**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 lui  an, am, en, em  in, im, ym, ein, ain  on, om  un, um un,  b, bb  d  f, ph  g, gu  c, k, qu  l, ll  m, mm  n, nn  p, pp  r, rr  s, ss, c, ç  t, tt  v  s, z  ch, sh  j, g  gn  *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 lui  an, am, en, em  in, im, ym, ein, ain  on, om  un, um un,  b, bb  d  f, ph  g, gu  c, k, qu  l, ll  m, mm  n, nn  p, pp  r, rr  s, ss, c, ç  t, tt  v  s, z  ch, sh  j, g  gn  *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 lui  an, am, en, em  in, im, ym, ein, ain  on, om  un, um un,  b, bb  d  f, ph  g, gu  c, k, qu  l, ll  m, mm  n, nn  p, pp  r, rr  s, ss, c, ç  t, tt  v  s, z  ch, sh  j, g  gn  *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 lui  an, am, en, em  in, im, ym, ein, ain  on, om  un, um un,  b, bb  d  f, ph  g, gu  c, k, qu  l, ll  m, mm  n, nn  p, pp  r, rr  s, ss, c, ç  t, tt  v  s, z  ch, sh  j, g  gn  *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 lui  an, am, en, em  in, im, ym, ein, ain  on, om  un, um un,  b, bb  d  f, ph  g, gu  c, k, qu  l, ll  m, mm  n, nn  p, pp  r, rr  s, ss, c, ç  t, tt  v  s, z  ch, sh  j, g  gn  *silent h*  *hard and soft c and g*  *no pronunciation of some consonants at the end of words* |