAR 6 Speaking, listening, reading and writing	**Content introduced**	**Unit 1: This is me!** Personal info recap, adjectives to describe personality and appearance, aspirations and professions **Unit 2: Homes and houses** Rooms in a house, furniture, describe rooms, castles and castle story and game, elf on shelf	**Unit 3: Sports** Sport nouns, opinions, verb to play, sports descriptions **Unit 4: My best day ever** Time, activities during the day, funfair rides and opinions	**Unit 5**: **Café culture** Typical French café foods, opinions, ordering politely, menus, café conversation **Unit 6: Let's Celebrate!** Read/Hear all about it! Language recall, personal information, family, favourites Optional lessons: mocktail, scavenger hunt, language puzzle
	Content revisited	Personal information	Opinions	Manners, opinions, personal information, family, favourites
	Grammar introduced	Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs in the present tense on a familiar topic using reference materials, support if necessary.	Verb to play	

	Grammar revisited and developed		Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs in the present tense on a familiar topic using reference materials, support if necessary.	Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs in the present tense on a familiar topic using reference materials, support if necessary.

		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	**Cycle 2**	**Cycle 3**
YEAR 7	**Content introduced or developed**	**Unit 1**: Introductions and classroom items **Unit 2**: Where I live **Unit 3**: At my house and my family	**Unit 4:** Animals and pets **Unit 5:** Customs and festivals	**Unit 6:** Hobbies and sports **Unit 7:** All around town
	Content revisited	Greetings and introductions Family Where people live Countries	Animals and pets Customs and festivals	Places in town; daily routine
	Grammar introduced	Imperfect 2nd; avoir 3 tenses; definite and indefinite articles	Subjunctive etre 3rd	Reflexive verbs
	Grammar revisited and developed	Si clauses; aller 3 tenses; pronouns; imperfect 1st and 3rd; prepositions; regular verbs 1st pers.; imperative verbs; subjunctive etre 1st; conditional 1st 2nd 3rd; plural nouns; adjectival placement; adjectival agreement; opinions; connectives; questions; reasons; definite and indefinite articles	Si clauses; aller 3 tenses; avoir 3 tenses; pronouns; imperfect 1st 2nd 3rd; prepositions; regular verbs 1st pers.; imperative verbs; subjunctive etre 1st; conditional 1st 2nd 3rd; plural nouns; adjectival placement; adjectival agreement; opinions; connectives; questions; reasons; definite and indefinite articles	Si clauses ; aller 3 tenses; avoir 3 tenses; pronouns; imperfect 1st 2nd 3rd; prepositions; regular verbs 1st pers.; imperative verbs; subj. etre 1st 3rd; conditional 1st 2nd 3rd; plural nouns; adjectival placement; adjectival agreement; opinions; connectives; questions; reasons; definite and indefinite articles
	CEAIG	Teaching English in France Spotlight: careers at Dior	Translator / Interpreter Spotlight: careers at AXA	Spotlight: working at Air France
YEAR 8	**Content introduced or developed**	**Unit 1:** Routine **Unit 2:** Food **Unit 3:** Talking in town	**Unit 4 –** Personal descriptions **Unit 5:** School and chores **Unit 6:** At the café	**Unit 7:** Holidays and travel **Unit 8 –** Illnesses and sport
	Content revisited	Time Routine Food Prices	Food Family members School subjects Routine	
	Grammar introduced	Modal verbs + inf; close future	Forming questions	En and y

		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	**Cycle 2**	**Cycle 3**
YEAR 8	**Grammar revisited and developed**	Si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1st 2nd 3rd; prepositions; regular verbs 1st pers.; imperative verbs; subj. etre 1st 3rd; conditional 1st 2nd 3rd; plural nouns; adjectival rules; opinions; connectives; questions; reasons	Modal verbs + inf; close future; si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1st 2nd 3rd; prepositions; regular; verbs 1st pers.; imperative verbs; subj. etre 1st 3rd; Conditional 1st 2nd 3rd; 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 1st 2nd 3rd; prepositions; regular verbs 1st pers.; imperative verbs; subj. etre 1st 3rd; conditional 1st 2nd 3rd; 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:** Celebrations

	Content revisited	Family and friends Where I live My personality Household devices	Sports Music Cinema and TV Festivals	Food Subjects
	Grammar introduced	Explicit conjugation of verbs; Direct object pronouns	The comparative; the subj. avoir 1st 3rd ; negative constructions	Future tense
	Grammar revisited and developed	Close future; forming questions; modal verbs + inf; si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1st 2nd 3rd; prepositions; regular verbs 1st pers.; imperative verbs; subj. etre 1st 3rd; Conditional 1st 2nd 3rd; plural nouns; adjectival rules; opinions; connectives; questions; reasons	Simple past 3rd; close future; forming questions; modal verbs + inf; si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1st 2nd 3rd; prepositions; regular verbs 1st pers.; imperative verbs; subj. etre 1st 3rd; conditional 1st 2nd 3rd; plural nouns; adjectival rules; opinions; connectives; questions; reasons	The comparative; the subj. avoir 1st 3rd; simple past 3rd; close future; forming questions; modal verbs + inf; si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1st 2nd 3rd; prepositions; regular verbs 1st pers.; imperative verbs subj. etre 1st 3rd; conditional 1st 2nd 3rd; 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 5:** Healthy living **Unit 6:** Future studies	**Unit 7:** My future work placement **Unit 8:** Protecting the environment **Unit 9:** My dream town	**Unit 10:** Travel and tourism **Unit 11:** Celebrity culture
	Content revisited	Family and friends Where I live My personality Household devices	Sports Music Cinema and TV Festivals	Food Subjects All topics
	Grammar introduced	1st, 2nd, 3rd perfect tense with être (rester)	1st, 2nd,3rd perfect tense reflexive verbs	N/A
	Grammar revisited and developed	The comparative; the subj. avoir 1st 3rd; simple past 3rd; close future; forming questions; modal verbs + inf; si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1st 2nd 3rd; prepositions; regular verbs 1st pers.; imperative verbs; subj. etre 1st 3rd; conditional 1st 2nd 3rd; plural nouns; adjectival rules; opinions; en and y; connectives; questions; reasons, negative constructions	The comparative; the subj. avoir 1st 3rd; simple past 3rd; close future; forming questions; modal verbs + inf; si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1st 2nd 3rd; prepositions; regular verbs 1st pers.; imperative verbs; subj. etre 1st 3rd; conditional 1st 2nd 3rd; plural nouns; adjectival rules; opinions; connectives; questions; reasons; 1st, 2nd, 3rd perfect tense with être, negative constructions	The comparative; the subj. avoir 1st 3rd; simple past 3rd; close future; forming questions; modal verbs + inf; si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1st 2nd 3rd; prepositions; regular verbs 1st pers.; imperative verbs; subj. etre 1st 3rd; conditional 1st 2nd 3rd; plural nouns; adjectival rules; opinions; connectives; questions; reasons; 1st, 2nd, 3rd perfect tense with être, negative constructions
	CEAIG	Spotlight: careers at Airbus Spotlight: careers at Renault	Spotlight: careers in energy (EDF and Engie)	Spotlight: careers in the charity sector (Les Verts, Médecins Sans Frontières)
		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	**Cycle 2**	**Cycle 3**
YEAR 11	**Content introduced or developed**	Exam preparations	Exam preparations	
	Grammar introduced	N/A	N/A	

	Grammar revisited and developed	The comparative; the subj. avoir 1st 3rd; simple past 3rd; close future; forming questions; modal verbs + inf; si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1st 2nd 3rd; prepositions; regular verbs 1st pers.; imperative verbs; subj. etre 1st 3rd; conditional 1st 2nd 3rd; plural nouns; adjectival rules; opinions; connectives; questions; reasons	The comparative; the subj. avoir 1st 3rd; simple past 3rd; close future; forming questions; modal verbs + inf; si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1st 2nd 3rd; prepositions; regular verbs 1st pers.; imperative verbs; subj. etre 1st 3rd; conditional 1st 2nd 3rd; 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 curricul

DIXONS TRINITY CHAPELTOWN

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	**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 *habiter*	**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 *j'habite* **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	**UNIT 3: Family** My family Using 3rd person *avoir*	My family Using *bien que + etre*	Animals Using 1st person *avoir*	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 *bien que*	**Consolidate:** mastery of animals vocabulary **Deepen:** Using 1st person *avoir*	**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 *j'aime* and *je déteste* **Deepen:** Gifts: giving extended justifications	**Consolidate:** Writing 40 words **Deepen:** Writing 90 words
Cycle 3	**UNIT 5: Sports and weather** The weather and seasons	Opinions of sport Using 1st person *jouer*	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 *jouer* in three tenses **Deepen:** presentation of Y7 French content	**Consolidate:** sports and weather **Deepen:** using *jouer, aller* and *faire*	**Consolidate:** places in town mastery **Deepen:** reading about La Rochelle	**Consolidate:** using *il y a* and *il y avait* **Deepen:** your dream town	**Consolidate:** Writing 40 words **Deepen:** Writing 90 words

DIXONS TRINITY CHAPELTOWN

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		**UNIT 1: Routine** Telling the time	Routine now Routine in the past Ideal routine	**UNIT 2: Food** Mastery of food vocabulary Using 1st person *manger*	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 *aller*	**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	**UNIT 4: Personal descriptions** Clothes Using 1st person *porter*	Describing hair and eyes Using 1st person *avoir*	**UNIT 5: School and chores** Opinions about school subjects	Household chores Using *faire*	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 *porter* in three tenses **Deepen:** describing photos of people in detail	**Consolidate:** translating your school timetable **Deepen:** using *étudier* 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	**UNIT 7: Holidays** Countries in Europe Using 1st person *aller*	What can you do on holiday? Using *faire* and *aller*	Where can you stay on holiday? How do you travel? Using 1st person *rester* and *voyager*	Planning, writing and reviewing a 90-word task about holidays	Describing accommodation Using 1st person aller, voyager and rester	Describing where you stayed and how you got there Telling the time	Consolidation of Y7 and Y8 content by writing a 90-word task	**Consolidate:** Europe **Deepen:** Using *y*	**Consolidate:** using *rester* and *aller* **Deepen:** extended reading and listening comprehension	**Consolidate:** Activities on holiday **Deepen:** Sport with 'jouer and 'faire'	**Consolidate:** Food **Deepen:** Activities on holiday in three tenses	**Consolidate:** Clothes **Deepen:** Travelling in all three tenses	**Consolidate:** Success criteria for 90-word task **Deepen:** Using complex justifications

DIXONS TRINITY CHAPELTOWN

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	Ma personnalité	Ma personnalité	Ma personnalité	Mon futur moi	Mon futur moi	End of unit consolidation	Assessments and gap closing	Les familles de nos jours	Les familles de nos jours	Mes amis et mon copain, c'est la vie	Mes amis et ma copine, c'est la vie	Comment utilises-tu la technologie ?	Cumulative assessment and gap closing (Units 1 and 2)
Cycle 2	J'utilise la technologie (3 tenses)	J'utilise la technologie (3 tenses)	Attention aux dangers en ligne	Attention aux dangers en ligne	introduction to celebrity culture online	introduction to celebrity culture online	introduction to celebrity culture online	Le weekend dernier	Le weekend dernier	Le weekend dernier	Télé, cinéma, musique !	Télé, cinéma, musique !	Cumulative assessment and gap closing (Units 3 and 4)
Cycle 3	Le sport, c'est ma passion	Le sport, c'est ma passion	Bon anniversaire	Bon anniversaire !	Je faisais la fête comme ça !	Je faisais la fête comme ça !	Les fêtes dans le passé et à l'avenir	Les fêtes dans le passé et à l'avenir	On y va, au festival ?	On y va, au festival ?	Cumulative assessment and gap closing (Units 5 and 6)	Cumulative assessment and gap closing (Units 5-6)	Cumulative assessment and gap closing (Units 5-6)

DIXONS TRINITY CHAPELTOWN

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	Les problèmes de santé	Les problèmes de santé	Les problèmes de santé	Mes amis, c'est la vie	Mes projets 'bonne santé'	Ma santé pendant mon enfance	Ma santé pendant mon enfance	Comment rester en bonne santé dans le futur	Comment rester en bonne santé dans le futur	Lycée et l'université ?	Lycée et l'université ?	L'école de mes rêves	L'école de mes rêves
Cycle 2	Mon métier créatif	Mon métier créatif	Mon stage en entreprise	Mon stage en entreprise	Sauvons la planète	Sauvons la planète	L'environnement local	Un guide de ma ville	Un guide de ma ville	Ma ville idéale	Ma ville idéale	Les îles francophones	Les îles francophones
Cycle 3	Mon blog de voyage	Mon blog de voyage	Mon blog de voyage	Vacances de rêve	Vacances de rêve	Vacances de rêve	La vie de célébrité	La vie de célébrité	La vie de célébrité	Des francophones célèbres	Tu ferais quoi pour être célèbre ?	Tu ferais quoi pour être célèbre ?	Tu ferais quoi pour être célèbre ?

DIXONS TRINITY CHAPELTOWN

Year 11 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	Revision and exam preparation	Revision and exam preparation	Revision and exam preparation	Revision and exam preparation	Revision and exam preparation	Revision and exam preparation	Revision and exam preparation	Revision and exam preparation	Revision and exam preparation	Revision and exam preparation	Revision and exam preparation	Revision and exam preparation	Revision and exam preparation
Cycle 2	Revision and exam preparation	Revision and exam preparation	Revision and exam preparation	Revision and exam preparation	Revision and exam preparation	Revision and exam preparation	Revision and exam preparation	Revision and exam preparation	Revision and exam preparation	Revision and exam preparation	Revision and exam preparation	Revision and exam preparation	Revision and exam preparation
Cycle 3	Revision and exam preparation	Revision and exam preparation	Revision and exam preparation	Revision and exam preparation	Revision and exam preparation								