

Curriculum Map (MFL) – French (Year 7)

Subject: French

Year 7

The curriculum map below demonstrates where our planned curriculum introduces, revisits, develops and expands on the following areas (informed by National Curriculum for KS3 MFL):

- 1) Language Production (Speaking, Writing, Translation);
- 2) Deepening vocabulary;
- 3) Deepening grammatical structures.
- 4) Tenses (identifying and using);
- 5) Expression and justification of opinions;
- 6) Use of authentic sources and expanding understanding of culture(s);

For each key topic, the number in brackets indicates the corresponding GCSE Topic Area.

The Year 7 French course is based on the textbook “Allez 1”. Each chapter introduces vocabulary and structures for the Year 7 topics (identity, introducing yourself, describing yourself and others, friends, family, countries, nationalities and languages, school, animals and describing your neighbourhood). We also introduce the present tense and some past tense forms.

By the end of the year, all students will be able to infer language from listening and reading extracts and be able to give simple and some developed responses to questions in general conversation and in writing in relation to Year 7 set topics.

Specific end points (learning outcomes) for each key topic can be found at the end of this document.

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	Language Production	Vocabulary	Grammar / Structures	Tenses	Opinions	Cultural Understanding
<p>Term 1</p> <p>Greetings and self-introduction (1)</p>	<p>Asking and answering questions – basic information</p> <p>Pronunciation and intonation (phonics, French sounds)</p> <p>Writing with correct spelling</p>	<p>Greetings</p> <p>Classroom instructions</p> <p>Numbers and dates</p> <p>Age and birthdays</p>	<p>Awareness of gender, articles un / une / des</p> <p>Basic sentence structure</p> <p>Idiomatic age structure : j'ai + age + ans</p> <p>Connectives: et, aussi</p>	<p>Present tense – 1st person</p>	<p>Saying how you are</p> <p>Using classroom phrases/ questions in French</p>	<p>Culture: French greetings, la bise</p>
<p>Term 2</p> <p>Physical description (1)</p> <p>Countries, nationalities and languages (1, 2, 5)</p> <p>Francophonie (5)</p>	<p>Asking and answering questions – more question words</p> <p>Writing short sentences</p> <p>Developing vocab learning methods – how to learn large number of new words for effective retrieval</p> <p>Creative translation of a poem – LEAP programme</p>	<p>Adjectives (hair and eyes) and basic intensifiers</p> <p>Countries, nationalities, continents</p>	<p>Adjectival agreement and awareness of plural</p> <p>Auxiliary: avoir</p> <p>Structure for hair & eyes description</p> <p>Introduction of masculine/feminine nouns and adjectives</p> <p>Articles le, la, l', les <i>Prepositions + countries : en / au / aux</i></p>	<p>Present tense – all forms of avoir and être</p> <p>1st and 3rd person of Habiter and S'appeler</p>	<p>Give a detailed description of their own / someone else's hair and eyes</p>	<p>Culture: French-speaking countries</p> <p>Learning about Christmas traditions in the French-speaking world.</p> <p>Authentic text: Robert Desnos poem as part of LEAP programme (Anthea Bell translation prize)</p>

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Term 3 Personality (1) Family (1) Friends (1)	Writing longer and extended sentences, short paragraph	Adjectives (personality) and more intensifiers Family members Best friends	More adjectival agreements Higher structure quelqu'un de + masculine Negative structures More connectives – mais, cependant Direct object pronouns le, la, les Depuis + present tense	Present tense focus on 3 rd , 4 th and 6 th person for avoir, être and s'appeler Imperfect tense: être in the first person	Explaining/justifying how long you have known someone	Cultural New Year/ Epiphany Activities Anthea Bell Translation Authentic song: Les copains d'abord by Georges Brassens
Term 4 School subjects (3)	Asking and answering questions about school Asking for and giving opinions Translation using correct word order	School subjects Opinions Adjectives to describe school subjects	More negative structures, ce n'est pas More connectives Comparisons Introduction to present tense regular ER endings	Present tense – increased range of verbs including irregular Present tense - ER verbs: all forms	Expressing opinion about school subjects using j'aime, je déteste, etc Justifying opinions using <i>parce que / car</i>	Culture: French schools and subject studied

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Term 5 Speaking Examination and Revision	Conducting of speaking examinations Writing a text – approx. 60-70 words	Revision of all above	Revision of all above	Revision of all above	Revision of all above	Authentic text : le camion-école to practise reading
Term 6 School (3) Houses and surroundings (2) Free time activities (1) Animals/Pets (1)	Creative writing tasks – approx. 50 words Translations of paragraphs	School year groups Different types of houses Free time activities Pets, farm animals and wild animals Colours	Preposition à Other prepositions: dans, en Present tense IR and RE verbs Irregular verbs: Aller and Faire Colour agreements, irregular agreements	Present tense – all regular verb patterns (ER, IR, RE) Present tense: more irregular verbs (Aller and Faire) Introduction to the conditional (je voudrais) and the perfect tense (j'ai visité)	Favourite animals and reasons why using adjectives	Culture: French schools, exams Distance measuring units – kilometres

The following end points for each topic area have been adapted from the learning outcomes at the top of each unit of the course book (*Allez 1*). Any learning outcomes that have been added to the course using extra materials is **bold and underlined**, any that have been omitted from the course or not given an explicit focus are ~~crossed out~~.

End Points (by end of Term 2)

I can...

- Introduce yourself, say where you live, your nationality and what languages you speak
- Say that you live *in* a place
- use *le/la/l'/les*
- **use present tense of être**
- ▶ Answer questions **about yourself (self-introduction)**
- ▶ **Phonics and sound-symbol correspondence: /en/+/an/, /gn/, /qu/, /ç/, /ai/, /oi/, /u/, /ou/, /ui/, silent letters.**

- Learn numbers and the months of the year
- Learn how to say dates **and how to say when your birthday is**
- ▶ use strategies to learn new words, **introducing VESPA methods**
- ▶ **Phonics and sound-symbol correspondence: /un/ + /in/, /eu/, /on/, /ei/, silent letters.**

- describe your appearance and that of another person
- use present tense of *avoir*
- apply adjectives
- ▶ ~~use sound strategies to memorise new words~~
- ▶ **Phonics and sound-symbol correspondence: /au/, /é/, silent letters**

- ~~name and describe your favourite object~~
- use *un/une/des*
- ~~recognise and use *c'est, il est, c'est quoi?*~~
- ▶ ask questions using correct intonation

- name some French-speaking parts of the world
- use prepositions with countries
- ▶ recognise and apply French sound patterns **using sound-symbol correspondence – revisit all of above**
- ▶ **reading aloud**

Greater depth:

- ▼ **research and develop knowledge about some French-speaking countries**
- ▼ **use *avoir* and *être* in all 6 forms of the present tense**
- ▼ **translate a poem creatively**
- ▼ **Research Christmas traditions in France**

End points (by end of Term 4)

I can...

- describe your personality
- use adjectives and *être* (present tense) **+ intensifiers**
- **use negative sentences**
 - ▶ use memorisation strategies
 - ▶ use high-frequency structures to express thanks
 - ▶ **Phonics and sound-symbol correspondence: /ill/, /able/, /è/, silent letters.**

- describe and discuss your family
- use possessive adjectives *mon/ma/mes* and *ton/ta/tes*
- ▶ show empathy in conversations and demonstrate good listening

- Discuss the school subjects you do/don't like and why
- use high frequency connectives to extend sentences
 - ▶ recognise and use transferable language

- talk about your friends and how long you have known them
- use **direct object** pronouns (*le, la* and *les*)
- **Use depuis**
 - ▶ use connectives *et* and *mais* to develop conversation

- talk in detail about your family and home
- use a wider range of adjectives
- recognise past tenses
- ▶ use connectives
- ▶ use formal and informal language to express agreement/disagreement

- ▼ use *plus/moins* + adjective to compare subjects
- ▼ use different opinion starters
- ▼ use the imperfect tense *j'étais* to describe changes in your personality

End points (by end of Term 6)

I can...

- describe school and where you live
- talk about different places to live
- use *j'* with verbs beginning with vowels
- ▶ identify and avoid false friends
- ▶ convert miles to kilometres

- recognise personal items
- identify activities at the youth club
- use the present tense **with ER, IR and RE verbs**
- ▶ use connectives to extend sentences
- ▶ interpret longer texts

- describe animals and colours
- practise colour agreement
- use *avoir, je voudrais, j'avais*
- ▶ use statistics
- ▶ ~~apply tenses~~

- describe wild animals
- recognise and use the past tense **verbs *j'ai visité* and *j'ai vu***
- use adjectives to describe wild animals
- ▶ use a dictionary
- ▶ use writing strategies to structure a paragraph

- recognise farm animals and sounds
- describe favourite animals
- practise using plurals and adjectives
- recognise present tense of *être*
- ▶ practise pronunciation **using knowledge of sound-spelling correspondence**
- ▶ justify opinions
- ▶ talk about others

- ▼ use regular verbs in the present tense in all 6 persons
- ▼ compare two details using the comparative form of adjectives