

LONG TERM CURRICULUM PLANNING OVERVIEW:

MODERN FOREIGN LANGUAGES

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
Autumn A Knowledge	Bienvenue! (Basic language formation and skills) Colours, pets, family and classroom language	My Teenage Life (TV, film, cinema, weather and activities in the past)	My Social Life (social media, relationships, describing dates, describing a music festival)	Myself, My Family, My friends (Relationships with family) Home Town, Neighbourhood and Region (where I live)	Global and Social Issues (environment and charity / voluntary work)
Autumn A Skills	Developing understanding of common verbs, nouns and basic information	Understanding and using subject pronouns from 1 st – 3 rd person. Using “never” as a negative form. Opinions and longer descriptions / narrations. Using “when” and “if” with activities and weather. Recognising and using the perfect tense with -er verbs.	Frequencies, adjectives and verbs. Recognising and Using direct object pronouns. Using the near future for invitations. Using the perfect (past) tense.	Understand and Use direct object pronouns Use reflexive verbs Use comparatives, superlatives and the conditional tense Interrogative structures using all three tenses Narrations and personal opinions Prepositions Modal verb “Pouvoir” + infinitive verb	Using modal verbs linked to behaviours (must do/can do/should do/could do etc) Using conditional tense and comparatives for effects of behaviours on environment Manipulating si sentences revised for outlining consequences of actions Recognising and using pluperfect tense perspective Using the structures vouloir + infinitive and vouloir que + subjunctive
Autumn B Knowledge	All About Me (personal information and descriptions)	Paris, je t’adore! (travel and transport, visiting a city and activities)	Feeling Good (healthy body, fitness, healthy eating, making healthier choices in the future)	My Studies and My Free time (school, music, cinema, TV, food and eating out, sport)	Career choices and ambitions

Autumn B Skills	Discussing likes and dislikes. Using regular -er verbs. Using the verb avoir in the 1 st , 2 nd and 3 rd person. Understanding adjectival agreement. Talking about other people in the present tense.	Using infinitives after certain verb forms (modal verbs and the verb "aimer") Asking formal questions Perfect (past) tense of regular and irregular verbs Opinions in the perfect (past) tense Sequencing in longer texts, including transport and activities	Understand and use à + definite article to describe where you are hurt. Recognise and use "il faut" + infinitive. Using the near future tense with the partitive article.	Using two verbs together in phrases Using modal verb "devoir" in positive and negative form Using formal and informal structures Using the perfect (past) tense and future tense together Using present tense irregular verbs	Using comparatives Using the structure "devoir" + infinitive Using enhanced statements of possibility including "permettre de" Using formal and informal structures
Spring A Knowledge	School (describing aspects of school – timetable, opinions, etc.)	My Character (personality, relationships, music, style and interests)	Careers (describing jobs, describing your younger and your future self and qualities that relate to different jobs)	Social issues: Healthy / unhealthy living and life at school	Technology in Everyday Life (social media and mobile technology)
Spring A Skills	Asking simple questions of people. Agreeing / disagreeing with opinions. Using time and describing timetable. Using "on" to say "we" Talking about food using the partitive article.	Using appropriate adjectival agreements with personality. Using "si" and "quand" with the pronoun "on". Understanding and using reflexive verbs. Opinions and comparatives. Authentic material (French popular music) Near future tense with fashion and style. Creating longer descriptions using a variety of tenses.	Understanding and using masculine and feminine nouns for jobs. Using the near future tense. Using fillers when speaking. Using a variety of modal verbs. Recognising and using the imperfect tense. Creating longer conversations.	Future tense Making use of grammatical markers Verb + infinitive to express opinions Past tense reflexive verbs Using the future conditional tense (positive and negative forms) Using complex opinions	Revising past tenses to recount how social media have been used; or life before technology Using the structure "grâce à/sans/avec" Using enhanced statements of possibility including "permettre de" Using the structure « il est possible que » + subjunctive
Spring B Knowledge	My hobbies (describing and understanding leisure activities)	Where I live (my town, my house, family food, traditional festivals)	Special Holidays (adventure holidays, items to pack, visiting tourist attractions and describing what happened)	Customs and festivals in French speaking countries	Global Issues (poverty and homelessness)

Spring B Skills	Using -er verbs Describing frequencies Sports with the verb "Jouer" Activities with the verb "faire" Describing opinions using infinitive verbs (present tense) Using 2 nd person plural	Conditional tense and comparative articles. Prepositions. Using the verbs "boire" and "prendre" with the partitive article. Using "il faut" + infinitive verbs to give instructions Using three tenses in a narrative text.	Using inversion to ask questions Understanding and using the conditional tense Using a range of reflexive verbs in the full paradigm Using irregular past participles in the perfect tense Understanding and using emphatic pronouns to emphasise the subject pronoun	Reflexive verbs in the perfect (past) tense Using the perfect (past) infinitive Using and manipulating authentic texts	Using the structure "si j'étais ..." Using the structure « à la place de ... » with conditional completions Using the modal verb structure « il faut » + infinitive and « il faut que » + subjunctive
Summer A Knowledge	My Place (home life and local area)	Talented Teens (talent and ambition)	Me in the World (my rights, responsibilities and priorities and ethical trade)	Travel and tourism	Revision
Summer A Skills	Describing a town and what there is / isn't. Giving directions and invitations using formal and informal language. Using à + definite article to say where you go. Using the modal verb "pouvoir".	Using the verb vouloir. Recognising and using imperative forms of verbs. Recognising and using comparatives and superlatives.	Using expressions with the verb "avoir" Use the structure "ce qui" Use direct object pronouns Use "si" in complex sentences	Using perfect and imperfect tenses together Imperfect tense of -er verbs Using a wide variety of tenses together Developing greater complexity in spoken and written accounts of past events or experiences	
Summer B Knowledge	Holidays	Culture (How Francophone countries, science and The French Revolution shape culture in France)	Happiness, poverty, Literature and Poetry	Education post-16 and transition work (marriage and partnership)	
Summer B Skills	Using "nous" to say we Using basic reflexive verbs	Recognising and using all three tenses.	Using complex structures	Using ce qui/ce que ... c'est... sentence pattern	

	<p>Using larger numbers relating to money Understanding (and using basic forms of) the near future tense Using "je voudrais" + infinitive to say what you would like to do</p>	<p>Creating longer texts using more complex structures.</p>	<p>Using comparatives and superlatives Using the full paradigm of -ir and -re verbs Responding to authentic texts and mirroring the language and structures to create own work</p>	<p>Building on si clauses with present and future Using more complex two verb structures Revisiting adjectives to describe and using qui, que, dont to describe ideal partner / enhance descriptions Using the structure en + present participle Using direct and indirect object pronouns</p>	
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