



St George's School
MFL Department
Year 7 Curriculum Map for FRENCH

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THE BIG IDEAS & KNOWLEDGE <i>Overview of topics or key questions</i>	My personal world: <i>Introducing myself and my family</i> - How old are you? - When is your birthday? - Who is in your family?	My personal world: <i>Introducing myself and my family</i> - Describe your personality - What activities do you like to do? - Who do you admire?	Studying and my future: <i>My school life</i> - Describe and give opinions on different aspects of school life - uniform / school subjects etc - Describe your classroom	Studying and my future: <i>My school life</i> - Describe someone else's school uniform from a photo image and give opinions - Describe your ideal school	My neighbourhood: <i>Where I live and my family life</i> - Describe your pets, your home and give opinions - Describe what you eat for breakfast	My neighbourhood: <i>Where I live and my family life</i> - Ask and understand how much something costs - Say where you and your family go at the weekend (depending on weather) - What are you going to do next weekend?
SKILLS & STRATEGIES <i>Procedural knowledge, literacy and numeracy skills</i>	- Understand and apply French phonics. - Ask questions and use appropriate intonation. - Communicate information in response to questions.	- Use adjectives - Express opinions and giving reasons for opinions - Use a verb in the infinitive form (literacy skills)	- Read for gist and strategies for reading comprehension tasks - similes in French, eg. <i>c'est bleu comme l'océan</i> (literacy)	- Describe a photo - Understand how to say what colour something is in French and the differences in word order between French and English (literacy skills) - Describe a school timetable and saying what time lessons start and finish (numeracy skills)	- Understand how to use "we" in French - Understand how to say "some" (literacy skills) - Understand how to use a complex negative (literacy skills)	- Understand prices in French (numeracy skills) - Use two tenses together - present and near future (literacy skills)

FEEDBACK <i>Noteworthy tasks and assessments</i>	Autumn 1 assessment: Reading aloud	Autumn 2 assessment: Listening skills	Spring 1 assessment: Reading skills	Spring 2 assessment: Speaking skills	Summer 1 assessment: Writing skills	Summer 2 assessment: Listening skills
BREADTH <i>Opportunities, trips, wider reading, cultural capital</i>	Cultural capital: - European Day of Languages activities in lessons and across the whole school	Developing sense of self: - Talk about a person that you admire and explain why Cultural capital: - Christmas celebrations in France and other Francophone countries.	Cultural capital: - Understand differences between the French and British school systems - Comparing classrooms in different Francophone countries around the world.	Cultural capital: - Easter celebrations in France and other Francophone countries	Cultural capital: - Typical homes in various Francophone countries - Typical French breakfasts	Cultural capital: - <i>La Fête Nationale</i> . Bastille Day celebrations in France - Discover the main tourist attractions in Paris
KEY VOCABULARY* <i>Important words and phrases</i>	<i>Bonjour/salut</i> <i>s'il vous plaît/s'il te plaît</i> <i>Comment ça va?</i> <i>C'est quand, ton anniversaire?</i> <i>Aujourd'hui</i> <i>Mon anniversaire, c'est le ...</i> <i>Quel âge as-tu?</i> <i>J'ai ... ans</i> <i>Qui est dans ta famille?</i> <i>Dans ma famille, il y a ... / j'ai ...</i> - numbers in French - months in French - days of the week in French - family members in French	<i>Tu es comment?</i> <i>Je suis...</i> <i>grand(e)</i> <i>petit(e)</i> <i>de taille moyenne</i> <i>branché(e)</i> <i>charmant(e)</i> <i>curieux(-se)</i> <i>généreux(-se)</i> <i>très / trop / assez / un peu</i> <i>selon moi / à mon avis</i> <i>Qu'est-ce que tu aimes faire?</i> <i>Qu'est-ce que tu n'aimes pas faire?</i> <i>Qui est-ce que tu admires?</i> <i>Une personne que j'admire c'est ... parce qu'il / elle est ...</i> <i>optimiste</i> <i>courageux(-se)</i> <i>C'est comment, Noël chez toi?</i> <i>un sapin de Noël</i> <i>les cadeaux</i> <i>on chante / on mange</i> <i>les huîtres</i> <i>la dinde</i> <i>la bûche de Noël</i>	<i>C'est quelle couleur?</i> <i>Quelle heure est-il?</i> <i>Voici ma salle de classe!</i> - <i>au fond / au centre</i> - <i>à gauche / à droite</i> - <i>sur le mur</i> <i>Qu'est-ce que tu penses de tes matières?</i> - <i>adorer / aimer / détester</i> - <i>facile / difficile</i> - <i>amusant / nul</i> <i>ma matière préférée</i> <i>trop de devoirs</i> <i>Qu'est-ce que tu portes?</i> - <i>un pantalon/pull</i> - <i>une jupe/veste/chemise/cravate</i> - <i>des chaussures/chaussettes/baskets</i> - colours in French - school subjects in French	<i>Qu'est-ce qu'il y a sur la photo?</i> <i>Sur la photo il y a ...</i> <i>Qu'est-ce qu'il / elle porte?</i> <i>un chapeau</i> <i>un short</i> <i>des tongs</i> <i>un foulard de tête</i> <i>Qu'est-ce que tu penses de l'uniforme?</i> <i>Je pense que c'est chic / confortable / pratique / démodé</i> <i>Quelle heure est-il?</i> <i>il est neuf heures / à neuf heures</i> <i>midi / minuit</i> <i>et quart / et demie</i> <i>moins le quart / moins dix</i> - verbs to describe school routine: <i>quitter / arriver / retrouver / commencer / manger / chanter / jouer / recommencer / rentrer</i>	<i>un chien</i> <i>un chat</i> <i>un oiseau</i> <i>un hamster</i> <i>un lapin</i> <i>un poisson rouge</i> <i>je n'ai pas d'animal</i> - numbers up to 100 <i>Où habites-tu?</i> <i>J'habite / nous habitons</i> <i>un appartement</i> <i>une maison</i> <i>il n'y a pas de place</i> <i>une chambre</i> <i>une pièce</i> <i>une salle de bains</i> <i>une cuisine</i> <i>un salon</i> <i>un jardin</i> <i>nous regardons / jouons / mangeons</i> <i>Qu'est-ce que tu manges au petit-déjeuner?</i> <i>Je mange / je bois</i> <i>je ne mange rien</i> <i>équilibré</i> <i>des céréales</i> <i>du pain grillé</i> <i>du jus de fruits</i> <i>du chocolat chaud</i>	<i>un centre de loisirs</i> <i>une patinoire</i> <i>un marché</i> <i>des magasins</i> <i>une piscine</i> <i>un parc</i> <i>une plage</i> <i>une mosquée</i> <i>une église</i> <i>il y a / il n'y a pas de ...</i> <i>Tu vas où le weekend?</i> <i>Je vais au / à la / aux</i> <i>beaucoup de touristes</i> <i>je vais</i> <i>tu vas</i> <i>il / elle / on va</i> <i>nous allons</i> <i>vous allez</i> <i>ils / elles vont</i> <i>Qu'est-ce que tu vas faire le weekend prochain / à Paris?</i> <i>Je vais visiter...</i> <i>Je vais aller au / à la / aux ...</i> <i>S'il fait beau / mauvais...</i>

* **Retrieval** of vocabulary relevant to each topic previously encountered and learnt will be built on at each stage of learning. **High frequency words** - eg. qualifiers, sequencers, connectives and time expressions will be consolidated throughout students' learning journey