

# Long Term Plan Year 7 French

**'To learn a language is to have one more window from which to look at the world'**

Please be aware that MFL has 4 skill areas which are developed over the course of the programme of study. Listening, Reading, Speaking and Writing alongside grammar are developed through thematic units covering specific content.

Students will constantly build on prior learning, recycling high frequency verbs and vocabulary to aid retention over time and lead to improved student outcomes. They will be supported by sentence builders and complete retrieval practice to help make key vocabulary and structures stick.

Teachers need to ensure that basic vocabulary and structures are secure to allow for Higher tier extension.

| Half term       | Unit title                                                                    | Key knowledge/<br>Content to learn and retain                                                                                                                                                                                                                           | Essential skills to acquire (subject & generic)                                                                                                                                                                                         | Link to subject ethos and driver                                                                                                                                                          | Anticipated misconceptions                                                                                                                                                                                       | Links to previous KS                                                                                                      | Links to future KS                                                                                              | Opportunity for stretch for high prior attainers                                                                                                                                                         | SMSC & British Values                                                                                                                                                 | Cultural Capital                                                                                                                                                                              | Career Link                                                                                                   |
|-----------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Autumn HT 1 & 2 | <b>Moi et ma famille</b> - Me and my family<br><br>(basic skills development) | <b>French sounds</b><br>(phonics are introduced and then revisited frequently throughout the year)<br><br><b>Giving and understanding personal information</b><br>- greetings and introductions<br>- age, months and birthdays<br>- describing basic likes and dislikes | <b>Grammar</b><br>-asking and answering questions<br>- use of avoir / être<br>- gender - un / une<br>- position of adjectives<br>-agreement of adjectives in singular / plural forms<br>-use of intensifiers<br>- possessive adjectives | Students are encouraged to look at the similarities and differences between their own language structures and the sounds and systems of French<br><br>Cultural facts will be dropped into | -pronunciation of cognates and applying the sounds to the spellings<br><br>-j'ai + age - concept of I have vs I am 11<br><br>-number formation<br><br>-concept of gender applying to the noun<br><br>-gender and | N/A<br><br>Students may have some experience of MFL learning at KS2 but this varies between the different primary schools | Grammatical content and Listening/ Reading/ Speaking/ Writing skill development feeds into GCSE language skills | -exposure to the full paradigm of avoir / être<br><br>-extension to irregular adjectives - detailed rule instructions<br><br>-plural forms of verbs / adjectives<br><br>-greater variety of intensifiers | <b>Mutual respect</b><br>Awareness of similarities and differences between different cultures<br><br><b>Social</b><br>Building communication and confidence skills of | For many students this will be their first encounter with a foreign language taught by a subject specialist. They will have the opportunity to ask questions about France and French speaking | The ability to understand and produce a foreign language allows access to a variety of jobs and opportunities |



|                 |                                             |                                                                                                                                                                                                                                                                     |                                                                                                                                  |                                                                                  |                                                                                 |    |                                                                                             |                                                                                                     |                                                                                                                                                                                       |                                                                                                                         |                                                                                                               |
|-----------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------|----|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
|                 |                                             | <b>Introducing likes and dislikes to give opinions</b><br>-introduction to high frequency opinion verbs<br><br><b>Describing yourself and your family</b><br>-physical description - hair / eyes<br>-describing size and personality<br>-talking about other people | - expanding avoir /être cognates<br><br><b>Exam skills</b><br>- recognising cognates<br>-answering simple conversation questions | the lessons to broaden student knowledge of France and French speaking countries | possessive adjectives<br><br>-confusion between pronoun and verb forms          |    |                                                                                             | and early introduction to stylistic phrases and GCSE connectives                                    | students through paired speaking tasks                                                                                                                                                | countries as well as apply their newly learnt linguistic ability                                                        |                                                                                                               |
| Autumn HT 2     | <b>Noël en France</b> - Christmas in France | <b>Cultural awareness: Celebrating Christmas / Festivities in France</b>                                                                                                                                                                                            | Information about traditions, meals, dates / timings, French Christmas, Santons, St Nicolas, food and drink                      | Students will encounter differences in traditions celebrated in France / Canada  | -when French people open presents<br>- food and drink<br>- mixing up vocabulary | NA | Cultural elements of life in France / Francophone countries feature in the GCSE examination | Introduction to je voudrais + infinitive to say what you would like<br><br>Independent fact finding | <b>Mutual respect</b><br>Awareness of similarities and differences between different cultures<br><br><b>Cultural</b><br>Understanding and appreciating Christmas traditions in France | Students encounter different traditions and broaden their understanding of other cultural celebrations around the world | The ability to understand and produce a foreign language allows access to a variety of jobs and opportunities |
| Spring HT 3 + 4 | <b>Mon collège</b> - My school              | <b>The French school system</b><br><br><b>School subjects</b><br>-expressing like                                                                                                                                                                                   | <b>Grammar</b><br>-consolidation of opinion verbs and connectives<br>-ordinal                                                    | Students consider the experiences of French teenagers at school with             | -pronunciation of cognates<br><br>-tu aimes j'aime used in a sentence rather    | NA | Grammatical content and Listening/ Reading/ Speaking/                                       | -full paradigm of -er verbs<br><br>-introduction of different tenses as                             | <b>Mutual respect</b><br>Awareness of similarities and                                                                                                                                | Students explore the different facets of the education system in                                                        | The ability to understand and produce a foreign language allows                                               |



|                 |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                           |                                                                                                                                     |                                                                                                                                                                                                                                           |    |                                                                                                                        |                                                                                                                                                                                                                            |                                                                                                                                                                                    |                                                                                                                                                                                                                               |                                                                                                                                                                                             |
|-----------------|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                 |                                               | <p>and dislikes<br/>-giving opinions &amp; justifications<br/>-asking questions</p> <p><b>Describing your timetable</b><br/>-revision of numbers and telling the time<br/>-giving opinions</p> <p><b>Activities you do at school/ breaktime</b><br/>-introduction to present tense verbs</p> <p><b>School uniform</b><br/>-revising colours and agreement<br/>-advantages and disadvantages<br/>-description of ideal uniform</p> | <p>numbers<br/>-present tense<br/>- er verbs<br/>-adjectival agreement<br/>-je voudrais + infinitive *</p> <p><b>Exam skills</b><br/>-writing without support - 50 words<br/>-listening and reading for detail<br/>- extending answers in general conversation questions about school</p> | <p>school rules, no uniform, timings of the school day and curriculum</p>                                                           | <p>than just j'aime</p> <p>-misconceptions in English about telling the time</p> <p>-verb endings/ manipulation</p> <p>-understanding of time frames and correct grammatical term</p>                                                     |    | <p>Writing skill development feeds into GCSE language skills</p>                                                       | <p>vocabulary - imperfect / conditional</p> <p>-Si j'étais principal, on porterait...</p>                                                                                                                                  | <p>differences between different cultures</p> <p><b>Cultural</b><br/>Comparing UK schools to French schools and exploring the key differences</p>                                  | <p>France and give their viewpoints with justifications eg. no school uniform, mixed ability classes and 8 week holidays</p>                                                                                                  | <p>access to a variety of jobs and opportunities</p> <p>In this unit of work, students will encounter careers in teaching</p>                                                               |
| Summer HT 5 + 6 | <p><b>Mes passe-temps</b><br/>My freetime</p> | <p><b>New technologies</b><br/>-saying how you use laptops and phones<br/>-expressing opinions about new technologies</p> <p><b>Describing sporting likes and dislikes</b><br/>- saying what you play and what you do<br/>-what you don't do and why</p>                                                                                                                                                                          | <p><b>Grammar</b><br/>-full form of regular verbs<br/>-frequency and time phrases<br/>-jouer vs faire<br/>- infinitive constructions<br/>- introduction to the verb aller<br/>- formation of the near future tense<br/>-conditional tense <i>je voudrais + infinitive</i></p>             | <p>Students will encounter further grammatical terms which can be compared with their own language and help make cohesive links</p> | <p>-pronunciation of cognates</p> <p>-translating I play = I am playing</p> <p>-position of adverbs</p> <p>-Je joue <u>sport</u> - omitting au</p> <p>-confusion with je joue / infinitive</p> <p>-not understanding that je vais = I</p> | NA | <p>Grammatical content and Listening/ Reading/ Speaking/ Writing skill development feeds into GCSE language skills</p> | <p>-extension of new technologies to discuss advantages and disadvantages of phones / internet</p> <p>-introduction of the simple future tense to higher ability groups</p> <p>-90 word task completion - GCSE overlap</p> | <p><b>Mutual respect</b><br/>Awareness of similarities and differences between different cultures</p> <p><b>Cultural</b><br/>Developing an understanding of sporting events in</p> | <p>Students consider teenage life from a French point of view - looking at sports and popularity as well as encountering cultural elements of French life e.g. sporting events such as the World cup / euros / Le tour de</p> | <p>The ability to understand and produce a foreign language allows access to a variety of jobs and opportunities</p> <p>In this unit of work, students will encounter careers in sports</p> |



|                                 |                                                                                                      |                                                                                                                                                                                                                                                                                   |                                                                                                                                                      |                                                                                                                                                                                                                                                                                 |                                                                            |    |                                                                                                                                                                 |                                                                                                              |                                                                                                                                                                 |                                                                                                                                                                                                                                               |                                                                                                                                                                                           |
|---------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 |                                                                                                      | <b>Describing what you do in your spare time</b><br>-saying what you like to do<br>-giving and justifying opinions<br><br><b>Future activities</b><br>-talking about what you are going to do vs what you would like to do<br>-describing future holiday plans<br>-extreme sports | <b>Exam Skills</b><br>-developing reading skills<br>- applying grammatical knowledge to new contexts<br>-90 word big write -<br>upskilling / 50 word |                                                                                                                                                                                                                                                                                 | go OR I am going                                                           |    |                                                                                                                                                                 | question - without support                                                                                   | French speaking countries                                                                                                                                       | France                                                                                                                                                                                                                                        |                                                                                                                                                                                           |
| Summer HT 6 (where time allows) | <b>Cultural exposure</b><br>- depending on time constraints and appropriateness for specific classes | <b>Mini Cultural Awareness Project:</b><br><br><b>a) La Coupe du Monde / Le tour de France</b><br><br><b>b) Film study: Le petit Nicolas / Boule et Bill / Demain tout commence</b><br><br><b>c) Introduction to an appropriate French comic book / simple literary text</b>      | -independent investigative skills<br>- applying grammatical knowledge to new contexts<br>-organisation, group work and team management               | This element of the year 7 course embodies our subject driver<br>- students encounter an element of French culture<br><br>Students will also be required to be resilient and courageous when dealing with work which involves many new items of vocabulary and keep persevering | Grammatical elements encountered over the course of the year as seen above | NA | Cultural awareness is vital in KS4 and KS5<br><br>Reference to festivals / literature / films have previously appeared in KS4 listening and reading examination | The subject content in the mini projects will throw up challenges in terms of language and information given | <b>Mutual respect</b><br>Awareness of similarities and differences between different cultures<br><br><b>Spiritual</b><br>Developing curiosity of other cultures | Students have the opportunity to watch a film with subtitles and analyse texts written in French - which will be a new experience for most<br><br>The content of this mini unit provides an insight into cultural elements of France / French | The ability to understand and produce a foreign language allows access to a variety of jobs and opportunities<br><br>In this unit of work, students will encounter careers in translation |

