

<u>Intent</u>		<u>Implementation</u>		<u>Impact</u>	
<p>We aim to create the very best Linguists. We challenge students to think, act and speak the target language with enjoyment. We do this by equipping all our students with the knowledge and skills to thrive and succeed. We encourage and inspire them with quality teaching, broaden their awareness of other countries and communities and provide opportunities for participation in a broad range of linguistic and cultural educational experiences. Our curriculum goes far beyond what is taught in lessons. Although we want our students to achieve the best examination results possible, we believe our curriculum goes beyond what is examinable. we offer a broad range of opportunities beyond lessons All our students benefit from the educational visit to France. Our curriculum in MFL forms a backbone to our ethos statement. We engage students in a range of activities that promote student curiosity, confidence and collaborative thinking with content and skills clearly defined in our schemes of work which revisit and build on existing knowledge We build our Cultural Capital by using authentic resources, including through the Internet, language films, music, YouTube videos and texts. This goes beyond their own cultural experience and sets them up as global citizens.</p>		<p>Alongside our schemes of work, we are using the knowledge tracker recently introduced at KS3 and 4 This is enabling us to define the core knowledge our students need to master. In MFL, we also implement our curriculum through using a variety of teaching approaches and tasks which encompass the four key skills of listening, speaking, reading and writing.</p>		<p>Students will move to KS4 fully prepared for the formal GCSE assessments. We could say with some confidence that our curriculum is working: the engagement and enjoyment of students in lessons, the intake in Y10 options and the improved GCSE results. The quality of teaching and learning in MFL has been praised consistently during learning walks. Students will broaden their vocabulary and grammar skills and will be able to build simple sentence or communicate in simple dialogue. Regular exam assessments are also completed to encourage students to frequently review the content taught. At the end of each topic, an end of topic assessment takes place which comprises of 50% prior learning: 50% most recent content taught. Students will able to start working successfully in a team and independently and improve their self-confidence. Students become familiar with the different types of questions featuring in the GCSE exams for AQA. They also gain an understanding of how exams are marked and the expectations.</p>	
HT1	HT2	HT3	HT4	HT5	HT6
<p>Key content: Module 6 – <i>Au collège</i> Link to AQA GCSE contents and NC: Current and future study and employment)</p> <ul style="list-style-type: none"> Talking about your school Understanding teenagers talking about their favourite and least favourite school subjects Comparing school in the UK and French-speaking countries Understanding people talking about school in French-speaking Discussing school rules using <i>il faut</i> and <i>il est interdit de</i> Giving your own opinions on school rules Discussing healthy living using the imperative Understanding advice about living a healthy lifestyle to help you succeed at school Understanding different opinions on different vices Understanding teenagers giving their opinions on the different vices of their friends and family members Understanding people talking about their vices and how they want to change Discussing vices using the present and future tenses 	<p>Key Content Module 7 – <i>Bon travail!</i> Link to AQA GCSE contents and NC: Current and future study and employment)</p> <ul style="list-style-type: none"> Discussing jobs and work preferences Talking about the jobs people do in your family and the job you would like to do Talking about the jobs you would and would not like to do, with reasons Understanding teenagers talking about which job sector they would like to work in and why. Understanding teenagers talking about the best and worst aspects of certain careers Talking about plans, hopes and wishes Understanding teenagers discussing what they want to do in life Understanding teenagers talking about a problem with their plans for the future Understanding solutions to teenagers' problems with their future plans Applying for jobs and understanding a job interview 	<p>Key Content: Module 8 – <i>Un œil sur le monde</i> Link to AQA GCSE contents and NC: (Local, national, international and global areas of interest)</p> <ul style="list-style-type: none"> Talking about what makes you tick Discussing problems facing the world Making connections between word types Talking about protecting the environment Using the modal verbs <i>pouvoir</i> and <i>devoir</i> in the conditional Discussing ethical shopping Talking about volunteering Discussing big events Giving arguments for and against 	<p>Key Content Skills work/exam-style practice</p> <ul style="list-style-type: none"> An opportunity for students to work on their Speaking skills An opportunity for students to work on their Writing skills. An opportunity for students to work on their Reading and Listening skills. Revision, Practice Papers and Exams 	<p>Key Content Revision/exams Resource booklet</p> <ul style="list-style-type: none"> Revision <p>Revision, Practice Papers and Exams</p> <p>Could use the following,</p> <ul style="list-style-type: none"> This is an opportunity to work through any <i>Contrôle de lecture et d'écoute</i> and <i>Contrôle écrit</i> pages that you may have needed to miss out. Assessment Pack, could use End of Course Test if not used for November mock. AQA past papers <p>Homework/practice activities can also be used for revision</p>	

Y11
2020
2021

	<ul style="list-style-type: none"> Talking about a school exchange using past, present and future timeframes 					
	<p>Key Skills: Using the definite article <i>Ma matière préférée est...</i> <i>J'adore / j'aime / je n'aime pas / je déteste...</i> <i>Je trouve...</i> <i>Je pense que... est/sont...</i> <i>intéressant(e)(s) / passionnant(e)(s) / ennuyeux/-euse(s)</i> <i>... parce que/qu'...</i> <i>c'est facile / fascinant / difficile / utile / inutile</i> <i>je suis fort(e) / faible / doué(e) en...</i> <i>Comment s'appelle ton collègue?</i> <i>Mon collègue s'appelle...</i> <i>C'est quelle sorte de collègue?</i> Present tense: the third person plural Using <i>il faut</i> and <i>il est interdit de</i> <i>Mangez équilibré...</i> <i>N'ayez pas peur de manger les matières grasses.</i> <i>Soyez en bonne forme physique...</i> <i>Ça vous aide à vous concentrer en classe.</i> <i>Faites une activité sportive.</i></p>	<p>Key Skills: <i>Ma mère / Mon père est...</i> <i>J'aimerais être / Je crois que je serais / Je voudrais être / J'aimerais travailler comme / Je veux être...</i> Saying 'better/worse' <i>Dans quel secteur voudrais-tu travailler?</i> <i>Ça m'intéresserait de travailler dans...</i> <i>Mon ambition / Mon but est de trouver un poste dans...</i> <i>Mon rêve serait de faire carrière dans...</i> <i>Le secteur / L'orientation qui m'attire / m'intéresse (le plus</i></p>	<p>Key Skills: <i>Qu'est-ce qui est important pour toi dans la vie?</i> <i>Ce qui est important pour moi dans la vie, c'est d'abord...</i> <i>Ensuite, c'est... .</i> <i>Tout le monde a besoin de (partager ses expériences).</i> <i>Ça m'aide à (décompresser et à oublier mes soucis).</i> <i>Il faut s'occuper de (son corps et de son bien-être).</i> <i>Ça me permet de (m'exprimer et de me détendre).</i> <i>Le droit d'être aimé et respecté / nourri / soigné / protégé de la violence</i> <i>Le droit d'avoir une identité / une éducation</i> <i>Le droit à l'égalité, en particulier entre filles et garçons</i> <i>Le droit de rêver, de rire et de jouer / de ne pas être exploité / de s'exprimer et de donner son avis</i> <i>Qu'est-ce qui te préoccupe dans la vie?</i></p>	<p>Key Skills: <i>General grammar revisions</i> <i>Writing, reading strategies</i> <i>ses expériences).</i> <i>Ça m'aide à (décompresser et à oublier mes soucis).</i> <i>Il faut s'occuper de (son corps et de son bien-être).</i> <i>Ça me permet de (m'exprimer et de me détendre).</i> <i>Le droit d'être aimé et respecté / nourri / soigné / protégé de la violence</i> <i>Le droit d'avoir une identité / une éducation</i> <i>Le droit à l'égalité, en particulier entre filles et garçons</i> <i>Le droit de rêver, de rire et de jouer / de ne pas être exploité / de s'exprimer et de donner son avis</i> <i>Qu'est-ce qui te préoccupe dans la vie?</i></p>		
C E I A G	Careers Relate to Unit of Study Teacher/ translator/ Diplomat Work for the Immigration / Custom Services/ Hospitality, Travel & Tourism/ Import & Export Sector Market research	Careers Relate to Unit of Study Diplomat Tour guide / flight attendant Hospitality, Travel & Tourism Import & Export Sector Market research	Careers Relate to Unit of Study	Careers Relate to Unit of Study	Careers Relate to Unit of Study	
Year 10	<p>Key Content: Module 1 – Qui suis-je? (Link to AQA GCSE contents and NC Identity and culture) Me, my family and friends</p> <ul style="list-style-type: none"> understanding descriptions of family members Describing yourself Personality and physical description Places in town and activities Asking and answering questions about where places are in town Talking about your plans for the day Talking about friends and what makes a good friend 	<p>Key Content. Module 2 – Le temps Link to AQA GCSE contents and NC Leisure (Identity and culture)</p> <ul style="list-style-type: none"> Talking about Free-time activities. Giving your opinion on different sporting activities Reading a text and identifying verbs in the present, past and future tenses Technology in everyday life. Talking about different film preferences. what you did last night using the perfect tense Talking about your life online Using the comparative 	<p>Key Content. Module 3 – Jour ordinaires, jours de fête (Link to AQA GCSE contents and NC Cultural celebrations (Identity and culture))</p> <ul style="list-style-type: none"> Physical characteristics of the tropical rainforest. Understanding a variety of food and drink items and checking correct pronunciation Understanding a conversation at a market. Deciding where to buy items on a shopping list. Discussing and shopping for clothes. Discussing what you normally wear at the weekend and what 	<p>Key Content: Module 4 – De la ville à la campagne (Town and local area) Link to AQA GCSE contents and NC (Local, national, international and global areas of interest)</p> <ul style="list-style-type: none"> Talking about where you live, what the weather is like there and how you get to school Understanding people talking about their region Understanding texts about the weather in different regions of France – Describing a town and asking the way Understanding what there is and isn't in a town / village and 	<p>Key Module 5 – Le grand large... Link to AQA GCSE contents and NC) Travel and Tourism (Local, national, international and global areas of interest</p> <ul style="list-style-type: none"> Talking about what you normally do on holiday. Identifying different holiday activities Talk about what is important for you on holiday Talk about holidays using the past, present and future tenses. Understanding a holiday postcard. Talking about an ideal holiday using the conditional. Writing a paragraph about your dream holiday 	<p>Key Content. Module 6 My studies; Life at school/college Link to AQA GCSE contents and NC)</p> <p>Revising Talking about school subjects and timetable</p> <ul style="list-style-type: none"> Talking about school subjects and timetable Understanding teenagers talking about their favourite and least favourite school subjects Discussing subjects, you do and don't like. Writing a paragraph about school subjects expressing opinions and giving reasons. Talking about your school using the pronouns <i>il</i> and <i>elle</i>

	Import & Export Sector Market research	Work for the Immigration / Custom Services Hospitality, Travel & Tourism Import & Export Sector Market research	Import & Export Sector Market research	Import & Export Sector Market research	Import & Export Sector Market research	Import & Export Sector Market research
Year 9	<p>Key Content Studio 3 Rouge Module 1 Ma vie sociale d'ado 9 Planète Facebook</p> <ul style="list-style-type: none"> Talking about Facebook using present tense verbs. Understand people talking about what they do on Facebook Understand how frequently people do activities Giving your opinion about someone using direct object pronouns. Arranging to go out using the near future tense Describing a date using the perfect tense Understand details of what people did at the weekend Describing a music event using three tenses Finding out about music festivals around the world 	<p>Key Content Module 1 Mon monde à moi (DYNAMO) Link to AQA GCSE contents and NC) (Identity and culture) Me, my family and friends Free time/ leisure activities</p> <ul style="list-style-type: none"> Talking about likes and dislikes Writing a mind map about likes and dislikes in different situations. To understand further about tectonic plates talking about after-school activities. Talking about after-school activities including day, time, other details and what the person never does. Describing your friends using reflexive verbs: appearance, personality and how well they get on with their friend Describing birthday celebrations using the perfect tense Discussing what you are going to wear using the near future tense Reading a longer text and writing about favourite activities, description of a friend, past and future events, opinions and reasons. 	<p>Key Content. Module 2 Projets d'avenir (DYNAMO) Link to AQA GCSE contents and NC) Future plans</p> <ul style="list-style-type: none"> Talking about earning money using <i>pouvoir</i> and <i>devoir</i> ideas for what you can do to earn money Talking about earning money using <i>pouvoir</i> and <i>devoir</i> what people buy with their money and what they are saving for and their opinion of shopping Talking about what you want to do when you are older what they want to do at 16, what job they want to do, and the reasons for their choices. Talking about what you will do in the future using the future tense Talking about what things will be like in the future consolidating the future tense End of half term assessment 	<p>Key Content. Module 3 Ma vie en musique (DYNAMO)</p> <p>Talking about your musical tastes</p> <ul style="list-style-type: none"> Reading a forum about musical preferences, then answering comprehension questions in English and translating key phrases into English. Describing what you used to be like using the imperfect tense Pupils have a conversation about when they were little: what they looked like, wore, did and liked. Comparing your primary and secondary schools using the comparative Talking about how things have changed using the present and imperfect tenses together Interviewing a young refugee Asking and answering questions in different tenses Understanding actions to reduce plastic and answering comprehension questions in English 	<p>Key Content. Le meilleur des mondes(DYNAMO) Link to AQA GCSE contents and NC) identity and culture: celebrations</p> <ul style="list-style-type: none"> Talking about food Talking about what pupils eat in the school canteen in different countries and opinions of the meal. Understanding people's opinions on vegetarianism / veganism whether they are for or against Preparing a presentation about a francophone artist Understanding how to ask and answer questions in a range of tenses To introduce some of the adjectives used to talk about the environment and animals Discussing which ideas for protecting animals are the most important, Talking about plastic and the environment referring to two different time frames Pupils Writing a short text about what they do and have done to reduce plastic, using three tenses 	<p>Key Content: Module 5 Le monde francophone (DYNAMO) Link to AQA GCSE contents and NC) Travel and Tourism (Local, national, international and global areas of interest</p> <ul style="list-style-type: none"> To build knowledge of the francophone world. Discussing where you would like to go Talking about the countries people would like to visit and why; Discussing impressive sites and monuments and using a range of adjectives Writing a description of a famous site or monument Saying what you like and dislike doing using infinitives in combination with other verbs Preparing a fact file and an advert on a francophone country using a range of structures and verbs Discussing young French-speakers you would like to meet using the present tense Discussing plans for the future and understanding how to use the near future and simple future tenses
	<p>Key Skills <i>Je vais sur ma page perso. Je lis mes messages. Je poste des messages./Je modifie mes préférences./ J'invite mes copains. /Je fais des quiz. Je joue à des jeux. arrogant(e) /beau/belle/ charmant(e)/ drôle/ égoïste aller au cinéma/en ville/ aller à la patinoire/à une fête faire les magasins/ faire un piquenique Tu viens avec moi/nous?</i></p>	<p>Key Skills: <i>Je m'appelle (Arnaud). J'ai (quatorze) ans. J'aime ... / J'aime beaucoup ... / J'adore ... / Je n'aime pas (tellement) ... / Je n'aime pas du tout ... / Je déteste Tous les lundis / mardis (etc.), ... Une fois / Deux fois par semaine, j'adore / j'aime (beaucoup) / je n'aime pas (tellement / du tout) / je déteste Ton ami(e) est comment? Mon ami(e) s'appelle ...</i></p>	<p>Key Skills: Translating <i>est-ce que</i> into English in perfect tense questions Answering questions in French Formulating (French) questions in the perfect tense Translating French questions in different tenses (into English) <i>Pour gagner de l'argent, ... on peut travailler dans le jardin./ on peut aider à la maison.</i></p>	<p>Key Skills: <i>À gauche/ À droite/ Derrière il y a (une fille avec un micro, qui chante). Quand j'étais petit(e) ... J'avais les cheveux ...ongs / noirs / roux / frisés. J'étais .Je n'étais pas ... timide / mignon(ne) / méchant(e) / sage. Ton école primaire était comment? Mon école primaire était grande / petite / de taille moyenne.</i></p>	<p>Key Skills: <i>Pour protéger les animaux, il faut ...ramasser les déchets à la campagne. recycler. manger moins de viande. Qu'est-ce que tu fais pour éliminer / réduire le plastique (à la maison / au collège / au supermarché)? Je recycle le plastique. Je refuse les sacs en plastique. J'organise des campagnes anti-plastique.</i></p>	<p>Key Skills: <i>Je voudrais / Je veux visiter le Canada / le Sénégal / le Vietnam / la Belgique / la Guinée / la Suisse / les Comores / les Seychelles Je ne refuse rien! / Je ne mange pas de ...Je ne mange jamais de Je ne mange plus de Elle va ... / Elle ne va pas ...aller à la plage.... faire de la cuisine.... dormir.... faire du sport / jouer au foot. ... lire plein de romans.... rester au lit / à la maison.</i></p>

	<p><i>Je suis sorti(e) avec ...suis/On est allé(e)(s) ...</i> <i>au cinéma/à une fête/en ville</i> <i>J'ai/On a ...bavardé/bu du coca/fait les magasins</i></p>		<p><i>on peut aider les voisins./ on peut trouver un petit boulot.</i> <i>on peut nourrir les animaux./ on peut faire du baby-sitting</i></p>	<p><i>Le bâtiment était moderne /vieux / beau / laid.</i></p>	<p><i>Qu'est-ce que tu voudrais faire pour changer le monde?</i> <i>J'aimerais acheter moins de vêtements ./J'aimerais manger moins de viande./ Je voudrais consommer plus de produits bio</i> <i>Je voudrais / Je veux visiter le Canada / le Sénégal / le Vietnam</i></p>	<p><i>La tour Eiffel / Le pont du Gard / Le Mont-Saint-Michel / ...</i> <i>c'est un pont / une montagne / une tour / une île / une église ...</i> <i>intéressant / impressionnant / différent / extraordinaire / magnifique / unique / important / célèbre / ennuyeux / nul / mystérieux</i> <i>J'ai déjà visité (30) pays./ Je suis allé(e) (à pied) (jusqu'au Japon).</i> <i>J'ai dû prendre le bateau./ J'ai pris beaucoup de photos.</i></p>
Year 8	<p>Key Content: Studio 2 Rouge Module 1 T'es branché(e)? Unité 1 La télé</p> <ul style="list-style-type: none"> Talking about television programmes using the present tense of <i>-er</i> verbs Understand and give opinions on television programmes. Talking about films using the present tense of <i>avoir</i> and <i>être</i> Talking about reading using <i>-ir</i> and <i>-re</i> verbs. Understand people's opinions on what they read Talking about the internet using <i>aller</i> and <i>faire</i> Understand details of internet activities, their frequency and opinions expressed of them Talking about what you did yesterday evening using the perfect tense End of unit assessment 	<p>Key Content: Module 1 Vive les vacances! Link to AQA GCSE contents and NC Travel and Tourism (Local, national, international and global areas of interest)</p> <ul style="list-style-type: none"> Saying what you did during the holidays using the perfect tense of regular <i>-er</i> verbs. Writing an account of their week on holiday, using the perfect tense. Describing a visit to a theme park using the perfect tense of irregular verbs. Saying where you went and how using the perfect tense of verbs that take <i>être</i>. Writing sentences about who people went on holiday with, where they went, how they travelled and their opinion. Decoding negative sentences in the perfect tense Asking and answering questions using the present and perfect tenses together End of unit assessment 	<p>Key Content: – Module 2 J'adore les fêtes! Link to AQA GCSE contents and NC identity and culture: celebrations</p> <ul style="list-style-type: none"> Talking about festivals and celebrations Discussing opinions of some celebrities of their own choice and giving opinions about TV programmes with reasons Describing festivals and special days using the present tense of regular <i>-ir</i> and <i>-re</i> verbs Talking about digital technology Forming and answering a range of questions. Understanding information about the special occasions, dishes and drinks described, including the writers' opinion. Writing a paragraph describing their digital life, including watching TV, listening to music and playing games. Arranging to go to the cinema Buying cinema tickets Talking about leisure activities using negatives Spotting synonyms and looking up perfect tense verbs when reading End of Unit Assessment 	<p>Key Content: Module Module 3 À loisir Link to AQA GCSE contents and NC Leisure (Identity and culture)</p> <ul style="list-style-type: none"> Talking about celebrities and TV programmes using singular and plural adjective agreement To understand that Brazil has five main regions and to be able to compare and contrast two of these. To understand about the life styles of the street children. To understand why street children are seen as a threat. To suggest solutions to deal with the problem of street children. To be able to compare and contrast the lives of people in Brazil. To understand about the reasons for the inequalities in Brazil and to suggest ways to make Brazil a more equal society. End of Unit Assessment 	<p>Key Content – Module 4 Le monde est petit Town and local area) Link to AQA GCSE contents and NC (Local, national, international and global areas of interest)</p> <ul style="list-style-type: none"> Talking about where you live and discussing the weather To understand where people live and their opinion of the place in summer and winter. Describing where you live using <i>pouvoir</i> + infinitive. Talking about what children have to do to help in two different places around the world Talking about daily routine using reflexive verbs. Writing a description of their daily routine during the week and at the weekend, using connectives, sequencers, frequency expressions and time phrases. Talking about moving house using irregular adjectives (<i>beau, nouveau</i> and <i>vieux</i>) To understand why Ghana is still classed as a LIC (Less Economically Developed Country) End of Unit Assessment 	<p>Key Module 5 Le sport en direct</p> <ul style="list-style-type: none"> Talking about sports using <i>jouer à</i> and <i>faire de</i> To understand about the Great Pacific garbage patch. Talking about: the sports they can do in their town / village; which sports they do and how often; their sporting hero and what he/she has won Giving opinions about sports using the comparative Giving opinions about sports using the comparative. Asking the way and giving directions using the imperative Talking about injuries and illness Taking part in a conversation with the doctor Interviewing a sportsperson Asking and answering questions in three tenses. End of Unit Assessment
	<p>Key Skills: <i>Qu'est-ce que tu aimes, comme films?</i> <i>J'aime ...J'adore ... Je suis fan de</i> <i>.Je ne suis pas fan de ...</i></p>	<p>Key Skills <i>Tu as combien de semaines de vacances en été / hiver?</i> <i>Où habites-tu?</i> <i>J'habite à Manchester</i></p>	<p>Key Skills: <i>Quelle est ta fête préférée?</i> <i>Quelle fête est-ce que tu n'aimes pas?</i></p>	<p>Key Skills: <i>arrogant / modeste /bête / intelligent/ sérieux / drôle/ égoïste / généreux</i></p>	<p>Key Skills: <i>J'habite ...dans un village / dans une ville / dans une grande ville</i> <i>Quel temps fait-il?</i></p>	<p>Key Skills: <i>peut jouer à la pétanque.</i> <i>On peut faire du judo.</i> <i>amusant(e) compliqué(e) difficile/ divertissant(e) ennuyeux/ennuyeuse</i></p>

	<p><i>J'ai une passion pour les ... J'ai horreur des ... Je déteste ... les comédies es films d'action. Je lis une BD/un livre sur les animaux/un livre d'épouvant un magazine sur les célébrités /un manga un roman fantastique/ un roman policier/ un roman d'amour À mon avis, c'est ... Je pense que c'est ...</i></p>	<p><i>J'ai visité un parc d'attractions. J'ai bu un coca au café. J'ai pris beaucoup de photos. J'ai vu un spectacle Je n'ai pas pris de photos parce que j'ai perdu mon portable. Je n'ai pas joué en ligne parce que le wifi à l'hôtel était nul.</i></p>	<p><i>j'adore / j'aime (beaucoup) / je préfère / je n'aime pas (tellement) / je n'aime pas du tout / je déteste ... J'attends la fête de la musique avec impatience. Pour le Carnaval, je rends visite à mes grands-parents. Je finis mes devoirs le matin. Je porte des vêtements rouges et un masque.</i></p>	<p><i>laid / beau/ méchant / gentil/ paresseux / travailleur Quand / Où / Comment / Avec qui est-ce que tu regardes la télé? Qu'est-ce que tu regardes à la télé? Pourquoi est-ce que tu aimes regarder comme ça? une comédie/ un film d'animation/ un film romantique/ un film d'action un film d'horreu run film de science-fiction</i></p>	<p><i>Il fait beau. Il fait mauvais. Il fait chaud. Il fait froid. Il pleut. Il neige Dans ma région, ... il y a peu / beaucoup / plein / trop de ... bâtiments / voitures / jardins publics / touristes / champs / plages Je dois ... / Ma sœur doit ... / Mon frère doit ...garder ma petite sœur / mon frère / le bébé. ranger ma / sa chambre./ rapporter l'eau. laver la voiture.</i></p>	<p><i>facile fatigant(e) intéressant(e) passionnant(e)relaxant(e) violent(e) Allez tout droit. Tournez à droite. Tournez à gauche. Prenez la première rue à droite. Prenez la deuxième rue à gauche. À mon avis, pour ... il faut ... / il ne faut pas ... J'ai mal au bras / à la jambe / à l'oreille / aux épaules. Je me suis blessé(e) au dos.</i></p>
Year 7	<p>Key Content: Making Connections - Terms and skills to build and consolidate learning from KS2. Module 1 La rentrée</p> <ul style="list-style-type: none"> Learning to pronounce key French sounds Alphabet Review greetings and giving your name Learning numbers Learning days of the week and months Talking about brothers, sisters and age Using the verb <i>avoir</i> To be able. Conversing with classmates about their age and their brothers and sisters Describing a classroom using the indefinite and definite articles Talking about likes and dislikes using the verb <i>aimer</i> + the definite article Describing yourself and others using adjective agreement Saying what you do Creating a video interview about yourself End of half term assessment 	<p>Key Content: Module 2 En classe</p> <ul style="list-style-type: none"> Talking about colours and telling the time Saying what you think of your school subjects and why Using context and cognates to decode words Using a dictionary to check genders identifying school subjects, opinions of school subjects and the reasons for them Talking about likes and dislikes using <i>-er</i> verbs Talking about what you wear to school using adjectives after nouns. Talking about your school day using new <i>-er</i> verbs. Learning about a typical French school Saying what there is / isn't, using <i>il y a ...</i> and <i>il n'y a pas de ...</i> Agreeing and disagreeing. End of Half Term Assessment 	<ul style="list-style-type: none"> Key Content: Module 3 Mon temps libre Link to AQA GCSE contents and NC Leisure (Identity and culture) Talking about weather and seasons Learning more key French sounds Talking about which sports you play using <i>jouer à</i> Giving their own opinion of sport and say which sports and games they play Talking about activities you do using the verb <i>faire</i> Discovering sport in French-speaking countries using cognates and context Talking about what you like doing using <i>aimer</i> + the infinitive Creating an interview with a celebrity: forming and answering questions. End of half Term Assessment 	<p>Key Content: Module 4 Ma vie de famille</p> <p>Link to AQA GCSE contents and NC Identity and culture</p> <p>Me, my family and friends</p> <ul style="list-style-type: none"> Talking about animals using higher numbers. Recognising different forms of the word 'my' in French. Describing a family member Writing a description of the family pictured, including physical and character descriptions. Describing where you live the country, house or flat, and what the person thinks of it Talking about breakfast using the partitive article (<i>du / de la / de l' / des</i>). Talking what they and their family eat and drink for breakfast . Producing a poster about either a traditional breakfast or a balanced breakfast Learning about Bastille Day and celebrations. Description of a cartoon character. End of half term assessment. 	<ul style="list-style-type: none"> Key Content – Module 5 En ville Town and local area) Link to AQA GCSE contents and NC (Local, national, international and global areas of interest To understand how coffee is produced, where it comes from and where the money goes from one cup of coffee. Talking about places in a town or village Understanding prices in French description of your own town / village and giving an opinion Saying where you go at the weekend using the verb <i>aller</i> (to go) Inviting someone out using the verb <i>vouloir</i> (to want) and saying: where, when and whether the invitation is accepted or refused Ordering drinks and snacks in a café using the <i>tu</i> and <i>vous</i> forms of the verb Saying what you are going to do using the near future tense (<i>aller</i> + infinitive) Talking about plans for a special weekend using two tenses together To understand what the effects of subsidies and tariffs are. To create your own coffee shop in the Heart space at OPA End of half term assessment 	<p>Key Content: All revisited</p> <ul style="list-style-type: none"> Talking about brothers and sisters. Describing yourself and others Talking about likes and dislikes Creating a video about yourself Describing where you live and the different rooms in a house Talking about what you do Conversing with classmates about their age, family, likes and dislikes, and plans End of half term assessment

	<p>Key Skills:</p> <p>Je m'appelle Dans mon sac il ya J'ai.. Mon anniversaire</p>	<p>Key Skills:</p> <p><i>Ici il y a ...un cercle/ un demi-cercle/ un triangle</i> <i>en bas /au centre/ à droite/ à gauche/ comme gris(e)/ jaune/ marron/ noir(e)/ orange/ rose /rouge /vert(e) violet(te)</i> <i>Qu'est-ce que tu portes? je porte ...on porte ...</i> <i>l'uniforme scolaire</i> <i>un pantalon/ un polo/ un pull/ un sweat/ un tee-shirt</i> <i>une chemise/ une cravate</i></p>	<p>Key Skills:</p> <p>Pronouncing the letter <i>g</i> (hard and soft sounds) Predicting the pronunciation of unfamiliar vocabulary Pronouncing cognates correctly G: Conjugation of <i>jouer</i> Using <i>jouer à</i> + the definite article Asking questions with <i>Est-ce que ...?</i> and <i>Qu'est-ce que ...?</i></p>	<p>Key Skills:</p> <p>Forming the plural of nouns (–s and –x) Writing complex numbers Using possessive adjectives: <i>mon, ma, mes</i> and <i>ton, ta, tes</i> Agreement of adjectives Using the partitive article The conjugation of <i>manger</i> (–er verb) and <i>boire</i> (irregular verb) Using strategies to work out the meaning of unfamiliar vocabulary / Using the glossary to look up vocabulary / Looking up the infinitive of verbs</p>	<p>Key Skills:</p> <p>Using <i>il y a un / une / des ...</i> and <i>il n'y a pas de ...</i> Learning about the euro The conjugation of <i>aller</i> / Using <i>on va</i> and <i>nous allons</i> to say where you go with friends The conjugation of <i>vouloir</i> Pronouncing words correctly: the silent ending –x / Pronunciation of <i>aujourd'hui</i> / Using intonation when asking questions</p>	<p>Key skills:</p> <p>To apply knowledge about Develop / Developing Countries (2a) Physical geography (3a) Human geography (3b) Environmental geography (3c) Social, Economic, Environmental impacts (3d) To apply geographical theory (3e) To apply exam language of learning, key words, definitions (4a) Interpretation of data (graphs, tables, maps) (4b)</p>