



Year 7						
Subject intent	We welcome and celebrate cultural and linguistic differences within our school community. Language is the grammar of lived and living social relationships. When studying a modern foreign language, our students are encouraged to appreciate different cultures and ways of life, and to deepen their understanding of the world. It promotes mutual respect, reflection and resilience, and equips our students with the skills to be confident global citizens. In addition, by supporting students in gaining a qualification in a Modern Foreign Language, we are building their communication and literacy skills and preparing them for a globalised world of work.					
Subject Implementation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Context -Describing a thing or person -Saying what people have -Describing things -Distinguishing between having and being -Talking about a thing or person -Talking about doing and making things Grammar -Essential verbs (1st, 2nd, 3rd persons singular) To be, being - ÊTRE (c'est) To have, having - AVOIR To do, doing – FAIRE -Adjective agreement (as complement to verb)	Context -Saying what people do -Saying what we do -Saying what others do (they) -Saying 'you' (singular and plural) Grammar -Using FAIRE to mean 'go' -ER verbs (used with simple present and present continuous meaning) (1st, 2nd, 3rd persons	Context -Saying how many there are, numbers -Describing people (family) -Saying what people have -Saying what people do (sports) Grammar -Il y a -Plural indefinite article 'des' -Plural adjective agreement -Essential verbs (1st, 2nd, 3rd persons plural)	Context -Saying where people go (places) -Saying where people go (countries) -Asking questions -Using question words -Talking about yourself, to and about someone else Grammar -Essential verbs (1st, 2nd, 3rd persons singular) To go, going – ALLER -à – (au / à la / à l' / aux) meaning 'to' -Intonation questions with question words	Context -Asking questions -Using question words -Saying people do not do something -Describing things and people Grammar -Subject-verb inversion questions (single and two-verb structures)	Context -Asking questions -Expressing future intentions -Saying what you want to, can and must do -Saying what you don't want to, can't and don't have to do -Saying what you know how to do Grammar ALLER + infinitive (future intention) -Modal verbs - VOULOIR, POUVOIR and DEVOIR -Modal verbs in the negative



	<ul style="list-style-type: none"> -Indefinite, singular articles and gender -Definite articles (le, la, l', les) -Regular plural nouns (-s) -Yes/no questions with raised intonation -Feminisation of job titles (-e) -Subject pronouns il/elle meaning 'it' <p>Vocabulary</p> <ul style="list-style-type: none"> -Learning what it means to know a word from recognition, to pronouncing, spelling and using the word in a sentence. -High-frequency vocabulary relevant to given context. -Mixed word class vocabulary sets (average 10 words per week) on QUIZLET for each week of the Y7 course. 	<ul style="list-style-type: none"> singular, 1st and 3rd persons plural) -Preposition à with certain verbs meaning at /to -Intonation questions -Two-verb structures with aimer <p>Vocabulary</p> <ul style="list-style-type: none"> -Consolidation and extension of vocabulary relevant to the given contexts. -Developing a verb lexicon (-ER regular verbs) -Deepening vocabulary knowledge through work with a challenging text. 	<ul style="list-style-type: none"> To be, being – ÊTRE To have, having – AVOIR To do, doing – FAIRE -Possessive adjectives (mon, ma, mes, ton, ta, tes) <p>Vocabulary</p> <ul style="list-style-type: none"> -Revisiting essential verbs in new contexts (ÊTRE, AVOIR, FAIRE) -Plural nouns and adjectives 	<ul style="list-style-type: none"> -Essential verbs (1st, 2nd, 3rd persons plural) To go, going – ALLER -à - meaning 'to' and 'in' with towns and cities -en - meaning 'to' and 'in' with countries (f) -chez -Present tense (-ER verbs) <p>Vocabulary</p> <ul style="list-style-type: none"> -Revisiting essential verbs in new contexts (ALLER) -Question words -Developing the verb lexicon (-ER verbs) -Deepening vocabulary and grammar knowledge through work with a challenging text. 	<ul style="list-style-type: none"> -Subject-verb inversion questions with question words (single-verb structures) -Ne...pas negation with single-verb structures -Ne...pas de negation with nouns -Adjectives in front of the noun -Essential irregular – RE/-IR verbs (1st, 2nd, 3rd persons singular) – PRENDRE, APPRENDRE, DIRE, SORTIR, VENIR, DORMIR <p>Vocabulary</p> <ul style="list-style-type: none"> Revisiting essential verbs in new contexts (ALLER) Question words 	<ul style="list-style-type: none"> -Subject-verb inversion questions with question words (two-verb structures) -To know (how to) - SAVOIR + infinitive -Essential irregular – RE/-IR verbs (1st, 2nd, 3rd persons singular) – PARTIR <p>Vocabulary</p> <ul style="list-style-type: none"> -Developing a verb lexicon -Developing the use of modal verbs, including with negation -Deepening vocabulary and grammar knowledge through work with a challenging text. -Semantic complexities addressed through deliberate practice (savoir vs pouvoir)
Skills	-Finding ways to remember new vocabulary	-Be able to identify specific words in	- Have an understanding of	-Starting to develop classroom language	-Develop classroom language	-Constructing sentences in French



	-Be able to ask and recognise questions -Have an understanding of masculine/feminine nouns and adjectives -Be able to distinguish between having and being	Listening tasks -Build confidence when expressing yourself	adjectives in the plural form -Numeracy in the target language	-Recognise and answer several questions	-Understand longer passages from one topic with some repetition	more confidently -Improve Listening skills -Understanding how to form the negation
Subject Impact	-Become used to hearing and pronouncing words and short sentences -Awareness of another country	-Become increasingly used to hearing and pronouncing words and short sentences -A deeper understanding of a different culture	-Start to make more detailed sentences -Being able to communicate about themselves, family and friends, selecting and classifying a range of adjectives and pronouns.	-Being able to communicate about where they and other people go using a range of vocabulary.	-Be able to use essential verbs in new contexts -Demonstrate skills in reading/listening, translation and grammar.	-Be able to use negatives -Being able to communicate about future activities, and experimenting with the near Future tense.
Assessment	Vocabulary testing Translation Listening Speaking (Role-play)	Vocabulary testing Phonics, Listening, Reading, Writing, Grammar	Vocabulary testing Speaking (Photo-card) Listening Translation	Vocabulary testing Reading Grammar Extended writing	Vocabulary testing Listening Translation Speaking (General conversation)	End of year exam