

Long Term Plan Year 7 French

Subject driver: To learn a language is to have one more window from which to look at the world - Chinese Proverb

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 the automation process 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/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver	Anticipated misconceptions	Links to previou s KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
Autumn Term 1 & 2	Moi et ma famille - basic skills developm ent	French sounds (running throughout the year) Giving and understanding personal information - Greetings and introductions - age, months and birthdays -describing basic likes and dislikes Cultural introduction - famous French people	Grammar -Asking and answering questions - use of avoir / être - gender - un /une - position of adjectives -agreement of adjectives in singular/ plural forms -use of intensifiers - possessive adjectives - expanding avoir /être	Students are encouraged to look at the similarities and difference between their own language structures and the sounds and systems of French Cultural facts will be dropped into the lessons to broaden	-pronunciation of cognates and applying the sounds to the spellings -J'ai + age - concept of "i have vs I am 11 -number formation -concept of gender applying to the noun -Gender and possessive adjectives	NA	Grammatical content and Listening/ Reading/ Speaking/ Writing skill development feeds into GCSE language skills	-exposure to the full paradigm of avoir / être -Extension to irregular adjectives - detailed rule instructions -plural forms of verbs / adjectives -greater variety of intensifiers and early introduction to	Mutual respect Awareness of similarities and differences between different cultures	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 countries They will be introduced to	The ability to understand and produce a foreign language allows access to a variety of jobs and opportunities

		Introducing likes and dislikes to give opinions -introduction to high frequency opinion verbs Describing yourself and your family -physical description - hair / eyes -describing size and personality -talking about other people	cognates Exam skills - recognising cognates -Answering simple conversation questions	student knowledge of France and French speaking countries	-confusion between pronoun and verb forms			stylistic phrases and ICSE connectives		some famous French people to learn about their impact on French society as well as apply their newly learnt linguistic ability	
Autumn 2	Noël en France - Christmas in France	Cultural awareness: Celebrating Christmas / Festivities in France Pour Noel je voudrais un/ une + colour	Information about traditions, - meals, dates/ timings, Fr Christmas, Santons, St Nicolas, food and drink	Students will encounter differences in traditions celebrated in France / Canada	-when French people open presents - food and drink - 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 Independent fact finding	Mutual respect Awareness of similarities and differences between different cultures	Students encounter different traditions and learn about the reason	The ability to understand and produce a foreign language allows access to a variety of jobs and opportunities
Spring term 3 + 4	Mon collège - My school	The French school system School subjects -expressing like and dislikes -giving opinions & justifications Asking questions Describing your timetable -revision of numbers and telling the time O Clock / 15 and 30 ONLY to most	Grammar -Consolidate opinion verbs & introduce connectives -ordinal numbers -present tense - er verbs -adjectival agreement -Je voudrais + infinitive * Exam skills -Writing without support - 40	Students consider the experiences of French teenagers at school with school rules, no uniform, timings of the school day and curriculum	-pronunciation of cognates -tu aimes j'aime used in a sentence rather than just j'aime -misconceptions in English about telling the time -verb endings/ manipulation -understanding of time frames and	NA	Grammatical content and Listening/ Reading/ Speaking/ Writing skill development feeds into GCSE language skills	-full paradigm of -er verbs -introduction of different tenses as vocabulary - imperfect / conditional -Si j'étais principal, on porterait...	Mutual respect Awareness of similarities and differences between different cultures	Students explore the different facets of the education system in France and give their viewpoints with justifications eg. no school uniform, mixed ability classes and 8 week holidays	The ability to understand and produce a foreign language allows access to a variety of jobs and opportunities In this unit of work, students will encounter careers in teaching

		<p>groups -giving opinions</p> <p>Activities you do at school/ breaktime -introduction to present tense verbs</p> <p>School uniform -revising colours and agreement -advantages and disadvantages variety of adjectives to express opinions -description of ideal uniform</p>	<p>words -listening and reading for detail - Extending answers in general conversation questions about school</p>		correct grammatical term						
Summer term 5 + 6	Mes passe-temps My freetime	<p>New technologies -saying how you use laptops and phones -expressing opinions about new technologies</p> <p>Describing sporting likes and dislikes - saying what you play and what you do -what you don't do and why</p> <p>Describing what you do in your spare time -saying what you like to do -giving and justifying opinions</p>	<p>Grammar full form of regular verbs -frequency and time -jouer vs faire - infinitive constructions - introduction to the verb aller - formation of the near future tense -conditional tense <i>je voudrais</i> + infinitive</p> <p>Exam Skills -Developing reading skills - Applying grammatical</p>	Students will encounter further grammatical terms which can be compared with their own language and help make cohesive links	<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 go OR I am going and that an infinitive - to...</p>	NA	Grammatical content and Listening/ Reading/ Speaking/ Writing skill development feeds into GCSE language skills	<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 - open book for most GCSE overlap question - without support</p>	Mutual respect Awareness of similarities and differences between different cultures	Students consider teenage life from a French point of view - looking at sports and popularity as well as encountering cultural elements of French life eg. a film / cartoon book /sporting event involving the French team eg World cup / euros / Le tour de France or a The French revolution	The ability to understand and produce a foreign language allows access to a variety of jobs and opportunities

		Future activities -Talking about what you are going to do vs what you would like to -describing future holiday plans -extreme sports	knowledge to new contexts -90 word big write - upskilling / 40 word								
Summer term 5	Cultural exposure - depending on time constraints and appropriateness for specific classes - select 1 - 3	Mini Project: cultural awareness: a) The French Revolution / le 14 juillet b) La Coupe du Monde / Le tour de France / Les jeux Olympiques c) Film review: Le petit Nicolas / Boule et Bill d) Introduction to an appropriate French comic book / simple literary text e) Spotlight on la Francophonie f) art project	-Independent investigative skills - applying grammatical knowledge to new contexts - organisation, group work and team management	This element of the year 7 course embodies our subject driver - students encounter an element of French 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 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	Mutual respect Awareness of similarities and differences between different 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 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