

|          |                            | Year 7                                                                                                                                                                                                                                                                                                                                                | Year 8                                                                                                                                                                                                                                                                                                                                         | Year 9                                                                                                                                                                                                                                                                                                                                                                                                              |
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|          |                            | All about me.                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Autumn 1 | <b>Content (Why)</b>       | Students develop the core French language needed to introduce themselves and communicate basic information about their lives. The unit establishes essential vocabulary, pronunciation and grammatical structures that underpin future French learning, while building confidence across listening, speaking, reading and writing.                    | Students develop the French language needed to discuss their use of technology and social media. The unit builds on their ability to express opinions and describe everyday activities, while developing vocabulary and structures for communicating about a familiar and relevant aspect of modern life.                                      | Students develop the French language needed to discuss their identity, personality and relationships with others. The unit builds on previous learning about family, friends and personal interests, while developing students' ability to communicate more complex ideas, opinions and perspectives.                                                                                                               |
|          | <b>Content (What)</b>      | Students learn to talk about their name, age, birthday, where they live, nationality, family, pets, likes and dislikes. They develop accurate use of key verbs such as <b>être</b> , <b>avoir</b> and <b>aimer</b> , alongside basic sentence structures, personal descriptions and French phonics/pronunciation.                                     | Students learn vocabulary related to phones, computers, social media, apps, gaming and online activities. They discuss how they use technology, how often they use it, what they like and dislike, and the advantages and disadvantages of life online.                                                                                        | Students explore personal identity, personality, appearance, family, friendships and relationships. They discuss qualities they value in others, different types of relationships, how relationships change and the importance of friendship and family.                                                                                                                                                            |
|          | <b>Acquire (Knowledge)</b> | <ul style="list-style-type: none"> <li>• Key vocabulary for personal information, family, pets, hobbies and likes/dislikes.</li> <li>• Accurate use of <b>être</b>, <b>avoir</b> and <b>aimer</b> in simple sentences.</li> <li>• French pronunciation, phonics and basic sentence structures needed for spoken and written communication.</li> </ul> | <ul style="list-style-type: none"> <li>• Vocabulary for technology, devices, social media, apps, gaming and online activities.</li> <li>• Structures for expressing opinions, preferences and frequency when discussing technology.</li> <li>• Language for describing advantages, disadvantages and responsible use of technology.</li> </ul> | <ul style="list-style-type: none"> <li>• Vocabulary for identity, personality, appearance, family, friendship and relationships.</li> <li>• Grammatical structures for describing people and relationships, including adjective agreement and possessive adjectives.</li> <li>• Language for expressing opinions, giving reasons, describing similarities and differences, and discussing relationships.</li> </ul> |
|          | <b>Apply (Skills)</b>      | Students apply their vocabulary and grammatical knowledge to understand and produce simple                                                                                                                                                                                                                                                            | Students apply their knowledge to discuss their online lives in spoken and written French. They                                                                                                                                                                                                                                                | Students apply their knowledge to describe and discuss identity and relationships in                                                                                                                                                                                                                                                                                                                                |

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|          |                            | spoken and written French. They practise listening for key information, responding to questions, introducing themselves, describing themselves and others, and translating short phrases and sentences. Students begin to develop accurate pronunciation and increasingly independent sentence formation.                              | practise listening and reading for specific information, describing online activities, expressing and justifying opinions, comparing different uses of technology, and translating short texts. Students develop more spontaneous and extended responses using a range of vocabulary, connectives and grammatical structures.   | spoken and written French. They practise listening and reading for specific information, describing people and relationships, expressing and justifying opinions, making comparisons and responding to more complex questions. Students develop increasingly spontaneous and extended responses using accurate grammar, varied vocabulary and a range of connectives. |
|          |                            | <b>Year 7</b>                                                                                                                                                                                                                                                                                                                          | <b>Year 8</b>                                                                                                                                                                                                                                                                                                                   | <b>Year 9</b>                                                                                                                                                                                                                                                                                                                                                         |
|          |                            | <b>School Life</b>                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                       |
| Autumn 2 | <b>Content (Why)</b>       | Students develop the French language needed to describe and discuss their experiences of school. The unit builds on personal information from <b>All About Me</b> , extending vocabulary, grammatical knowledge and confidence in communicating about familiar everyday contexts.                                                      | Students develop the French language needed to describe their local area and community. The unit builds on their ability to describe familiar places and express opinions, while developing their ability to communicate about their surroundings and compare different places.                                                 | Students develop the French language needed to discuss how they spend their free time and what they enjoy doing. The unit builds on previous learning about hobbies and interests, extending students' vocabulary and grammatical knowledge to communicate with greater detail and spontaneity.                                                                       |
|          | <b>Content (What)</b>      | Students learn to describe their school, subjects, teachers, timetable and school day. They explore opinions and reasons about different subjects, school rules and activities, using key verbs, adjectives and time expressions to communicate about their school life.                                                               | Students learn vocabulary for places in town, local facilities, shops, transport and the wider community. They describe where they live, explain what there is and is not in their area, give opinions about local facilities and suggest improvements.                                                                         | Students explore a range of free time activities, including sport, music, television, gaming, socialising and going out. They discuss preferences, frequency and reasons, and describe activities they do alone or with others.                                                                                                                                       |
|          | <b>Acquire (Knowledge)</b> | <ul style="list-style-type: none"> <li>Vocabulary for school subjects, facilities, teachers, lessons, activities and school rules.</li> <li>Key grammatical structures for giving opinions, including <b>j'aime, je n'aime pas, j'adore</b> and <b>je déteste</b>, with reasons.</li> <li>Time expressions, connectives and</li> </ul> | <ul style="list-style-type: none"> <li>Vocabulary for places, facilities, shops, transport and features of a local area.</li> <li>Structures for describing what exists, including <b>il y a, il n'y a pas de</b> and prepositions of place.</li> <li>Language for expressing and justifying opinions and suggesting</li> </ul> | <ul style="list-style-type: none"> <li>Vocabulary for sports, music, entertainment, gaming, socialising and other free time activities.</li> <li>Structures for expressing preferences, frequency and opinions about activities.</li> <li>Connectives and reasons used to</li> </ul>                                                                                  |

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|          |                       | question forms needed to describe a typical school day.                                                                                                                                                                                                                                                                                                                                                               | improvements to the local area.                                                                                                                                                                                                                                                                                                                                                                                             | extend responses and explain free time choices.                                                                                                                                                                                                                                                                                                                                                                                         |
|          | <b>Apply (Skills)</b> | Students apply their knowledge to understand and communicate information about school in spoken and written French. They practise listening and reading for specific information, describing their timetable and school day, giving and justifying opinions, asking and answering questions, and translating short passages. Students develop greater accuracy and independence when constructing extended sentences. | Students apply their knowledge to describe and discuss their local area in spoken and written French. They practise listening and reading for specific information, describing places and facilities, expressing and justifying opinions, making comparisons and suggesting improvements. Students develop increasingly detailed responses using accurate sentence structures, connectives and a wider range of vocabulary. | Students apply their knowledge to discuss free time activities in spoken and written French. They practise listening and reading for specific information, describing activities and routines, expressing and justifying opinions, comparing preferences and asking and answering questions. Students develop increasingly spontaneous and extended responses using varied vocabulary, connectives and accurate grammatical structures. |
|          |                       | <b>Year 7</b>                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Year 8</b>                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Year 9</b>                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Spring 1 | <b>Content (Why)</b>  | Students develop the French language needed to talk about their free time and interests. The unit extends their ability to give opinions and reasons, while introducing vocabulary and grammatical structures that support more detailed communication about everyday life.                                                                                                                                           | Students develop the French language needed to describe their relationships with friends and family and discuss the people who are important to them. The unit builds on personal and family vocabulary while developing more detailed descriptions, opinions and reasons.                                                                                                                                                  | Students develop the French language needed to discuss healthy lifestyles, habits and choices. The unit builds on previous learning about lifestyle and routines, while developing students' ability to explain choices, give advice and communicate more complex ideas.                                                                                                                                                                |
|          | <b>Content (What)</b> | Students learn to discuss hobbies, sports, music, television, gaming and other free-time activities. They develop language for expressing preferences, frequency and reasons, and begin to                                                                                                                                                                                                                            | Students learn vocabulary for friends, family and relationships. They describe people's personalities and appearances, explain who they spend time with and what they do                                                                                                                                                                                                                                                    | Students learn vocabulary related to healthy and unhealthy food, exercise, sleep, daily routines and wellbeing. They discuss their own habits, consider the benefits and                                                                                                                                                                                                                                                                |

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|          |                            | describe what they do in their free time.                                                                                                                                                                                                                                                                                                                                                                                                                       | together, and discuss positive qualities in friendships and relationships.                                                                                                                                                                                                                                                                                                                                                               | disadvantages of different lifestyle choices, and explore ways to maintain a healthy lifestyle.                                                                                                                                                                                                                                                                                                                     |
|          | <b>Acquire (Knowledge)</b> | <ul style="list-style-type: none"> <li>Vocabulary for common hobbies, sports, music, games and other free-time activities.</li> <li>Structures for expressing opinions and preferences, including <b>j'aime, j'adore, je préfère</b> and <b>je n'aime pas</b>.</li> <li>Frequency expressions and connectives such as <b>souvent, parfois, tous les jours, mais</b> and <b>parce que</b>.</li> </ul>                                                            | <ul style="list-style-type: none"> <li>Vocabulary for family members, friends, relationships, appearance and personality.</li> <li>Adjectives and structures for describing people, including accurate adjective agreement.</li> <li>Language for expressing opinions, giving reasons and describing activities with friends and family.</li> </ul>                                                                                      | <ul style="list-style-type: none"> <li>Vocabulary for food, exercise, sleep, routines and healthy and unhealthy habits.</li> <li>Grammatical structures for describing habits, including frequency expressions and reflexive verbs.</li> <li>Language for giving advice, expressing opinions, explaining reasons and discussing healthy lifestyle choices.</li> </ul>                                               |
|          | <b>Apply (Skills)</b>      | Students apply their knowledge to understand and communicate about their hobbies and interests in spoken and written French. They practise listening and reading for key information, asking and answering questions, giving opinions with reasons, describing how often they participate in activities, and translating short phrases and passages. Students develop more detailed and spontaneous responses using a wider range of vocabulary and structures. | Students apply their knowledge to describe and discuss their social circle in spoken and written French. They practise listening and reading for specific information, describing people and relationships, expressing and justifying opinions, comparing individuals and translating short texts. Students develop increasingly detailed and spontaneous responses using accurate grammar, connectives and a wider range of vocabulary. | Students apply their knowledge to discuss healthy living in spoken and written French. They practise listening and reading for specific information, describing habits and routines, expressing and justifying opinions, giving advice and making comparisons. Students develop increasingly extended and spontaneous responses using accurate grammar, connectives and a range of vocabulary and time expressions. |
| Spring 2 | <b>Content (Why)</b>       | Students develop the French language needed to describe where they live and their home environment. The unit builds on previously learned personal information and develops students' ability to give descriptions, express opinions and use prepositions and adjectives accurately.                                                                                                                                                                            | Students develop the French language needed to describe their daily routines and lifestyle choices. The unit builds on vocabulary and structures from previous topics, while developing students' ability to discuss healthy and unhealthy habits, give opinions and explain choices.                                                                                                                                                    | Students develop the French language needed to discuss customs, traditions, festivals and celebrations in French-speaking countries. The unit develops cultural awareness alongside students' ability to describe events, compare traditions and express personal opinions.                                                                                                                                         |
|          | <b>Content (What)</b>      | Students learn vocabulary for different types of homes, rooms, furniture and household items. They describe their home and bedroom, explain                                                                                                                                                                                                                                                                                                                     | Students learn vocabulary related to food, exercise, sleep, daily routines and healthy living. They discuss their lifestyle and habits,                                                                                                                                                                                                                                                                                                  | Students explore a range of French and Francophone customs, festivals and celebrations, including national and cultural                                                                                                                                                                                                                                                                                             |

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|          |                            | where things are located, and give opinions about their home using adjectives and prepositions.                                                                                                                                                                                                                                                                                  | describe what they eat and do, and consider how their choices affect their health and wellbeing.                                                                                                                                                                                                                                                                                                                 | events, food, music and traditional activities. They consider how and why different celebrations are observed and compare French-speaking traditions with those in the UK.                                                                                                                                                                                                                                                                       |
|          | <b>Acquire (Knowledge)</b> | <ul style="list-style-type: none"> <li>Vocabulary for different types of homes, rooms, furniture and household objects.</li> <li>Key prepositions and structures for describing where things are located, such as <b>dans, sur, sous, à côté de</b> and <b>devant</b>.</li> <li>Adjectives and opinion phrases used to describe and evaluate their home.</li> </ul>              | <ul style="list-style-type: none"> <li>Vocabulary for food, exercise, sleep, routines and healthy and unhealthy lifestyle choices.</li> <li>Structures for describing habits and routines, including frequency expressions and reflexive verbs.</li> <li>Language for expressing opinions, giving reasons and discussing healthy and unhealthy choices.</li> </ul>                                               | <ul style="list-style-type: none"> <li>Vocabulary for festivals, celebrations, traditions, food, music, activities and cultural events.</li> <li>Key language structures for describing celebrations, expressing opinions and explaining reasons.</li> <li>Knowledge of significant French and Francophone customs and traditions, including similarities and differences with the UK.</li> </ul>                                                |
|          | <b>Apply (Skills)</b>      | Students apply their knowledge to describe their home and bedroom in spoken and written French. They practise listening and reading for specific information, describing locations using prepositions, expressing and justifying opinions, and translating short descriptions. Students develop accuracy in adjective agreement and increasingly detailed sentence construction. | Students apply their knowledge to describe and discuss their lifestyle in spoken and written French. They practise listening and reading for specific information, describing routines and habits, expressing and justifying opinions, making comparisons and giving advice. Students develop increasingly detailed responses using accurate grammar, connectives and a range of time and frequency expressions. | Students apply their knowledge to describe and discuss customs, festivals and celebrations in spoken and written French. They practise listening and reading for specific information, describing traditions, making comparisons, expressing and justifying opinions, and translating short texts. Students develop increasingly detailed and spontaneous responses using accurate grammatical structures and culturally appropriate vocabulary. |
| Summer 1 | <b>Content (Why)</b>       | Students develop the French language needed to discuss celebrations, traditions and special occasions. The unit builds on their ability to describe familiar experiences while developing                                                                                                                                                                                        | Students develop the French language needed to discuss ambitions, achievements and future aspirations. The unit builds on students' ability to describe themselves and their interests,                                                                                                                                                                                                                          | Students develop the French language needed to discuss celebrities, public figures and popular culture. The unit builds on students' ability to describe people, express opinions                                                                                                                                                                                                                                                                |

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|  |                            | cultural awareness and introducing language for discussing events in greater detail.                                                                                                                                                                                                                                                                                                          | while developing confidence in expressing future plans, hopes and opinions.                                                                                                                                                                                                                                                                                                                                                        | and discuss interests, while developing their confidence in communicating about contemporary cultural topics.                                                                                                                                                                                                                                                                                                                                                    |
|  | <b>Content (What)</b>      | Students learn vocabulary and phrases related to birthdays, festivals, Christmas, New Year and other celebrations. They explore French-speaking traditions and customs, discuss how celebrations are organised and compare celebrations in France with those in other cultures.                                                                                                               | Students explore the world of celebrities, performers and role models. They learn to describe talents, interests and achievements, discuss people they admire and express their own ambitions and future career plans.                                                                                                                                                                                                             | Students explore celebrities and public figures from France and the wider Francophone world. They discuss appearance, personality, careers, achievements, interests and influence, while considering why people become famous and the positive and negative aspects of celebrity culture.                                                                                                                                                                        |
|  | <b>Acquire (Knowledge)</b> | <ul style="list-style-type: none"> <li>• Vocabulary for celebrations, festivals, food, presents, activities and special occasions.</li> <li>• Key structures for describing celebrations, including the present and near future tense.</li> <li>• Knowledge of French-speaking celebrations and traditions, including similarities and differences with celebrations in the UK.</li> </ul>    | <ul style="list-style-type: none"> <li>• Vocabulary for talents, achievements, celebrities, careers and personal ambitions.</li> <li>• Structures for describing abilities and aspirations, including <b>je peux, je voudrais, j'aimerais</b> and the <b>near future tense</b>.</li> <li>• Language for describing and giving opinions about role models, achievements and future plans.</li> </ul>                                | <ul style="list-style-type: none"> <li>• Vocabulary for appearance, personality, careers, achievements, interests and celebrity culture.</li> <li>• Grammatical structures for describing people, expressing opinions and discussing past and present events.</li> <li>• Language for explaining reasons, making comparisons and discussing the advantages and disadvantages of fame.</li> </ul>                                                                 |
|  | <b>Apply (Skills)</b>      | Students apply their knowledge to describe and discuss celebrations in spoken and written French. They practise listening and reading for specific information, describing events and traditions, expressing opinions and making comparisons. Students develop their ability to use different time frames and give increasingly detailed responses about celebrations and cultural practices. | Students apply their knowledge to discuss themselves, celebrities and their future ambitions in spoken and written French. They practise listening and reading for specific information, describing achievements and abilities, expressing opinions and aspirations, and asking and answering questions. Students develop increasingly spontaneous and extended responses using a range of grammatical structures and time frames. | Students apply their knowledge to discuss celebrities and celebrity culture in spoken and written French. They practise listening and reading for specific information, describing and comparing public figures, expressing and justifying opinions, discussing advantages and disadvantages, and translating short texts. Students develop increasingly spontaneous and extended responses using a range of vocabulary, connectives and grammatical structures. |

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| Summer 2 | <b>Content (Why)</b>       | Students develop the French language needed to talk about holidays and travel. The unit builds on their ability to describe familiar experiences and introduces language for discussing past and future events, while developing cultural awareness of French-speaking destinations.                                                                                                                               | Students develop the French language needed to discuss their ambitions, plans and expectations for the future. The unit builds on their ability to describe themselves and their interests, while developing greater confidence in expressing intentions, aspirations and opinions.                                                                                                                  | Students develop the French language needed to discuss the wider world, different countries and global issues. The unit builds on their ability to describe places and express opinions, while developing cultural awareness and the vocabulary needed to communicate about the world around them.                                                                                                    |
|          | <b>Content (What)</b>      | Students learn vocabulary related to holiday destinations, transport, accommodation, activities, weather and food. They describe where they go on holiday, what they do, what they did on a previous holiday and what they plan to do in the future.                                                                                                                                                               | Students learn vocabulary related to future plans, education, employment, careers and ambitions. They discuss what they would like to do in the future, their ideal job, further education and personal goals, including reasons for their choices.                                                                                                                                                  | Students explore countries, nationalities, languages, landscapes and environmental issues. They discuss places they would like to visit, describe different environments and consider global challenges such as climate change, pollution and protecting the planet.                                                                                                                                  |
|          | <b>Acquire (Knowledge)</b> | <ul style="list-style-type: none"> <li>Vocabulary for holiday destinations, transport, accommodation, activities and weather.</li> <li>Structures for describing holidays in the <b>present, past and future</b>.</li> <li>Key phrases for giving opinions, describing experiences and explaining holiday plans.</li> </ul>                                                                                        | <ul style="list-style-type: none"> <li>Vocabulary for education, careers, jobs, ambitions and future plans.</li> <li>Structures for expressing future intentions and aspirations, including the <b>near future tense, je voudrais</b> and <b>j'aimerais</b>.</li> <li>Language for giving reasons, expressing hopes and discussing advantages and disadvantages of future choices.</li> </ul>        | <ul style="list-style-type: none"> <li>Vocabulary for countries, nationalities, languages, landscapes, environments and global issues.</li> <li>Structures for describing places, expressing opinions, making comparisons and discussing future travel.</li> <li>Key knowledge about French-speaking countries and the diversity of the wider Francophone world.</li> </ul>                           |
|          | <b>Apply (Skills)</b>      | Students apply their knowledge to describe and discuss holidays in spoken and written French. They practise listening and reading for specific information, describing past experiences and future plans, expressing and justifying opinions, and translating short holiday texts. Students develop their ability to use different time frames accurately and communicate with increasing detail and independence. | Students apply their knowledge to discuss their future plans and ambitions in spoken and written French. They practise listening and reading for specific information, describing intentions and aspirations, expressing and justifying opinions, asking and answering questions, and translating short texts. Students develop increasingly extended and spontaneous responses using different time | Students apply their knowledge to describe and discuss the world in spoken and written French. They practise listening and reading for specific information, describing places and environments, making comparisons, expressing and justifying opinions, and discussing environmental issues. Students develop increasingly extended responses using accurate grammatical structures, connectives and |

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|  |  |  | frames, connectives and accurate grammatical structures. | culturally appropriate vocabulary. |
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