**Disciplinary Knowledge in French**

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|  | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** |
| Teacher outline**Overview** | *To be able to learn, recognise and use key vocabulary and structure relating to:**AUTUMN 1+ 2**The introductory topic in Year 7. This will include learning how to introduce oneself and talk about how one is feeling.**SPRING 1+ 2**Classroom instructions and classroom language, how to describe the contents of a school bag.**How to describe a timetable and subject likes and dislikes and why.**How to describe a school uniform and give opinions on teachers.**SUMMER 1+ 2**Home and local area. Say where one lives, describe types of house and rooms, including describing a bedroom in detail, stating where furniture is located and chores.* | *To be able to learn, recognise and use key vocabulary and structure relating to:**AUTUMN 1+ 2**Introduction to places of interest, giving directions, describing the weather, and stating what one likes to do at home and in town.**SPRING 1+ 2**Food and drink items, what one eats during the day.**How to say what one will eat and drink this weekend.**How to describe heathy lifestyles and discuss pains and illnesses.**SUMMER 1+ 2**An introduction to hobbies and passtimes including musical instruments and genres of TV shows and films.**How to describe the technology we have, when and how we use it.* | *To be able to learn, recognise and use key vocabulary and structure relating to:**AUTUMN 1+ 2**Introduction to family members, physical descriptions, and relationships with family members.**Giving pros and cons of marriage**Describing the technology we use, what we do online with pros and cons of social networks.**SPRING 1+ 2**Genres of TV, film and music. Musical instruments.**Quantities of food and drink, meal preferences and reasons.**Describing sports and hobbies one does and plays with opinions.**An introduction to different celebrations across the world and describing Christmas in detail.**SUMMER 1**An introduction to the monuments of Paris.**Saying what one can do and see in Paris.**Buying tickets and making reservations.**Describing a recent visit to Paris**SUMMER 2**Describing my ideal future partner**An introduction to GCSE style questions from the reading, writing, listening and speaking exam**Comparing oneself now to when one was younger* | *To be able to learn, recognise and use key vocabulary and structure relating to:**AUTUMN 1+ 2**Home and local area. Say where one lives, describe types of house and rooms, including describing a bedroom in detail, stating where furniture is located and chores.**Describe different houses in France and one’s ideal house.**Local amenities in one’s area. Pros and cons of where one lives, and would like to live in the future.**SPRING 1+ 2**How to talk about different charities and the type of charity work one does.**Describing one’s diet and how it has changed over time.**Identifying environmental issues and concerns both locally and globally.* *Social concerns including poverty, homelessness and unemployment.**SUMMER 1+2**How to describe one’s holiday, including destination, method of transport and type of holiday.**Stating holiday activities when the weather is good / bad, making a reservation and different types of accommodation.**Describing a recent holiday and associated problems during one’s stay* | *To be able to learn, recognise and use key vocabulary and structure relating to:**AUTUMN 1**Describing one’s school and stating likes and dislikes of school subjects.**Describing teachers, timetable, uniform and school rules, stating advantages and disadvantages of school.**AUTUMN 2+SPRING 1**Discussing future plans and the school system in France.**Identifying one’s strengths and weaknesses.**Jobs, careers, and work experience.**Pros and cons of different jobs and careers**SPRING 2**Revision of GCSE themes 1-3**Practise of 40, 90 and 150 word writing question**How to tackle photo card, role play and translation questions**Exam technique to support with preparation towards GCSE exams (listening, reading, writing and speaking)* |
| **Vocabulary****V** | *AUTUMN 1+ 2**Basic classroom commands (greetings, questions, spellings)**Talking about oneself (name, age, date, months, nationality, town/city, pets and family)**SPRING 1+ 2**School subjects, opinions, likes and dislikes.**Numbers and vocabulary needed to tell the time.**Articles of clothing (particularly school uniform) and colours**SUMMER 1+ 2**Type of accommodation, rooms in the house and furniture**Adjective to describe furniture**Phrases to say which chores you do* | *AUTUMN 1+ 2**Places of interest and buildings in a town, with adjectives to describe them.**Specific words for directions.**Vocabulary to describe weather.**Spellings needed to use the verbs aller and faire**SPRING 1+ 2**Vocabulary of food and drink items and meals.**Words and adjectives to describe being healthy and unhealthy**Parts of the body with pains and illnesses.**SUMMER 1+ 2**Vocab for sports, hobbies, musical instruments, TV and film genres.**Types of technology with adjectives.**Vocab for adverbs of frequency.*  | *AUTUMN 1+ 2**Family members, adjectives and vocabulary needed to give physical descriptions.**Vocab to give pros and cons of marriage.**Key words needed to describe technology and pros / cons of social networks**SPRING 1+ 2**Vocabulary of TV, film and music genres and musical instruments**Sports and hobbies, with times and locations**Vocabulary for different festivals especially Christmas and Christmas presents**SUMMER 1**Monuments and places of interest in Paris**Specific vocab needed for making reservations and buying train tickets**SUMMER 2**Vocab needed when describing a photo, completing a role play and extended writing task**Question words* | *AUTUMN 1+ 2**Type of accommodation, rooms in the house and furniture**Adjectives to describe furniture**Phrases to say which chores you do**Places of interest in one’s town and vocabulary needed to suggest advantages and disadvantages of where one lives**SPRING 1+ 2**Specific vocab for different types of charities and charity work one does**Food and drink items**Vocabulary describing global and local problems**SUMMER 1+ 2**Countries and modes of transport**Weather, holiday activities and vocab used to describe problems encountered on holiday* | *AUTUMN 1**School subjects and opinions, school description and key adjectives**Vocab used to describe daily routine, the school timetable, rules, teachers and uniform.**AUTUMN 2+SPRING 1**Jobs and careers**Vocabulary used to describe strengths and weaknesses**SPRING 2**Key vocabulary necessary to respond to a photo card / role play task**Specific vocab for all 12 units from themes 1-3**Sentence starters, linking words, opinions, intensifiers**The necessary vocabulary required to write in at least 3 different time frames.* |
| ***Grammar*****G** | *AUTUMN 1 – SUMMER 2**Present tense –* ***avoir / être / s’appeler****Asking for permission using modal verbs –* ***pouvoir, vouloir****How to use question words**Indefinite / definite articles**Plurals**How the first and thirds person singular and third person plural of regular (ER) verbs are conjugates.**Possessive adjectives* *Adjectival agreement**Word order – placement of adjectives in a sentence.**Gender of school subjects**Expressing opinions**Using* ***il y a*** *and* ***vous trouverez****Present tense of*  ***habiter*** *Prepositions**Present tense of* ***faire*** *(first and third person singular)* | *AUTUMN 1 – SUMMER 2**Present tense –* ***aller / faire*** *Definite / indefinite articles**Adjectival agreement**Using je vais + au, à la, à l’ , aux**Using the imperative (vous form) for directions**Using likes / dislikes + infinitive**Using quand + weather + activities**Introduction to near future (****aller*** *+ infinitive)**Using j’ai mal + au, à la, à l’,, aux*  | *AUTUMN 1 – SUMMER 2**Present tense –* ***avoir / être / s’appeler / s’etendre / se disputer / ER, IR and RE*** *verbs**Adjectives, placement in a sentence and adjectival agreement**Using ne + pas to make verbs negative****Jouer à*** *and* ***jouer de****Using the past tense with* ***avoir*** *using regular ER,IR,RE verbs**Introduction to the past tense with* ***être*** *and making past participles agree in gender and number**Using* ***pouvoir*** *and* ***vouloir*** *to say what you can do / want to do in Paris**Introduction to the conditional and imperfect tenses.* | *AUTUMN 1 – SUMMER 2**Negative phrases followed by de**Partitive article**Conditional tense of regular and irregular verbs**Prepositions and possessive pronouns**The imperfect tense of* ***être / avoir / faire****Using si + present tense**Depuis + present tense**Après avoir / être + past participle* | *AUTUMN 1**Opinions + reasons / justifications**Reflexive verbs in the present tense**Revision of ER,IR and RE verbs in the present tense**Revision of modal verbs vouloir / devoir + falloir**Revision of the conditional tense**AUTUMN 2+SPRING 1**Si clauses + present tense**Quand + future tense**Devenir / être + profession**SPRING 2**Revision of past, present and future tenses**Revision of conditional and imperfect tenses**Revision of adjectives and agreements**Revision of specific constructions including après avoir + past participle and sentences with 2 tenses.* |
| **Phonics****P**  | *AUTUMN 1 – SUMMER 2* a â é, er, ai, ez dé, ê, et, e, ai, ei, e i,î, o, ô, au, eau o eu, œu (oeu) eu, œu ou u, û i, ll, y ou, o u luian, am, en, em in, im, ym, ein, ain on, om un, um un, b, bb d f, ph g, guc, k, qu l, ll m, mmn, nnp, ppr, rrs, ss, c, çt, tt v s, zch, shj, ggn*silent h**hard and soft c and g**no pronunciation of some consonants at the end of words* | *AUTUMN 1 – SUMMER 2* a â é, er, ai, ez dé, ê, et, e, ai, ei, e i,î, o, ô, au, eau o eu, œu (oeu) eu, œu ou u, û i, ll, y ou, o u luian, am, en, em in, im, ym, ein, ain on, om un, um un, b, bb d f, ph g, guc, k, qu l, ll m, mmn, nnp, ppr, rrs, ss, c, çt, tt v s, zch, shj, ggn*silent h**hard and soft c and g**no pronunciation of some consonants at the end of words* | *AUTUMN 1 – SUMMER 2* a â é, er, ai, ez dé, ê, et, e, ai, ei, e i,î, o, ô, au, eau o eu, œu (oeu) eu, œu ou u, û i, ll, y ou, o u luian, am, en, em in, im, ym, ein, ain on, om un, um un, b, bb d f, ph g, guc, k, qu l, ll m, mmn, nnp, ppr, rrs, ss, c, çt, tt v s, zch, shj, ggn*silent h**hard and soft c and g**no pronunciation of some consonants at the end of words* | *AUTUMN 1 – SUMMER 2* a â é, er, ai, ez dé, ê, et, e, ai, ei, e i,î, o, ô, au, eau o eu, œu (oeu) eu, œu ou u, û i, ll, y ou, o u luian, am, en, em in, im, ym, ein, ain on, om un, um un, b, bb d f, ph g, guc, k, qu l, ll m, mmn, nnp, ppr, rrs, ss, c, çt, tt v s, zch, shj, ggn*silent h**hard and soft c and g**no pronunciation of some consonants at the end of words* | *AUTUMN 1 – SUMMER 2* a â é, er, ai, ez dé, ê, et, e, ai, ei, e i,î, o, ô, au, eau o eu, œu (oeu) eu, œu ou u, û i, ll, y ou, o u luian, am, en, em in, im, ym, ein, ain on, om un, um un, b, bb d f, ph g, guc, k, qu l, ll m, mmn, nnp, ppr, rrs, ss, c, çt, tt v s, zch, shj, ggn*silent h**hard and soft c and g**no pronunciation of some consonants at the end of words* |