

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught.  
What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

### Year 7 Overview 2025-26 – French

Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment
8 weeks (14 Lessons) (38Days)				
Tues 2-Sep Tues Y7 only Wednesday- whole school	A	1	Some lessons missed, books, expectations, what we know about French etc, maybe start lesson 1.	<b>Foundational Concepts</b>  Students will learn how to communicate and understand simple details to be able to introduce themselves and communicate simple details about themselves, including descriptions, family, age, birthday and pets. They begin to look at patterns in verbs and pronunciation.  <b>Tier 2/3 Vocabulary</b>  High frequency verbs in the I form. Adjectival agreement. the definite article (le, la, l', les) –er verbs (singular) – j'aime/je n'aime pas for likes and dislikes – questions using intonation – connectives  <b>Links to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art(ists), literature?</b>  Implicit and explicit teaching of: tenses, infinitives, grammar rules, vocabulary. Where is France, looking at links with English to work out meaning, start to look at French speaking countries and their historical links with France.  <b>Careers links</b>  Content links to GCSE studies and foundational knowledge for personal information in MFL. Students are presented with knowledge and skills required to pursue employment in MFL. Staff make explicit links between content and target language country. Formative assessments require students to communicate and understand information about their future.  <b>Equality Diversity and Inclusion (EDI) links?</b> <ul style="list-style-type: none"> <li><b>Equality Diversity and Inclusion (EDI) links?</b></li> </ul> <i>Parent and Carers month/Black History month</i> <i>World afro day</i> <i>International day of sign languages</i> <i>world mental health day</i> <i>world teachers day</i> <i>World cerebral palsy day</i> <b>Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.)</b>  Formative Assessment Tasks: AFL classroom strategies, weekly vocabulary tests, weekly online homework (www.pearsonactivelearn.com)  Summative Assessment Task: Extended written tasks. ST1 Exams. Implicit and explicit teaching of: tenses, infinitives, grammar rules and vocabulary. <b>Unit Learning Outcomes:</b>
8-Sep	B	2	<b>La rentrée / 14 lessons</b>  Lesson <b>Sequence of Content</b> <b>Point de départ</b>  Lesson 1: Learning to pronounce key French sounds Lesson 2: Saying your name and learning numbers	
15-Sep (INSET Friday)	A	3	<b>As-tu des frères et sœurs?</b> Lesson 3: <b>Describing Myself:</b> Talking about brothers, sisters and age Lesson 4: <b>Describing Myself:</b> Using the verb avoir <b>Skills Introducing Phonics and dictation</b>	
22-Sep	B	4	<b>Voici ma salle de classe!</b> Lesson 5: Describing a classroom Lesson 6 Using the indefinite and definite articles <b>RECALL TASK</b>	
29-Sep	A	5	<b>Tu aimes ça?</b> Lesson 7: Talking about likes and dislikes Lesson 8: Using the verb aimer + the definite article <b>EBI RECALL TASK</b>	
6-Oct	B	6	<b>Tu es comment?</b> Lesson 9: Describing yourself and others <b>Skills lesson writing and listening from resource file</b> . Lesson 10: Using adjective agreement	
13-Oct	A	7	<b>Qu'est-ce que tu fais?</b> Lesson 10: Saying what you do Lesson 11: Understanding infinitives and regular –er verbs <b>Mon interview par vidéo!</b>	
20-Oct	B	8	Lesson 12: <b>Mon interview par vidéo!</b> Lesson 13: Creating a video interview about yourself Giving dates in French  <b>Skills lesson Extended Writing:</b> preparation Lesson 14: <b>Extended Writing:</b> Completion of task with peer assessment	

				<p><b>GW:</b> Students can introduce themselves with basic sentences and understand short introductory texts.</p> <p><b>BI:</b> Students can use adjectives correctly with nouns considering masc., fem., sing., and pl.</p> <p><b>EW:</b> Students can accurately use full sentences including some detail to talk about themselves</p> <table><tr><th>Prior (Y6)</th><th>Current (Y7)</th><th>Next (Y8)</th></tr><tr><td>Basic vocabulary for numbers and colours.</td><td>Using basic vocabulary in a short sentence.</td><td>Using vocabulary in more extended sentences to give details about yourself and family.</td></tr></table>	Prior (Y6)	Current (Y7)	Next (Y8)	Basic vocabulary for numbers and colours.	Using basic vocabulary in a short sentence.	Using vocabulary in more extended sentences to give details about yourself and family.
Prior (Y6)	Current (Y7)	Next (Y8)								
Basic vocabulary for numbers and colours.	Using basic vocabulary in a short sentence.	Using vocabulary in more extended sentences to give details about yourself and family.								
Half-Term7 weeks (14 lessons) (34 Days)										
3-Nov	A	9	<p><b>En classe / 14 lessons</b></p> <p><u>Lesson Sequence of Content</u> Lesson 1: Point de depart Talking about colours Telling the time Lesson 2: <b>Qu'est-ce que tu penses de tes matières?</b> Saying what you think of your school subjects and why</p>	<p><b>Foundational Concepts</b></p> <p>Students will learn how to communicate and understand simple details to be able to discuss their school and recognise and give opinions. They begin to look at patterns in verbs and pronunciation. They will also start to develop more of an understanding about cultural aspects of France, particularly at Christmas time.</p> <p><b>Tier 2/3 Vocabulary</b></p> <p>High frequency verbs in the I and we form. Adjectival agreement. Simple opinions.</p> <p><b>Links to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art(ists), literature?</b></p> <p>Implicit and explicit teaching of: tenses, infinitives, grammar rules, vocabulary. Le Noel celebrations, French musicians. Vocabulary links with English (les sciences, le sport, la musique). French musicians (BB Brunes a French rock band)</p> <p><b>Careers links</b></p> <p>Content links to GCSE studies and foundational knowledge for school in MFL. Students are presented with knowledge and skills required to pursue employment in MFL. Staff make explicit links between content and the world of school in MFL. Formative assessments require students to communicate and understand information about their school.</p>						
10-Nov	B	10	<p>Lesson 3: Talking about likes and dislikes using –er verbs Lesson 4: <b>Qu'est-ce que tu portes?</b> Talking about what you wear to school: Using adjectives after nouns <b>RECALL TASK</b></p>							
17-Nov	A	11	<p>Lesson 5: <b>Ta journée scolaire est comment?</b> <b>EBI RECALL TASK</b> Lesson 6 : Talking about your school day <b>Skills lesson speaking and written task on school day and uniform</b></p>							
24-Nov	B	<div>ST1 (core only)</div>	<p>Lesson 7: <b>C'est comment, un collège français?</b> Using new –er verbs Lesson 8: Learning about a typical French school</p>							
1-Dec	A	<div>ST1 (core only)</div>	<p>Lesson 9: <b>ST2 Exam Preparation:</b> Revision of Units 1 &amp; 2 <b>Reading and listening for gist</b></p> <p>Lesson 10: ST2 Examination / <b>Culture: Les Pays Francophones</b> ST2 Examination / <b>ST2 Feedback</b></p>	<p><b>Equality Diversity and Inclusion (EDI) links?</b> <i>Mens health awareness month/disability confident month</i> <i>Diwali</i> <i>Remembrance Sunday</i> <i>Transgender awareness week</i> <i>World Diabetes Day</i> <i>World AIDS day</i> <i>Christmas Day</i></p> <p>Students are presented with a diverse diet of representatives from all communities within the Francophone music sector. Students study a song by</p>						
8-Dec	B	14	<p>Lesson 11: ST2 Examination / <b>Introduction to Photo Card Tasks</b></p>							

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			Lesson 12: <b>Un collège super cool!</b> <u>Writing Skills</u> Saying what there is / isn't, using <i>il y a ...</i> and <i>il n'y a pas de ...</i>	Stromae who is well known rap artist who fights against inequalities.  <b>Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.)</b>						
15-Dec	A	15	<b>Lesson 13 : Talking about Christmas; Pg50</b> Communicating information about Christmas in France Lesson 14: Cultural lesson describing a photocard for festivals	Formative Assessment Tasks: AFL classroom strategies, weekly vocabulary tests, weekly online homework (www.pearsonactivelearn.com)  Summative Assessment Task: Extended written tasks. ST1 Exams. Implicit and explicit teaching of: tenses, infinitives, grammar rules and vocabulary.  <u>Unit Learning Outcomes:</u> <b>GW:</b> Students can offer basic opinions to say whether they like or dislike something and include reasons why using simple adjectives. <b>BI:</b> Students can talk about other people using the subject pronouns he, she and we, and can ask and answer simple questions. They are able to take part in brief dialogues <b>EW:</b> Students can use connectives and higher-level opinions to express preferences, for example "je prefere... car c'est...". They also understand and demonstrate understanding of main points, opinions, overall message and some detail in short written texts <table><tr><th>Prior (Y6)</th><th>Current (Y7)</th><th>Next (Y8)</th></tr><tr><td>Basic vocabulary for and colours.</td><td>Adjectival Agreements and present tense verb conjugations</td><td>Using vocabulary in more extended sentences to give details about yourself and family.</td></tr></table>	Prior (Y6)	Current (Y7)	Next (Y8)	Basic vocabulary for and colours.	Adjectival Agreements and present tense verb conjugations	Using vocabulary in more extended sentences to give details about yourself and family.
Prior (Y6)	Current (Y7)	Next (Y8)								
Basic vocabulary for and colours.	Adjectival Agreements and present tense verb conjugations	Using vocabulary in more extended sentences to give details about yourself and family.								
Christmas Holiday 6 weeks (12 lessons) (30 Days)										
5-Jan	B	16	Overview of Unit/ 17 lessons <b>Mon temps libre</b> <u>Lesson Sequence of Content</u> Lesson 1: <b>Point de départ</b> Talking about weather and seasons Lesson 2: <b>Tu es sportif/sportive?</b> Talking about which sports you play <b>introduction to dictation</b>	<b>Foundational Concepts</b>  Students will learn how to communicate and understand simple details about freetime, including sports and free time activities and opinions. They begin to look at verb patterns for er and re verbs and use the we form of verbs. They will also start to develop more of an understanding about cultural aspects of France, particularly with regards to how the school day is different.						
12-Jan	A	17	Lesson 3: <b>Tu es sportif/sportive?</b> Talking about which sports you play Lesson 4 Using <i>jouer à</i> . <b>Skills lesson photocard and general conversation questions – spontaneous speech practice – about sport RECALL TASK</b>	<b>Tier 2/3 Vocabulary</b>  er and re verbs with different pronouns in the present tense. Numbers and the time.  <b>Links to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art(ists), literature?</b>						
19-Jan	B	18	Lesson 5: <b>Qu'est-ce que tu fais?</b> Talking about activities you do 7 Using the verb <i>faire</i> and asking questions <b>EBI RECALL TASK</b> Lesson 6: Using the verb <i>faire</i> and asking questions	Students are presented with a diverse diet of representatives from all communities within the						

26-Jan	A	19	Lesson 7: <b>Le sport dans les pays francophones</b> Le sport dans les pays francophones Lesson 8 <b>Culture Lesson</b> Discovering sport in French-speaking countries <b>Listening and Reading Skills</b>	Francophone world. Students talk about a variety of French speaking athletes.  <b>Careers links</b>  Content links to GCSE studies and foundational knowledge for free time in MFL. Students are presented with knowledge and skills required to pursue employment in MFL. Staff make explicit links between content and the free time in UK and target language country. Formative assessments require students to communicate and understand information about their future.						
2-Feb	B	20	Lesson 9: <b>Tu aimes faire ça?</b> Talking about what you like doing Lesson 10 Using <i>aimer</i> + the infinitive	<b>Equality Diversity and Inclusion (EDI) links?</b> <i>LGBT+ History month</i> <i>Holocaust memorial day</i> <i>World Hijab Day</i> <i>Children's mental health week.</i> <i>7/2 Safer internet day</i> <i>Chinese New Year</i>  Students are presented with a diverse diet of representatives from all communities within the Francophone world. Students look at the difference between the school day in France/ England and other Francophone countries.						
9-Feb	A	21	Lesson 11: <b>5 Questions, questions, questions!</b> <b>Speaking Skills</b> Creating an interview with a celebrity Forming and answering questions and preparation for extended writing  Lesson 12: <b>Extended writing.</b>	<b>Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.)</b>  Formative Assessment Tasks: AFL classroom strategies, weekly vocabulary tests, weekly online homework (www.pearsonactivelearn.com)  Summative Assessment Task: Extended written tasks. ST1 Exams. Implicit and explicit teaching of: tenses, infinitives, grammar rules and vocabulary.  <u>Unit Learning Outcomes:</u>  <b>GW:</b> Students can express likes and dislikes of a school and demonstrate an understanding of a range of simple written phrases and opinions. <b>BI:</b> Students can talk about other people using 'on' with a variety of -ER verbs <b>EW:</b> Students also use connectives and intensifiers to express preferences and can translate simple sentences containing familiar and sometimes unfamiliar language.						
<table><tr><th>Prior (Y6)</th><th>Current (Y7)</th><th>Next (Y8)</th></tr><tr><td>High frequency verbs in the I form.</td><td>Introduction to er and re verbs in the present tense.</td><td>Using all verb forms in 3 tenses and to communicate details of others.</td></tr></table>					Prior (Y6)	Current (Y7)	Next (Y8)	High frequency verbs in the I form.	Introduction to er and re verbs in the present tense.	Using all verb forms in 3 tenses and to communicate details of others.
Prior (Y6)	Current (Y7)	Next (Y8)								
High frequency verbs in the I form.	Introduction to er and re verbs in the present tense.	Using all verb forms in 3 tenses and to communicate details of others.								
Half-Term 6 weeks (12 lessons) (24 Days)										
23-Feb	B	22	<b>Ma vie de famille / 12 lessons</b> Lesson 1: <b>Point de depart:</b> Talking about animals Lesson 2 Using higher numbers	<b>Foundational Concepts</b>  Students will learn how to communicate and understand simple details about their family and communicate simple opinions about varied activities, including what they do in						

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2-Mar	A	23	<p>Lesson 3 <b>Décris-moi ta famille</b> Describing your family Lesson 4 Using the possessive adjectives 'my' and 'your' to describe family members <b>Skills lesson</b> – listening reading and speaking <b>RECALL TASK</b></p>	<p>their. They develop their understanding verb patterns. They will also start to develop more of an understanding about cultural aspects of France, particularly at Easter time.</p> <p><b>Tier 2/3 Vocabulary</b></p> <p>Frequency phrases. Use of opinion phrases with infinitives. Verbs in the third person plural.</p>
9-Mar	B	24	<p>Lesson 5: <b>2 Où habites-tu</b> Describing where you live Lesson 6 Using the <i>nous</i> form of –er verbs <b>EBI RECALL TASK</b></p>	<p><b>Links to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art(ists), literature?</b></p> <p><b>Careers links</b></p>
16-Mar	A	25	<p>Lesson 7: <b>Qu'est-ce que tu manges au petit déjeuner?</b> Talking about breakfast</p> <p>Lesson 8: <b>using the partitive article</b> <b>Skills lesson spontaneous speech</b> <b>Que manges tu normalement?</b> <b>Quel sport fait tu?</b> <b>Où habites-tu?</b> <b>Decries ta famille</b></p>	<p>Content links to GCSE studies and foundational knowledge for festivals in MFL. Students are presented with knowledge and skills required to discuss cultural knowledge in MFL. Staff make explicit links between content and the world of work in MFL. Formative assessments require students to communicate and understand information about their future.</p> <p><b>Equality Diversity and Inclusion (EDI) links?</b> <i>Women's history month</i> <i>Ramadhan begins</i> <i>World Down Syndrome day</i> <i>Transgender day of visibility</i></p>
23-Mar	B	26	<p>Lesson 9: Lesson 1: <b>On fait la fête!</b> <b>Listening and Reading Skills</b></p> <p><b>Writing Skills</b></p> <p>Lesson 10 <b>Une drôle de famille</b> <b>Writing Skills</b> Creating a cartoon family Substituting words to make texts your own</p>	<p>Students are presented with a diverse diet of representatives from all communities within the Francophone world. Students talk about a variety of French speaking areas of the world and life in France.</p> <p><b>Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.)</b> Formative Assessment Tasks: AFL classroom strategies, weekly vocabulary tests, weekly online homework (www.pearsonactivelearn.com)</p> <p>Summative Assessment Task: Extended written tasks. ST1 Exams. Implicit and explicit teaching of: tenses, infinitives, grammar rules and vocabulary.</p> <p><b>Unit Learning Outcomes:</b> <b>GW:</b> students can express likes and dislikes of a range of free time activities and demonstrate an understanding of a range of familiar written phrases and opinions <b>BI:</b> students can talk about other people using the subject pronouns <i>ils</i> and <i>elles</i> with a variety of -ER verbs and demonstrate understanding of a range of familiar written and spoken phrases and opinions. <b>EW:</b> Students can use verbs such as <i>jouer à</i> or <i>faire de</i> in the correct form and understand how to use opinions + infinitives versus a conjugated verb (for example, j'aime jouer au foot vs je joue au foot).</p>

				<table><tr><th>Prior (Y6)</th><th>Current (Y7)</th><th>Next (Y8)</th></tr><tr><td>Family members vocab</td><td>Describing someone using adjectival agreements and saying what you eat (present tense)</td><td>Adding in another tense</td></tr></table>	Prior (Y6)	Current (Y7)	Next (Y8)	Family members vocab	Describing someone using adjectival agreements and saying what you eat (present tense)	Adding in another tense
Prior (Y6)	Current (Y7)	Next (Y8)								
Family members vocab	Describing someone using adjectival agreements and saying what you eat (present tense)	Adding in another tense								
30-Mar (finish Wednesday 1 <sup>st</sup> April)	A	27	<u>Lesson 11: Prepare extended writing tasks</u> <u>Lesson 12</u> <b>Extended writing.</b>							
Easter Holiday 5 weeks (10 lessons) (29 Days)										
20-Apr	B	28	Lesson 1: <b>MODULE 5 Point de départ</b> Talking about places in a town or village Lesson 2 8 <b>Où vas-tu le weekend?</b> Saying where you go at the weekend introduction of the verb aller	Students will learn how to communicate and understand simple details about their town and communicate simple opinions about varied activities, including what they do in their town. They develop their understanding verb patterns. They will also start to develop more of an understanding about cultural aspects of France, particularly at Easter time.  <b>Tier 2/3 Vocabulary</b>  Frequency phrases. Use of opinion phrases with infinitives. Verbs in the third person plural.  <b>Links to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art(ists), literature?</b>  <b>Careers links</b>  Content links to GCSE studies and foundational knowledge for festivals in MFL. Students are presented with knowledge and skills required to discuss cultural knowledge in MFL. Staff make explicit links between content and the world of work in MFL. Formative assessments require students to communicate and understand information about their future.  <b>Equality Diversity and Inclusion (EDI) links?</b> <i>Good Friday</i> <i>Easter Sunday</i> <i>Autism and stress awareness month.</i> <i>World Malaria Day</i> <i>Lesbian visibility day</i> <i>UK national walking month.</i> <i>Deaf awareness week</i> <i>Vesak</i>  Students are presented with a diverse diet of representatives from all communities within the Francophone world. Students talk about a variety of French speaking areas of the world and life in France.  <b>Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.)</b> Formative Assessment Tasks: AFL classroom strategies, weekly vocabulary tests, weekly online homework (www.pearsonactivelearn.com)						
27-Apr	A	29	Lesson 3&4 <b>Tu veux aller au café?</b> Inviting someone out							
4-May (Bank holiday Mon)	B	30	Lesson 5 & 6 : <b>ST2 Assessment:</b> Revision Lesson: Recall Unit all units  <b>EBI RECALL TASK – as part of revision – to be peer marked</b>							
11-May	A	ST2	Lesson 7: <b>ST2 Assessment:</b> Revision Lesson: Recall Unit 1 (Describing others) / <b>ST2 Assessment</b> Lesson 8: <b>ST2 Assessment:</b> Revision Lesson: Recall Unit 3 (Free time) / <b>ST2 Assessment</b>							
18-May	B	ST2	Lesson 9: <b>ST2 Assessment / Feedback / Speaking Skills Lesson</b> Lesson 10: <b>ST2 Assessment / Feedback / Culture Lesson: Paris- create your own PPT/ or poster on Paris</b>							

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				<p>Summative Assessment Task: Extended written tasks. ST1 Exams. Implicit and explicit teaching of: tenses, infinitives, grammar rules and vocabulary.</p> <p><u>Unit Learning Outcomes:</u></p> <p><b>GW:</b> students can express likes and dislikes of a range of free time activities and demonstrate an understanding of a range of familiar written phrases and opinions</p> <p><b>BI:</b> students can talk about other people using the subject pronouns <i>ils</i> and <i>elles</i> with a variety of -ER verbs and demonstrate understanding of a range of familiar written and spoken phrases and opinions.</p> <p><b>EW:</b> Students can use verbs such as <i>jouer à</i> or <i>faire de</i> in the correct form and understand how to use opinions + infinitives versus a conjugated verb (for example, j’aime jouer au foot vs je joue au foot).</p>						
				<table><tr><th>Prior (Y6)</th><th>Current (Y7)</th><th>Next (Y8)</th></tr><tr><td>Places in the town</td><td>Describing what is in your town and activities (present tense)</td><td>Adding in another tense</td></tr></table>	Prior (Y6)	Current (Y7)	Next (Y8)	Places in the town	Describing what is in your town and activities (present tense)	Adding in another tense
Prior (Y6)	Current (Y7)	Next (Y8)								
Places in the town	Describing what is in your town and activities (present tense)	Adding in another tense								
Half-Term7 weeks (14 lessons) (35 Days)										
1-Jun	A	33	Lesson 1: <b>Vous désirez?</b> Ordering drinks and snacks in a café Lesson 2 Using the <i>tu</i> and <i>vous</i> forms of the verb	<p><b>Foundational Concepts</b></p> <p>Students will learn how to communicate and understand simple details linking to holidays. They will be able to understand and give details about where they go, including places in the country, their daily routine, holiday snacks, saying where they are going to or would like to go. They develop their understanding verb patterns in the present and near future tenses, as well as looking at cultural events such as the Tour de France and the French revolution.</p> <p><b>Tier 2/3 Vocabulary</b></p> <p>je voudrais + infinitive Near future tense.</p> <p><b>Links to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art(ists), literature?</b></p> <p>Key monuments in France (Notre Dame). French food (croquemonsieur, crêpes)</p> <p><b>Careers links</b></p> <p>Content links to GCSE studies and foundational knowledge for jobs in MFL. Students are presented with knowledge and skills required to pursue employment in MFL. Staff make explicit links between content and the world of work in MFL. Formative assessments require students to communicate and understand information about their future.</p> <p><b>Equality Diversity and Inclusion (EDI) links?</b></p>						
9-Jun	B	34	Lesson 3: <b>Qu’est-ce que tu vas faire?</b> <b>Introduce the near future tense</b> <u>Listening and Reading Skills</u> Lesson 4: Saying what you are going to do							
16-Jun	A	35	Lesson 5: <u>Skills lesson speaking – photo card and role play.</u> <b>RECALL TASK</b>  Lesson 6: Using the near future tense ( <i>aller</i> + infinitive)							
23-Jun	B	36	Lesson 7 <b>EBI RECALL TASK</b> <b>Je vais visiter Paris!</b> Talking about plans for a special weekend Lesson 8: <b>Talking about ideal holidays:</b> Understanding the conditional tense with infinitives <u>use studio 1</u>							
30-Jun	A	37	Lesson 9 & 10 <b>Talking about ideal holidays:</b> Using the conditional tense with <u>infinitives use studio 1</u>							
7-Jul	B	38	Lesson 11: <b>Extended Writing:</b> Preparation and modelling lesson Lesson 12: <b>Extended Writing:</b> Complete Assessment							
14-Jul	A	39	Lesson 13: <b>Culture Lesson:</b> <b>Tour de France</b>							



			<p>Lesson 14: <b>Talking about yourself:</b> General conversation questions: Focus on phonics in longer spoken tasks</p>	<p>Students are presented with a diverse diet of representatives from all communities within the Francophone world. Students look at the difference between food in France/ England and other Francophone countries.</p> <p><i>LGBTQ+ pride month.</i> <i>Gypsy, Roma and Traveller history month.</i> <i>world day against child labour</i> <i>autistic pride day</i> <i>World refugee day</i></p> <p><b>Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.)</b></p> <p>Formative Assessment Tasks: AFL classroom strategies, weekly vocabulary tests, weekly online homework (www.pearsonactivelearn.com)</p> <p>Summative Assessment Task: Extended written tasks. ST2 Exams. Implicit and explicit teaching of: tenses, infinitives, grammar rules and vocabulary.</p> <p><u>Unit Learning Outcomes:</u> <b>GW:</b> Students can use some vocabulary to talk about their their plans for next weekend with a degree of accuracy. They are also able to recognise the conditional tense. <b>BI:</b> Students understand the difference between 2 tenses <b>EW:</b> Students can accurately use je voudrais/ je vais +inf to talk about a variety of future related topics and can use and negatives.</p> <table><tr><th>Prior (Y6)</th><th>Current (Y7)</th><th>Next (Y8)</th></tr><tr><td>Use of some food vocabulary during the school module.</td><td>Using food vocabulary to talk about snacks on holiday.</td><td>Use food vocabulary in the context of healthy living.</td></tr></table>	Prior (Y6)	Current (Y7)	Next (Y8)	Use of some food vocabulary during the school module.	Using food vocabulary to talk about snacks on holiday.	Use food vocabulary in the context of healthy living.
Prior (Y6)	Current (Y7)	Next (Y8)								
Use of some food vocabulary during the school module.	Using food vocabulary to talk about snacks on holiday.	Use food vocabulary in the context of healthy living.								
(Total: 190 Days)										

\* Bank Holidays

By the end of Year 7 (Target Grades 1L – 4L)

**GW:** Students can demonstrate an understanding of key information and opinions from short texts. They can also produce several short exchanges in target language on familiar topics. They can translate simple sentence to and from target language. (Grade 1)



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**BI:** Students can recognise main points and opinions from a variety of familiar topics. They can also produce exchanges, opinions and justifications from familiar topics. Additionally, they are beginning to use and recognise two tenses. They can translate simple sentences with some degree of accuracy. (Grades 2-3M)

**EW:** Students can understand information from a variety of short and longer texts and can recognise opinions and can work out meanings of texts in unfamiliar contexts. Additionally, students can produce and write short texts referring to present and future tense. They can translate simple sentences with confidence and are beginning to translate with accuracy. (Grades 3U-4L)

**GW:** Present tense verbs (I form); High frequency connectives; time phrases; opinion phrases; cognates

**BI:** Extension: other subject pronouns (he, she, we form);

**EW:** use of connectives, time phrases and opinions from different topics (e.g. sport)

	7	8	9
GW	Students can demonstrate an understanding of key information and opinions from <i>short</i> texts. They can also produce several short exchanges in target language on familiar topics. They can translate <i>simple sentence</i> to and from target language. (Grade 1)	Students can recognise main points and opinions from a variety of <i>familiar</i> topics. They can also produce exchanges, opinions and justifications from familiar topics. Additionally, they are beginning to use and recognise two tenses. They can translate simple sentences <i>with some degree of accuracy</i> . (Grades 1-2L)	Students can understand information from a <i>variety</i> of short and <i>longer</i> texts and can recognise opinions and can work out meanings of texts in <i>unfamiliar</i> contexts. Additionally, students can produce and write short texts referring to present and future tense. They can translate simple sentences with confidence and are beginning to translate with accuracy. (Grades 1U-3L)
BI	Students can recognise main points and opinions from a variety of familiar topics. They can also produce exchanges, opinions and justifications from familiar topics. Additionally, they are beginning to use and recognise two tenses. They can translate simple	Students can understand information from a variety of short and longer texts and can recognise opinions and can work out meanings of texts in unfamiliar contexts. Additionally, students can produce and write short texts referring to present and future tense. They can	Students are able to recognise a range of details from a range of texts, including 3 tenses and opinions additionally, students are beginning to produce and write longer texts and exchanges with confidence and can refer to

	sentences with some degree of accuracy. (Grades 1-2L)	translate simple sentences with confidence and are beginning to translate with accuracy. (Grades 2M-4L)	at least 3 time frames. (Grades 4M-4U)
EW	Students can understand information from a variety of short and longer texts and can recognise opinions and can work out meanings of texts in unfamiliar contexts. Additionally, students can produce and write short texts refereeing to present and future tense. They can translate simple sentences with confidence and are beginning to translate with accuracy. (Grades 3U-4L)	Students are able to recognise a range of details from a range of texts, including 3 tenses and opinions additionally, students are beginning to produce and write longer texts and exchanges with confidence and can refer to at least 3 time frames. (Grades 4M-4U)	Students can recognise a range of texts on both familiar and unfamiliar topics. They can also recognise vocabulary from familiar topics in unfamiliar contexts. Additionally, students can produce a variety of longer texts with a variety of tenses with overall good accuracy, although not faultless. (Grades 5L-5U)

### Prompt Questions

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
  - For each Unit? By the end of the Year?
    - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)