

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 2024-25 – French				
Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment
8 weeks (17 Lessons) (38Days)				
Tues 2-Sep	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.
9-Sep	B	2	<b>La rentrée / 17 lessons</b>  <u>Lesson Sequence of Content</u> <b>Point de départ</b>  Lesson 1: Learning to pronounce key French sounds Lesson 2: Saying your name and learning numbers	<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
16-Sep*	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 Lesson 5: <b>Skills</b> Introducing Phonics and dictation	<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.
23-Sep	B	4	<b>Voici ma salle de classe!</b> Lesson 6: Describing a classroom Lesson 7 Using the indefinite and definite articles <b>RECALL TASK</b>	<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.
30-Sep	A	5	<b>Tu aimes ça?</b> Lesson 8: Talking about likes and dislikes Lesson 9: Using the verb aimer + the definite article <b>EBI RECALL TASK</b> Lesson 10: <b>Skills lesson writing and listening from resource file</b> .	<b>Equality Diversity and Inclusion (EDI) links?</b> • <b>Equality Diversity and Inclusion (EDI) links?</b> <i>Parent and Carers month/Black History month</i> <i>3/9 World afro day</i> <i>23/9 International day of sign languages</i> <i>10/10 world mental health day</i> <i>5/10 world teachers day</i> <i>6/10 World cerebral palsy day</i> <b>Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.)</b>
7-Oct	B	6	<b>Tu es comment?</b> Lesson 11: Describing yourself and others Lesson 12: Using adjective agreement	<b>Formative Assessment Tasks:</b> AFL classroom strategies, weekly vocabulary tests, weekly online homework (www.pearsonactivelearn.com)
14-Oct	A	7	<b>Qu'est-ce que tu fais?</b> Lesson 13: Saying what you do Lesson 14: Understanding infinitives and regular –er verbs <b>Mon interview par vidéo!</b> Lesson 15: Creating a video interview about yourself Giving dates in French	<b>Summative Assessment Task:</b> Extended written tasks. ST1 Exams. Implicit and explicit teaching of: tenses, infinitives, grammar rules and vocabulary. <u>Unit Learning Outcomes:</u>
21-Oct	B	8	Lesson 16: <b>Skills lesson Extended Writing:</b> preparation Lesson 17: <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 border="1"> <thead> <tr> <th>Prior (Y6)</th> <th>Current (Y7)</th> <th>Next (Y8)</th> </tr> </thead> <tbody> <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> </tbody> </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.
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**Half-Term** 7 weeks (17 lessons) (34 Days)

4-Nov	A	9	<p><b>En classe / 17 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>
11-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  Lesson 5: Using adjectives after nouns  <b>RECALL TASK</b></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>
18-Nov	A	11	<p>Lesson 6: <b>Skills lesson speaking and written task on school and uniform</b>  Lesson 7 <b>Ta journée scolaire est comment? EBI RECALL TASK</b>  Talking about your school day</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>
25-Nov	B	ST1	<p>Lesson 8: Using new –er verbs  Lesson 9: <b>C'est comment, un collège français?</b>  Learning about a typical French school  Lesson 10: <b>ST2 Exam Preparation:</b>  Revision of Units 1 &amp;  <b>Reading and listening for gist</b></p>	<p><b>Equality Diversity and Inclusion (EDI) links?</b>  <i>Mens health awareness month/disability confident month</i>  1/11 Diwali  12/11 Remembrance Sunday  13/11-19/11 Transgender awareness week  14/11 World Diabetes Day  1/12 World AIDS day  25/12 Christmas Day</p>
2-Dec	A	ST1	<p>Lesson 11: ST2 Examination / <b>Culture: French Musicians</b>  Lesson 12: ST2 Examination / <b>Culture: Les Pays Francophones</b>  ST2 Examination / <b>ST2 Feedback</b></p>	
9-Dec	B	14	<p>Lesson 13: ST2 Examination / <b>Introduction to Photo Card Tasks</b>  Lesson 14: <b>Un collège super cool!</b></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>

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			<p><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> Lesson 15: Agreeing and disagreeing</p>	<p>Stromae who is well known rap artist who fights against inequalities.</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. ST1 Exams. Implicit and explicit teaching of: tenses, infinitives, grammar rules and vocabulary.</p> <p><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</p>						
16-Dec	A	15	<p><b>Lesson 17: Talking about Christmas: Pg50</b> Communicating information about Christmas in France</p>	<table border="1"> <thead> <tr> <th>Prior (Y6)</th> <th>Current (Y7)</th> <th>Next (Y8)</th> </tr> </thead> <tbody> <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> </tbody> </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.
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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.								
<b>Christmas Holiday</b>			6 weeks (15 lessons) (30 Days)							
6-Jan	B	16	<p><u>Overview of Unit/ 17 lessons</u> <b>Mon temps libre</b> <u>Lesson Sequence of Content</u> Lesson 1: <b>Point de départ</b> Talking about weather and seasons <b>Lesson 2: Learning more key French sounds and introduction to dictation</b></p>	<p><b>Foundational Concepts</b></p> <p>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.</p> <p><b>Tier 2/3 Vocabulary</b></p> <p>er and re verbs with different pronouns in the present tense. Numbers and the time.</p> <p><b>Links to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art(ists), literature?</b></p> <p>Students are presented with a diverse diet of representatives from all communities within the</p>						
13-Jan	A	17	<p>Lesson 3: <b>Tu es sportif/sportive?</b> Talking about which sports you play Lesson 4 Using <i>jouer à</i>. Lesson 5: <b>Skills lesson photocard and general conversation questions – spontaneous speech practice – about sport</b> <b>RECALL TASK</b></p>							
20-Jan	B	18	<p>Lesson 6: <b>Qu'est-ce que tu fais?</b> Talking about activities you do <b>EBI</b> <b>RECALL TASK</b> Lesson 7: Using the verb <i>faire</i> and asking questions</p>							
27-Jan	A	19	<p>Lesson 8: <b>Le sport dans les pays francophones</b></p>							

			<p>Le sport dans les pays francophones Lesson 9</p> <p><b>Culture Lesson</b> Discovering sport in French-speaking countries Lesson 10</p> <p>Using cognates and context <b>Listening and Reading Skills</b></p>	<p>Francophone world. Students talk about a variety of French speaking athletes.</p> <p><b>Careers links</b></p> <p>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.</p>						
3-Feb	B	20	<p>Lesson 11: <b>Tu aimes faire ça?</b> Talking about what you like doing Lesson 12 Using <i>aimer</i> + the infinitive</p>	<p><b>Equality Diversity and Inclusion (EDI) links?</b> <i>LGBT+ History month</i> <i>27/1 Holocaust memorial day</i></p>						
10-Feb	A	21	<p>Lesson 13: <b>5 Questions, questions, questions!</b> <b>Speaking Skills</b> Creating an interview with a celebrity</p> <p>Lesson 14 Forming and answering questions and preparation for extended writing Lesson 15: <b>Extended writing.</b></p>	<p><i>1/2 World Hijab Day</i> <i>6/2-12/2 Children's mental health week.</i> <i>7/2 Safer internet day</i> <i>10/2 Chinese New Year</i></p> <p>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.</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. 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 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.</p> <table border="1"> <thead> <tr> <th>Prior (Y6)</th> <th>Current (Y7)</th> <th>Next (Y8)</th> </tr> </thead> <tbody> <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> </tbody> </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.
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Half-Term			6 weeks (12 lessons) (24 Days)							
25-Feb	B	22	<p><b>Ma vie de famille</b> / 12 lessons Lesson 1: <b>Point de depart:</b>Talking about animals Lesson 2 Using higher numbers</p>	<p><b>Foundational Concepts</b></p> <p>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</p>						

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3-Mar	A	23	<p>Lesson 3 <b>Décris-moi ta famille</b> Describing your family</p> <p>Lesson 4 Using the possessive adjectives 'my' and 'your'</p> <p>Lesson 5 <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>			
10-Mar	B	24	<p>Lesson 6: <b>2 Où habites-tu</b> Describing where you live</p> <p>Lesson 7 <b>EBI RECALL TASK</b></p> <p>Using the <i>nous</i> form of <i>-er</i> verbs</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>			
17-Mar	A	25	<p>Lesson 8: <b>Qu'est-ce que tu manges au petit déjeuner?</b> Talking about breakfast</p> <p>Lesson 9: <b>using the partitive article</b></p> <p>Lesson 10: <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>			
24-Mar	B	26	<p>Lesson 11: <b>Writing Skills</b> Prepare extended written task</p> <p>Lesson 12 complete extended written task</p>	<p><b>Equality Diversity and Inclusion (EDI) links?</b> <i>Women's history month</i> <i>Ramadhan begins 1/3</i> <i>21/3 World Down Syndrome day</i> <i>31/3 Transgender day of visibility</i></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></p> <p>Formative Assessment Tasks: AFL classroom strategies, weekly vocabulary tests, weekly online homework (<a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a>)</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></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 <i>-ER</i> 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, <i>j'aime jouer au foot</i> vs <i>je joue au foot</i>).</p>			
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				Family members vocab	Describing someone using adjectival agreements and saying what you eat (present tense)	Adding in another tense
31-Mar	A	27	<p>Overview of Unit/ 15 lessons  <u>Lesson Sequence of Content</u></p> <p>Lesson 1: <b>On fait la fête!</b>  <b>Listening and Reading Skills</b></p> <p>Lesson 2: <b>Une drôle de famille</b>  <u>Writing Skills</u>  Creating a cartoon family  Substituting words to make texts your own</p> <p>Lesson 3: <b>Skills lesson (NCELP interpreting lesson)</b></p>			
<b>Easter Holiday</b> 5 weeks (15 lessons) (29 Days)						
22-Apr	B	28	<p>Lesson 4: <b>skills lesson (role plays)</b> Use NCELP transactional language PPT</p> <p>Lesson 5: <b>Culture lesson – Paris</b>  <b>RECALL TASK</b></p>	<p>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.</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> <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>		
28-Apr	A	29	<p>Lesson 6: <b>MODULE 5 Point de départ</b>  Talking about places in a town or village <b>EBI RECALL TASK</b></p> <p>Lesson 7: Understanding prices in French</p> <p>Lesson 8 <b>Où vas-tu le weekend?</b>  Saying where you go at the weekend</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>		
5-May	B	30	<p>Lesson 9 - Using the verb <i>aller</i> (to go)</p> <p>Lesson 10: <b>ST2 Assessment:</b> Revision Lesson: Recall Unit all units</p>	<p><b>Equality Diversity and Inclusion (EDI) links?</b>  <i>Good Friday 18/4</i>  <i>Easter Sunday 20/4</i>  <i>Autism and stress awareness month.</i>  <i>25/4 World Malaria Day</i>  <i>26/4 Lesbian visibility day</i>  <i>UK national walking month.</i>  <i>1/5-7/5 Deaf awareness week</i>  <i>23/05 Vesak</i></p>		
12-May	A	ST2	<p>Lesson 11: <b>ST2 Assessment:</b> Revision Lesson: Recall Unit 1 (Describing others) / <b>ST2 Assessment</b></p> <p>Lesson 12: <b>ST2 Assessment:</b> Revision Lesson: Recall Unit 3 (Free time) / <b>ST2 Assessment</b></p> <p>Lesson 13: <b>ST2 Assessment / Feedback / Speaking Skills Lesson</b></p>			
19-May	B	ST2	<p>Lesson 14: <b>ST2 Assessment / Feedback / Speaking Skills Lesson</b></p> <p>Lesson 15: <b>ST2 Assessment / Feedback / Culture Lesson: Paris- create your own PPT/ or poster on Paris</b></p>			

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Places in the town	Describing what is in your town and activities (present tense)	Adding in another tense							

**Half-Term** 7 weeks (?? lessons) (35 Days)

2-Jun	A	33	<p><u>Overview of Unit/ 17 lessons</u>  <u>Lesson Sequence of Content</u>  <b>Lesson 1</b> : Talking about places in a town or village            Lesson 2 <b>Tu veux aller au café?</b>            Inviting someone out</p>	<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>
9-Jun	B	34	<p>Lesson 3: Using the verb <i>vouloir</i> (to want)            Lesson 4: <b>Vous désirez?</b>            Ordering drinks and snacks in a café            Lesson 5 Using the <i>tu</i> and <i>vous</i> forms of the verb</p>	
16-Jun	A	35	<p>Lesson 6: Skills lesson speaking – photo card and role play. <b>RECALL TASK</b>            Buying drinks and Snacks            Lesson 7: <b>Qu'est-ce que tu vas faire?</b>  <u>Listening and Reading Skills</u>            Saying what you are going to do</p>	

23-Jun	B	36	Lesson 8: Using the near future tense ( <i>aller</i> + infinitive) <b>EBI RECALL TASK</b> Lesson 9: <b>Je vais visiter Paris!</b> Lesson 10: Talking about plans for a special weekend	Key monuments in France (Notre Dame). French food (croquemonsieur, crêpes)  <b>Careers links</b>						
30-Jun	A	37	Lesson 11: <b>Talking about ideal holidays:</b> Understanding the conditional tense with infinitives <b>use studio 1</b> Lesson 12: <b>Talking about ideal holidays:</b> Using the conditional tense with <b>infinitives use studio 1</b>	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. <b>Equality Diversity and Inclusion (EDI) links?</b>						
7-Jul	B	38	Lesson 13: <b>Extended Writing:</b> Preparation and modelling lesson Lesson 14: <b>Extended Writing:</b> Complete Assessment Lesson 15: <b>Culture Lesson:</b> La Bastille	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.						
14-Jul	A	39	Lesson 16: <b>Culture Lesson:</b> <b>Tour de France</b> Lesson 17: <b>Talking about yourself:</b> General conversation questions: Focus on phonics in longer spoken tasks	<p><i>LGBTQ+ pride month.</i> <i>Gypsy, Roma and Traveller history month.</i> <i>12/6 world day against child labour</i> <i>18/6 autistic pride day</i> <i>20/6 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 <i>je voudrais/ je vais +inf</i> to talk about a variety of future related topics and can use and negatives.</p> <table border="1"> <thead> <tr> <th>Prior (Y6)</th> <th>Current (Y7)</th> <th>Next (Y8)</th> </tr> </thead> <tbody> <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> </tbody> </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



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?

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)

**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	Students can understand information from a variety	Students are able to recognise a range of details

	<p>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 1-2L)</p>	<p>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 2M-4L)</p>	<p>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)</p>
EW	<p>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)</p>	<p>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)</p>	<p>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)</p>

### 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)