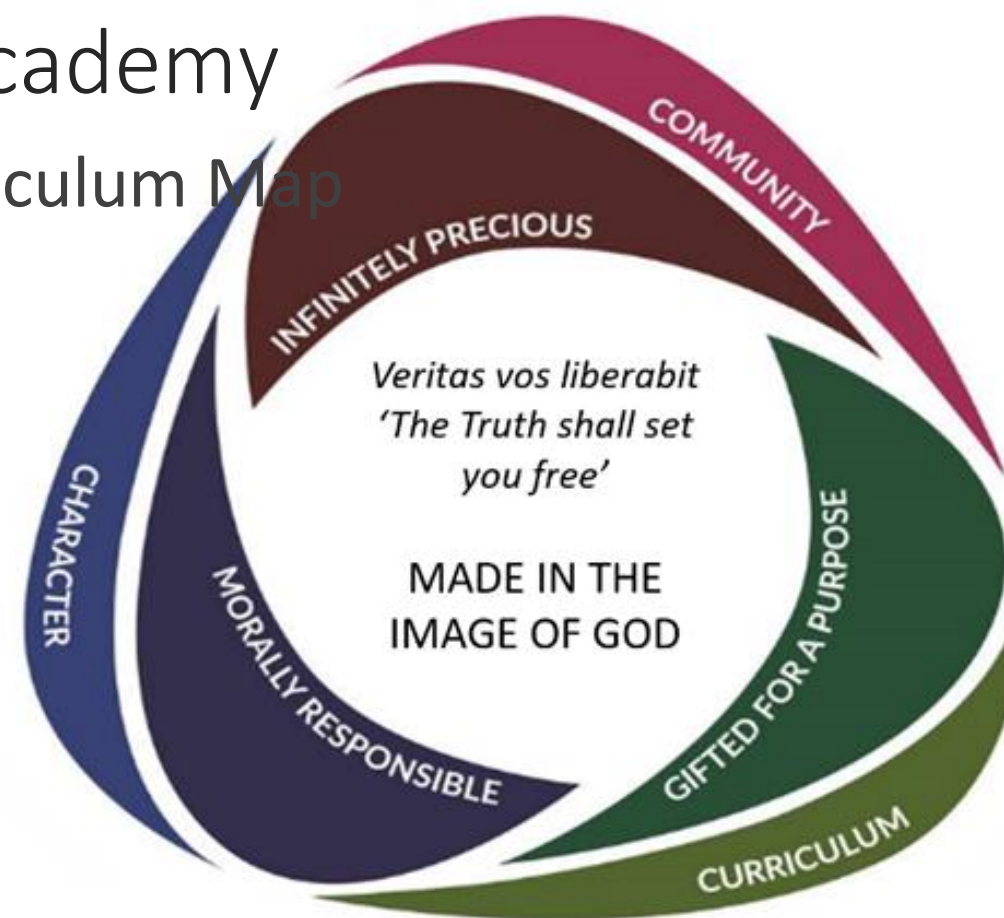




Bede Academy

MFL Curriculum Map

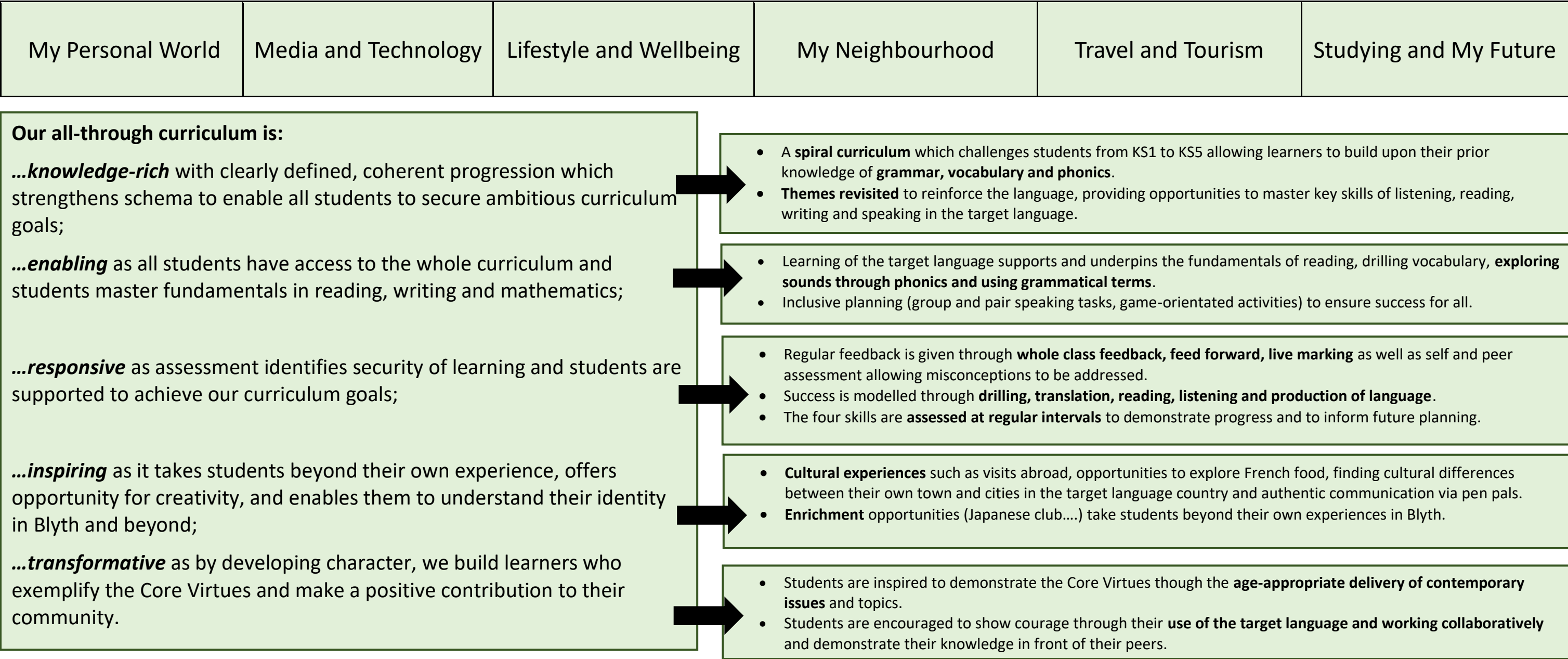


MFL Curriculum Map

We want our students to be enthused and inspired to learn a language, to visit new countries and to broaden their horizons to life beyond their locality. We seek to enable students to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. We want our students to develop lifelong, transferable skills such as communication, cultural awareness, curiosity, empathy and problem-solving skills, as well as decision-making abilities enabling them to become independent, critical thinkers who can identify patterns and analyse facts.

- As we identify the key knowledge students should master in **languages** we think carefully about *how* we want students to think as **linguists**. We want students to:
- understand and respond to spoken and written language from a variety of authentic sources
 - speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
 - write at varying length, for different purposes and audiences, using the variety of carefully sequenced grammatical structures (our grammar spine) that they have learnt discover and develop an appreciation of a range of writing in the language studied

The **MFL** curriculum is sequenced around the following key concepts:





MFL Curriculum Map

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2					
1	Introducing Myself – Je me présente		Pets – Mes Animaux Domestiques		My Age – Mon Âge		The Hungry Caterpillar - Le Petite Chenille Qui Fait Des Trous		At The Market – Au Marché		A Trip To The Beach – Une Visite à la Plage					
2	Introductions And Classroom Objects - Moi Et Les Objets De La Classe		Body And Clothes – Le Corps et les Vêtements		Food and the Festival of Light - La Nourriture et la Chandeleur		Farmyard Animals – Les Animaux de la Ferme		The School Fair - La Kermesse		My Family - Ma Famille					
3	Classroom Language /The French Alphabet Dans la classe/l'Alphabet		Building Dates - Quelle Est La Date? My Birthday - Mon Anniversaire		The Enormous Turnip story- Le Navet Énorme		Discovering France – La France		My Timetable Mon Emploi du Temps		At School - À l'École 2					
4	At the Café / Au Café		The Weather / La Météo		Phonics and Dictionary skills		The Body / Le Corps		French-speaking countries /La Francophonie		Madagascar					
5	Revision Unit		French Alphabet My Pencil Case – Ma Trousse		My Family - Ma Famille		My Pets - Mes Animaux Domestiques		Where I live - Où j'habite		My Bedroom /Dans Ma Chambre					
6	Sports – Le Sport		Musical Instruments – La Musique		The Time - L'heure		Daily Routine - La Routine		In the Town - En Ville		At the Shops – Aux Magasins					
7	My family and I		My family and I / What I like and don't like		What I like and don't like / Where I Live		Where I live / My House		My house / Environment		The Environment					
8	Holidays		Holidays and Transactions on Holiday		Transactions on Holiday and Past Holidays		Past Holidays and Future Holidays		Going Shopping		School					
9	My past times		My past times / My life online		My life online / Am I fit and Healthy?		Am I fit and Healthy? / My lifestyle and well being		My lifestyle and wellbeing		Relationships					
10	Free Time and Life Online		Free Time and Life Online		Friendships, Family and Role Models		School		Health and Fitness		Holidays					
11		Our planet	My area and gloal issues		My future plans		Revision									
12	Unit 1 The changing role of family		Unit 2 Cyber society		Unit 3 The voluntary sector		Unit 4 Le patrimoine - heritage		Unit 5 Contemporary French Music		Unit 6 – Le septième art – French-cinema		Dossier Littérature Bonjour Tristesse		Dossier Film Entre les Murs	
13	Unit 1 Positive aspects of a diverse society			Unit 2 The challenges faced by those marginalised in society			Unit 3 How criminals are treated									



MFL Curriculum Map

Year 1	Unit	Introducing Myself – Je me présente	Pets – Mes Animaux Domestiques	My Age – Mon Âge	The Hungry Caterpillar - Le Petite Chenille Qui Fait Des Trous	At The Market – Au Marché	A Trip To The Beach – Une Visite à la Plage
	Key Concepts						
	Prior Learning	N/A	N/A	N/A	Numbers 1-10	Numbers 1-10	Je voudrais (Elle) <u>mange</u>
	Key Knowledge	<u>Vocabulary</u> Saying hello in 4 different ways Saying goodbye <u>Context</u> How are you? I'm fine/I'm so-so/I not feeling good What is your name? My name is... 4 classroom instructions – Sit down/stand up/hands up/hands down <u>Grammar</u> Aller (Comment ça va? Ça va bien...) Appeller (Comment t'appelles-tu? Je m'appelle..)	<u>Vocabulary</u> Pet vocabulary <u>Context</u> Do you have a pet? I have +pet Who is called Numbers 1- 4 Numbers of pets – I have two rabbits <u>Grammar</u> Avoir (Tu as un animal? J'ai+ un chat) Appeller (qui s'appelle)	<u>Vocabulary</u> Numbers from 1-10 in and out of order <u>Context</u> Using actions How old are you? I'm 5/6/7/8 years old Numbers from 1-10 in and out of order <u>Phonic awareness</u> Sounds of numbers relating to images and actions: <u>Grammar</u> Avoir (J'ai+dix+ans)	<u>Vocabulary</u> Numbers 5 fruits <u>Context</u> Follow a well-known story with actions Sequence a story Recall parts of a story Adding an 's' for plural items <u>Phonic awareness</u> Words that are similar in French/English (cognates like orange) <u>Grammar</u> Manger (Elle mange+un orange)	<u>Vocabulary</u> Fruit and vegetable vocabulary <u>Context</u> Where is France? Travelling by ferry Names of French shops Conversation at the market - I would like+fruit/veg Asking how much Prices in euros – numbers 1-10 Saying 'Here you are' Please and thank you <u>Grammar</u> Vouloir (Je voudrais+un orange)	<u>Vocabulary</u> Beach items vocabulary Food and drink <u>Context</u> I take+ beach item Holiday food (glaces, gauffres..) I drink+drink I eat+food I would like + beach item <u>Phonic awareness</u> Words that are similar in French/English (cognates like balle/des sandales) Rhyming sounds chapeau/seau <u>Grammar</u> Prendre (Je prends+une serviette) Manger (Je mange+une glace) Boire (Je bois+une limonade) Vouloir (Je voudrais+ un seau)
	Next Steps						
	Enrichment /Careers	European Languages Day – celebration of staff and students who speak a second language or have English as their second language					



MFL Curriculum Map

Year 2	Unit	Introductions And Classroom Objects - Moi Et Les Objets De La Classe	Body And Clothes – Le Corps et les Vêtements	Food and the Festival of Light - La Nourriture et la Chandeleur	Farmyard Animals – Les Animaux de la Ferme	The School Fair - La Kermesse	My Family - Ma Famille
	Key Concepts						
	Prior Learning	Bonjour/Salut Comment ça va? Comment t’appelles-tu? Je m’appelle	Comment ça va? Ça va mal.	Imperative verbs ez ending referred to in instructions	Adding an ‘s’ for plural items	Numbers to 10	Indefinite article (un/une)
	Key Knowledge	<u>Vocabulary</u> Classroom objects <u>Context</u> Classroom instructions What’s your name? My name is... and you? (et toi?) How are you? I’m feeling /very good/fine/so-so/not good and you? (et toi?) There is a pen/pencil Phonic awareness Words that are similar in French/English (cognates like crayon) <u>Grammar</u> Avoir (Il y a +un objet) (ez) imperative verb endings	<u>Vocabulary</u> Body parts vocabulary <u>Context</u> At the doctors How are you? I’m not feeling good I have a sore (head/knee/shoulder) Story poem: Je m’habille et je te croques Adapt the poem I put on + a piece of clothing Phonic awareness Words that are similar in French/English (cognates like tee-shirt) <u>Grammar</u> Avoir (J’ai mal au...) Mettre (Je mets+ un tee-shirt) Habiller (je m’habille)	<u>Vocabulary</u> Food and drink vocabulary <u>Context</u> Opinions – I like/don’t like eggs Traditions of la Chandeleur (Candlemas) cultural information including eating crêpes Instructions – making crêpes Imperative (bossy) verbs ending ez Tossing crêpes in the classroom Phonic awareness – Instruction words end in ‘ez’ silent consonant <u>Grammar</u> Aimer (J’aime/Je n’aime pas+le yaourt) Imperative verbs Versez/Mettez/Cuisez/Retournez	<u>Vocabulary</u> Farm animals vocabulary <u>Context</u> At the farm There is+cow/horder/goat There are two cows/sheep Introducing indefinite articles as different ways of saying ‘a’ in French Story - The Little Red Hen = ‘La Petite Poule Rousse’ traditional tale Colours positioned <u>after</u> the noun Phonic awareness – ‘ch’ cheval/chèvre/vache the ‘s’ on plural words is silent silent consonant at end <u>Grammar</u> Avoir (Il y a+un mouton/Je n’ai pas le temps) Indefinite articles - un and une Plurals adding an ‘s’- deux moutons Word order - un cochon <u>rose</u>	<u>Vocabulary</u> Activities at the fair Numbers 11 to 20 <u>Context</u> Introducing the definite article as three different ways of saying the in French Comparing La Kermesse school fair in France to our own school fairs Say and identify most numbers to 20 in and out of order Play games from the school fair scoring with numbers 1-20 Phonic awareness Sounds of numbers relating to images and actions: <u>Grammar</u> Definite articles - le/la/les Avoir (Il y a+ le tombola)	<u>Vocabulary</u> Family members vocabulary <u>Context</u> Do you have any brothers and sisters? I have a brother /sister I have two sisters and a brother - plurals Introducing gender (<i>boy words and girl words</i>) Indefinite article as masculine and feminine words Phonic awareness Recognise rhyming patterns - père / mère / frère <u>Grammar</u> Avoir (Tu as des soeurs ou des frères? J’ai + une soeur) Indefinite articles (un/une) Plurals deux soeurs/trois soeurs
	Next Steps						
	Enrichment /Careers	European Languages Day – celebration of staff and students who speak a second language or have English as their second language		Students carry out French tradition of tossing crêpes with one hand while holding gold in the other Tasting of crêpes (likes/dislikes)			



MFL Curriculum Map

Year 3	Unit	Classroom Language /The French Alphabet Dans la classe/l'Alphabet	Building Dates - Quelle Est La Date? My Birthday - Mon Anniversaire	The Enormous Turnip story- Le Navet Énorme	Discovering France – La France	My Timetable Mon Emploi du Temps	At School - À l'École 2
	Key Concepts						
	Prior Learning	Bonjour Comment t'appelles-tu?	Quel âge as-tu? J'ai 5/6 ans Numbers to 20	Le/la	Numbers to 20 Seasons	Days of the week	How to perform a conversation to the class How to express likes and dislikes
	Key Knowledge	Context New classroom language/routines Questions (Can I have a drink?/go to the toilet?) What is your name? How do you spell it? French alphabet sounds and actions Spelling words in French French accents and symbols Phonic Focus Sounds of alphabet and how accents can change letter sound on, oi, ç e – é /è Grammar Pouvoir+ infinitive: Je peux+ aller Je peux+boire Je peux + enlever Je peux + distribuer Je peux + ranger Écrire (Comment ça s'écrit?)	Vocabulary Days of the week vocabulary Months of the year vocabulary Context Numbers to 31 Days of the week – compare to planet names – no capital letter Months of the year – (guess using near cognates) no capital letter How old are you? I am 7/8 years old and you ? When is your birthday? It's the 20th March Building dates Phonic Focus Months of the year – near cognates j, em, er, é, et Grammar Avoir (Quel âge as-tu? J'ai <u>sept</u> ans) Etre (c'est lundi 14 janvier)	Vocabulary Story characters vocabulary Context Read and follow a story Act out parts of the story Find out about word order in French Learn that objects have gender as well as people Use actions to help understanding Make predictions Adapt story to make own version Phonic Focus ch, ère Grammar Conjunction – 'mais' Language structure identifying Noun+verb+noun: Le fermier+ tire + le navet enorme Le chat+appelle + la souris Definite article (Le/la)	Vocabulary Transport vocabulary Landmarks in Paris Context Travelling to France – Different forms of transport Follow the travels of an English boy and his French friend. Landmarks in Paris Write postcard home Countries sharing a border with France The French flag Phonic Focus Silent 'h' eau Grammar Aller (je vais en voiture) Avoir visiter (j'ai visité)	Vocabulary School subjects vocabulary Days of the week Context Reading timetables Comparing French and English schools Advantages and disadvantages of systems Saying on what day of the week different lessons are Phonic Focus Silent consonants at end 's' oi Grammar Avoir (J'ai with school subjects)	Vocabulary School subjects vocabulary Context Opinions about school subjects Do you like Maths? I like/don't like Maths Using conjunctions to compare and contrast (and but) I like Maths <u>but</u> I don't like Art 3rd person - Sophie likes Reading and adapting play scripts Phonic Focus i, u Grammar Aimer (j'aime/je n'aime pas les maths / tu aimes le dessin? Sophie aime les maths) Conjunctions et/mais (j'aime les maths et j'aime le dessin – j'aime l'anglais mais je n'aime pas les sciences)
	Next Steps						
	Enrichment /Careers	European Languages Day – celebration of staff and students who speak a second language or have English as their second language					



MFL Curriculum Map

Year 4	Unit	At the Café / Au Café	The Weather / La Météo	Phonics and Dictionary skills	The Body / Le Corps	French-speaking countries /La Francophonie	Madagascar
	Key Concepts						
	Prior Learning	Prices in euros / Numbers 1-20 Je voudrais Voila Merci Indefinite article (le/la) J’aime / Je n’aime pas = I like/I don’t like...	Days of the week Joining ideas with the conjunction ‘et’ Imperative verbs ‘ez’	Ho to use a French dictionary	Body parts and a visit to the doctor’s role play Definite article (m/f) Indefinite article (m/F) How to understand that objects have different genders in French, as well as people Numbers 1-10 Word order in French with colours	Weather forecast – Quel temps fait-il? How will you travel? = Comment vas-tu? Different transport	I like / I don’t like = J’aime/Je n’aime pas Weather Items of clothing Colours with simple agreements Parce que + using because with reasons How to order nouns/colours correctly
	Key Knowledge	<u>Vocabulary</u> Food and drink vocabulary (some specialities in France- snails, mussels) Flavours of ice cream <u>Context</u> Ordering food in a café Being polite Using numbers/prices in euros What would you like ?= Qu’est-ce que vous désirez? I would like + food/drink Dictionary work translating menus <u>Phonic Focus</u> ou, ez/ai, ch, eau/au <u>Grammar</u> Vouloir (Je voudrais..) Definite article (le/la/les) Indefinite article (un/une) Conjunctions (et/aussi)	<u>Vocabulary</u> Weather phrases Days of the week <u>Context</u> Weather nursery rhyme – Incy Wincy Spider What is the weather like? Joining weather types using ‘and’ Use days of the weeks to create weather forecasts Present a weather forecast for Blyth <u>Phonic Focus</u> ui, eu <u>Grammar</u> Faire (il fait chaud/froid/Quel temps fait-il) Avoir (il y a) Conjunction (il y a du soleil <u>et</u> il fait chaud)	<u>Context</u> Use actions to learn new phonic sounds. Look at graphemes in context of new words Use phonics pots and group dictionary challenge to identify similar graphemes How to use a French- English dictionary to look up words with similar phonic sounds <u>Phonic Focus</u> <u>Phonic Focus</u> ch ,ou, on, ui, oi , é / er/ ez eau/ au j, in	<u>Vocabulary</u> Body parts <u>Context</u> Drawing and label life size body Heads, Shoulders, Knees and Toes Bonne Nuit Petit Monstre Vert story To introduce order of numbers, nouns and colour adjectives Monster body parts (using numbers and colours) Brief introduction to singular colour agreements <u>Phonic Focus</u> ou, ez, liaison les_yeux <u>Grammar</u> Definite article (le/la/les) Plural – adding an ‘s’ Word order (numbers/nouns/colours) Observing differences in spellings of colours with masculine and feminine adjectives/nouns	<u>Vocabulary</u> Names of Francophone countries <u>Context</u> Locate Francophone countries in the world Research and present facts about different countries to the class I am going/she is going/he is going to different Francophone countries Forms of transport Say what the weather is often like in different French-speaking countries <u>Phonic Focus</u> en, au, g, ui, oi <u>Grammar</u> Pronouns je/il/elle Aller (je vais/elle va/il vas en Suisse) Avoir (il y a du soleil) Faire (il fait chaud)	<u>Vocabulary</u> Holiday clothing <u>Context</u> Planning a trip to Madagascar– Weather in Madagascar What clothes to pack Dictionary work with clothes - Identifying masculine and feminine Clothing (un/une) Using Masculine/femine colour agreements Write a colour poem about Madagascar (la mer est bleue comme...) <u>Phonic Focus</u> on, an, un. une <u>Grammar</u> Indefinite article (un/une/des) Singular colour agreements (Une robe verte) Etre (la mer <u>est</u> bleue)
	Next Steps						
	Enrichment /Careers	European Languages Day – celebration of staff and students who speak a second language or have English as their second language Cultural capital – discussion of French food who has visited a French café – mussels/snails/cheese					



MFL Curriculum Map

Year 5	Unit	Revision Unit	French Alphabet My Pencil Case – Ma Trousse	My Family - Ma Famille	My Pets - Mes Animaux Domestiques	Where I live - Où j’habite	My Bedroom /Dans Ma Chambre
	Key Concepts						
	Prior Learning	Numbers to 31 How old are you? Quel age as-tu? J’ai 8 ans How are you? = Comment ca va? What’s your name? Alphabet – Comment ca s’écrit? (How do you spell it?)	Indefinite article (m/f) 5 classroom objects Colours (m/f agreement and word order) Objects have different genders in French, as well as people	Immediate family members and grandparents Do you have any brothers? qui s’appelle J’ai Dictionary skills	Tu as un animal? J’ai un lapin Colours (m/f/pl agreement and word order) qui s’appelle...and qui s’appellent	Family members and mon/ma/mes	Colours (m/f) agreement and word order Some plural agreements
	Key Knowledge	<u>Vocabulary</u> Numbers 1-69 Reasons for feelings (happy/at school/hungry/tired) <u>Context</u> My name is... What is your name? Her/His name is... I’m 9/10 years old How old are you? He is 9 years old/She is 10 years old Numbers (69 – tens to 100) Ordering higher numbers Identify celebrity names and ages How are you? I’m feeling fine/so-so/not good <u>because</u> I am tired/hungry/happy/relaxed/at school <u>Phonic Focus</u> in, ei, ui, soft ‘c’ <u>Grammar</u> Appeller (je m’appelle/Elle s’appelle/il s’appelle) Avoir (j’ai/il a/elle a 9 ans) Conjunction ‘parce que’ Être (Ca va bien parce que+ je suis contente)	<u>Vocabulary</u> Classroom objects <u>Context</u> Recap the French alphabet French accents and symbols How you spell your name Spelling classroom objects What is in a pencil case? There is a...pen/pencil/rubber Using colours to describe items <u>Phonic Focus</u> eu,oi, on, eau <u>Grammar</u> Avoir (il y a) Changing singular to plural (une gomme – des gomme) Colour adjectives with colour agreements (m/f) Introduce plural colour agreements Word order - number/noun/colour	<u>Vocabulary</u> Family members and extended family members <u>Context</u> I have + family members Dictionary work to find extended family Possessive adjectives (my) Dictionary skills Do you have any brothers and sisters? I have a sister who <u>is</u> called... I have two sisters who <u>are</u> called <u>Phonic Focus</u> oe/eu, ère, e, s as a z <u>Grammar</u> Avoir (Tu as des soeurs et des frères? /j’ai+une soeur) Appeller (qui s’appelle /qui s’appellent) Possessive pronouns (mon/ma/mes) Indefinite articles (un/une)	<u>Vocabulary</u> Pets <u>Context</u> Do you have an animal? I have <u>a black</u> dog who <u>is</u> called I have <u>two black</u> dogs who <u>are</u> called Using colours to describe pets Plurals Use adjective to describe pets <u>Phonic Focus</u> oi, i, in, ch <u>Grammar</u> Avoir (Tu as un animal? J’ai un chat) Colour agreements (j’ai un chat noir / j’ai deux chats noirs) Appeller (J’ai un chat noir qui s’appelle...) J’ai deux chats noirs qui s’appellent et....) J’ai les yeux marron J’ai les cheveux blonds	<u>Vocabulary</u> Town/village/city Coast/mountains/country Types of houses Rooms of a house <u>Context</u> Where do you live? I live in a town/village/city It’s at the beach/mountains/countryside Types of houses (big, small, semi-detached) Rooms in a house Describing who you live with (family members) <u>Phonic Focus</u> gn, ain/in, en/an, ui <u>Grammar</u> Habiter (j’habite à..) Être – (c’est une ville..) Adverbial phrase (à la montagne) Avoir (il y a une chambre) Prepositions (<u>avec</u> ma soeur / j’habite <u>dans</u> une maison jumelle)	<u>Vocabulary</u> Bedroom furniture <u>Context</u> Identifying items of furniture from photos Describe the colour of the furniture There is a blue lamp Describe where things are in the room using prepositions <u>Phonic Focus</u> Adding ‘e’ pronounce final consonant a, q/c <u>Grammar</u> Avoir (il y a...) Indefinite article (un/une) Colour agreements (il y a une chaise verte/ il y a deux chaises vertes) Prepositions (il y a une lampe noire sur une commode bleue)
	Next Steps						
	Enrichment /Careers	European Languages Day – celebration of staff and students who speak a second language or have English as their second language					



MFL Curriculum Map

Year 6	Unit	Sports – Le Sport	Musical Instruments – La Musique	The Time - L’heure	Daily Routine - La Routine	In the Town - En Ville	At the Shops – Aux Magasins
	Key Concepts						
	Prior Learning	I like / I don’t like = J’aime/Je n’aime pas Using pronouns elle and il Conjunctions (and, but, because) Dictionary skills	Days of the week Je ne joue pas Frequency adverbs	Numbers 1-70	Dictionary skills	J’habite à Blyth Il y a... Definite/indefinite articles	Il n’y a pas de Prices in euros Polite café language (Je voudrais...sil vous plaît) French shops
	Key Knowledge	<u>Vocabulary</u> Sports activities <u>Context</u> Are you sporty? Do you like tennis? Express opinions about different sports (I love/like/don’t like/hate) Conjunctions ‘et’ and ‘mais’ to compare and contrast opinions Use ‘parce que’ to give different reasons explaining why you like/don’t like a sport Asking others about their opinions 3 rd person opinions (Il/Elle) Do you play tennis? I play different sports She/he plays different sports Use the negative to say ‘I/she/he doesn’t play different sports’ <u>Phonic Focus</u> E, ez/et/é <u>Grammar</u> Être – (Tu es sportif?/ Je suis sportif?) Aimer (Tu aimes le tennis? j’aime/elle aime/il aime Je n’aime pas/elle n’aime pas/il n’aime pas) Adorer (j’adore/elle adore/il adore) Détester (je déteste/il déteste/ elle déteste) Conjunctions (j’aime le foot <u>et</u> j’aime le tennis / j’adore le foot <u>mais</u> je n’aime pas le tennis) Reasons for opinions using conjunction and Être J’aime le tennis <u>parce que</u> c’est facile Jouer (Tu joues au tennis? je joue/elle or il joue) Negation (je ne joue pas/il or elle ne joue pas au tennis)	<u>Vocabulary</u> Musical instruments Days of the week <u>Context</u> Do you play an instrument? I play the flute Asking others if they play an instrument She/He plays the drums I don’t play an instrument Use adverbs of frequency to say how often you play <u>Phonic Focus</u> u, ou, i, <u>Grammar</u> Jouer de la /du (Tu joues d’un instrument? Je joue de la batterie/il or elle joue du piano) Using the negative Frequency adverbs (lundi, tous les lundis, toutes les semaine, tous les jours)	<u>Vocabulary</u> Numbers 1-100 (in tens) 1-70 (in ones) <u>Context</u> Revise numbers 1-70 and in tens to 100 What time is it? Time on the hour, half past, quarter past, quarter to the hour Digital and analogue times Know that different places in the world have different time zones What time do you have tea? I have tea at 6.30pm <u>Phonic Focus</u> Liaison deux heures eu, oi <u>Grammar</u> Être (Quelle heure <u>est</u> -il? / il <u>est</u> deux heures) Dîner = je dine (Tu dînes à quelle heure?)	<u>Vocabulary</u> Daily routine phrases French breakfast food items <u>Context</u> Explaining morning routines Sampling a French breakfast (likes and dislikes) Ordering own routines using time conjunctions Say what time you do different routines Use the negative to say what you don’t do What makes up a French breakfast Sample a French breakfast <u>Phonic Focus</u> Il, ai/ei, ui, à <u>Grammar</u> Se lever (je me lève) Se coucher (je me couche) Manger (je mange le petit déjeuner) J’aime/Je n’aime pas/J’adore/je déteste Se laver (je me lave) Se brosser (je me brosse les dents) S’habiller (je m’habille) Aller (je vais à l’école)	<u>Vocabulary</u> Places in a town <u>Context</u> Where I live There is/ There isn’t a post office Solving problems by asking questions about a town – is there a sports centre? Where is the station? Giving directions (straight on/turn left, turn right) Using conjunctions to order ideas (and/next/then/after that) <u>Phonic Focus</u> Silent letter ‘h’ é/est/ez, y <u>Grammar</u> Habiter (J’habite dans une ville) Avoir (il y a un/une / il n’y a pas de) Indefinite articles (un/une) Être (Où est la poste) Definite articles la/le Tourner (Tournez à gauche/droit) Aller (Allez tout droit)	<u>Vocabulary</u> Shops in a town Clothes vocabulary <u>Context</u> There is a+bakers/butchers/sports shop What different shops sell Using m/f/pl colours agreements to describe clothing Polite conversation at the shops buying items (please/thank you) Can I help you? I would like a red t-shirt please Sorry there isn’t a red t-shirt Anything else? How much is it? <u>Phonic Focus</u> Liaison – vous_aider ai, oi <u>Grammar</u> Avoir (il y a un/une / il n’y a pas de) Singular and plural colour agreements – (Une robe bleue / Des chaussures bleues) Vouloir (Je voudrais...une robe) Être (Je suis désolé e...)
	Next Steps						
	Enrichment /Careers	European Languages Day – celebration of staff and students who speak a second language or have English as their second language Writing to a French pen pal – contact with other students in a school in Normandy		Second letter to a pen pal – new year greetings	Students sample pain au chocolat / croissants and fresh orange juice and learn about the traditions in France (hot chocolate out of a bowl) comparing to their own breakfasts		Trip to France (Normandy) Students visit a French bakery and listens to a baker who shows them how to cook bread in the French language Students visit the market and buy an icecream on their trip Conversation at the market planning



MFL Curriculum Map

Year 7	Unit	My family and I	My likes and Dislikes	My Town	My House	The Environment
	Key Con	My Personal World	My Personal World, Lifestyle and Wellbeing	My Neighbourhood	My personal world, My Neighbourhood	My Neighbourhood, Travel and Tourism
	Prior Learning	Year 5: My Family I have + family members Avoir (Tu as des soeurs et des frères? /j'ai+une soeur) Possessive pronouns (mon/ma/mes) Indefinite articles (un/une)	Year 6: Sports How some verb endings change to match the subject aimer/adorer/détester/avoir/être Use of negative ne..... pas + de How to explain likes and dislikes Vocabulary for intensifiers – assez/très/vraiment/.... Connectives – parce que/car..	Year 6: In the Town How to use present tense + infinitive eg j'aime aller... How to use j'aime/je n'aime pas/j'adore/je déteste Names for places in town How to say where you live using j'habite à Location of places using dans le nord/sud/l'est/l'ouest de l'Angleterre	Year 5: In my bedroom Vocabulary for bedroom furniture Basic prepositions Using il y a Colours Adjectival agreements with colours	Year 6: In the Town Vocabulary being taught for the first time Il y a Je peux
	Key Knowledge	Substantive – grammar /knowledge of the language How to say “the” and “a” (definite & indefinite articles) How to say my/your (possessives) How to give the date in French Using avoir in all declensions How to change reflexive pronouns How to use intensifiers How to extend sentences using qui and parce qu’ il est Disciplinary – communicative goals (including how to develop answers) How to say whether you have brothers or sisters How to give the names of people in your family Asking basic questions (Comment t’appelles-tu?)Comment ça va? Describing relationships with family and friends Phonics Intro to phonics Oi In On/om Ch	Substantive Conjugation of être Using -er verbs in the present tense, e.g. je regarde/joue How to use jouer + au/à la/à l’/auxà l’/aux with games faire + du/de la/des with sporting activities Quand/si + weather phrases: s’il fait beau, j’aime jouer au tennis How to use opinion phrases + le/la/les Adverbs: assez, très, un peu Christmas vocabulary Les animaux, les couleurs, des adjectifs Disciplinary How to say whether you are sporty, which sports you like and dislike and when you do sport Which other activities you like to do in your free time Phonics Recap of previous sounds Ou U R Eu Ai	Substantive How to use there is/ is not - il y a/ il n’y a pas de Using infinitives – to say what you can do, what you like to do, and what you’re going to do – On peut/on ne peut pas/ je vais aller au stade/faire du shopping How to use au/à la/aux to say “to the” To want and to be able – e.g. je veux / je voudrais + infinitive Using reflexive verbs in the « je » form to talk about preparing to go out How to use the modals on peut/on pourrait + infinitive, je voudrais + infinitive Je suis + adjectival agreement with nationalities Disciplinary How to describe the town you live in How to arrange going out in town How to ask more extended questions like Tu aimes habiter Blyth? Pourquoi/pas? Qu’est-ce qu’on peut faire à Blyth? S’il fait beau/s’il pleut. Describing what you can do in your town using on peut + infinitive Opinions Si + weather phrases, s’il fait beau, on peut aller à la plage Aller + au/à la/aux/à l’ Phonics Recap of previous sounds I Ui A H ouill	Substantive – grammar /knowledge of the language New phrases to give opinons (selon moi) Understanding that most adjectives come after the noun in French, except for petit/grand/beau/belle/vieux/vieille/gros/joli/jolie/nouveau/nouvelle Phonics for new vocabulary Intensifiers to extend sentences and range of language Depuis + present tense; Conditional verb phrases – j’aimerais/je voudrais/je préférerais...../serait/il y aurait Devoir in all forms + ranger, mettre, débarrasser, nettoyer, laver Negatives with devoir to describe which jobs we don’t have to do or never have to do Disciplinary – communicative goals (including how to develop answers) Give more detailed reasons for likes / dislikes of where your home is situated Descriptions of your home and other people’s homes Describing the rooms in your house, upstairs and downstairs, what your favourite room is and why Differences between the houses you see in French-speaking countries and the UK Naming the rooms in the house and talking about what activities you do in each room. Talking about the jobs you have to/don’t have to do around the house. Describing where objects are in your house. Describing your ideal bedroom and ideal house with reasons why Phonics Recap of previous sounds Qu O I / y e	Substantive Use and understand ‘il y a + nouns’ Use and understand ‘il faut’ + infinitive Use and understand ‘on doit’ + infinitives Using modal verbs pouvoir, devoir, vouloir Use and understand negatives such as ‘ne...pas’, ‘ne...jamais’, ‘ne...rien’ Know and use the verbs: protéger, avoir, être Understand how to learn French vocabulary Disciplinary Describing environmental problems and solutions Describing endangered animals, environmental problems and solutions Saying how I would like to change the world to help the environment giving opinions about eating meat Discussing environmental problems in my town/area Phonics Recap of all sounds per lesson, starting from beginning
	Next	Year 9: Relationships and family	Year 8: Free time and technology	Year 8: Talking about where I live	Year 10: Home, Town and Region	Year 10: Environment
	Enrich					



MFL Curriculum Map

Year 8	Unit	Holidays	Holiday Transactions	Describing a past holiday	Going Shopping	At school
	Key Concepts	Travel and Tourism	Travel and Tourism	Travel and Tourism	My Personal World, My Neighbourhood	Studying and My Future
	Key Knowledge	Substantive: Present tense of key verbs: aller, partir, arriver, voyager, visiter, loger, prendre Using modal verbs plus infinitives: on peut and il faut Sequencing phrases: normalement, généralement, d'habitude, tous les ans, l'an prochain near future tense of key verbs au/en/aux with different countries en and à with transport il y a/ il fait - weather Disciplinary: different countries/locations: au bord de la mer, à la campagne, à la montagne, à la plage different modes of transport using prendre/voyager weather types duration of holiday activities you do on holiday who you go with	Substantive Using 'vous' forms of verbs Conditional tense Verbs: prendre/aller/voyager/vouloir/acheter/réserver Modal verbs with je/on Negatives Disciplinary Countries/locations Transport Duration of holiday Activities on holiday Miscellaneous language for things in train stations, airports and hotel	Substantive Present tense of key verbs: avoir and être Perfect tense formation – subject, auxiliary verb, past participle Past participle endings – é, i, u Il y avait/il faisait – weather C'était Time phrases Recap of all the previous topic vocabulary, with the following key verbs in the perfect tense: perfect tense + avoir: j'ai voyagé, j'ai visité, j'ai mangé, j'ai fait, j'ai logé perfect tense + etre: je suis allé(e), je suis resté(e), je suis arrivé(e), je suis parti(e) More able students: perfect tense avoir full declension Disciplinary Countries/locations Transport Activities on holiday Weather	Substantive Using the partitive article du/de la /des position of adjectives – before or after the noun Porter – full declension How to explain costs and European clothes sizes Disciplinary How to buy clothes in France Describing your own style and say what you're going to wear Be able to say which foods you want to buy and in which quantity from a market. Talking about buying food and drink in restaurants/café/supermarkets	Substantive : Comparatives – plus que/moins que/aussi que 3rd person plural with regular/irregular verbs The imperative Perfect tense New phrases to give opinions. Phonics for new subjects (e.g. EPS – euh-pay-ess) Intensifiers to extend sentences and range of language Disciplinary: Give more detailed reasons for likes / dislikes of subjects Descriptions of teachers describing your school day, and a school day in France using reflexive to describe routine Describing school uniform
	Prior Learning	Year 4: French speaking countries Year 3: Discovering France Infinitives of- er verbs -er/ir/re verbs in the present tense some adverbs of time and frequency Numbers and telling the time Transport	Prior Learning Year 7: My town and region Conditional phrases like 'je voudrais' when describing ideal towns and homes Places in town Y8 Holidays Present Tense Sequencing phrases such as: l'an dernier/l'année dernière, la semaine dernière, le weekend dernier, le lendemain au/en/aux with different countries, à with cities and towns different countries/locations: au bord de la mer, à la campagne, à la montagne, à la plage, different modes of transport, weather types, duration of holiday, activities you do on holiday, who you go with	Year 8: Holidays Sequencing phrases such as: l'an dernier/l'année dernière, la semaine dernière, le weekend dernier, le lendemain au/en/aux with different countries, à with cities and towns different countries/locations: au bord de la mer, à la campagne, à la montagne, à la plage, different modes of transport, weather types,	Year 6: At the shops Il y a / il n'y a pas de Je voudrais Je suis désolé Shops and what they sell Buying items Clothing with colours	Prior Learning Y7 My Town How to use there is/ is not - il y a/ il n'y a pas de Using infinitives – to say what you can do, what you like to do, and what you're going to do – On peut/on ne peut pas/ je vais aller au stade/faire du shopping How to use au/à la/aux to say "to the" How to use the modals on peut/on pourrait + infinitive, je voudrais + infinitive How to describe the town you live in How to arrange going out in town
	Next Steps	Year 8: Holidays Past Tense	Y10 Holidays	Year 10: Holidays	Year 11: Home Town and Region	Y10 School Life
	Enrichment /Career					



MFL Curriculum Map

Year 9	Unit	Hobbies	my Life Online	Am I fit and Healthy?	My Life and My Habits	Relationships and Family
	Key Concepts	Media and Technology, Lifestyle and Wellbeing	Media and Technology	Lifestyle and Wellbeing	My Personal World, Lifestyle and Wellbeing	My Personal World
	Key Knowledge	Substantive Using comparatives ‘plus’ and ‘moins’ Developing likes and dislikes- using avoir phrases for opinions e.g. j’ai une passion pour / j’ai horreur de.. Modal verbs – on peut/il faut/ on doit Using ‘il est’ for ‘it is’ Future tense Perfect tense Après avoir/être with past participle Use of adverbs of time e.g. quand / puis / après / ensuite Disciplinary Give your opinion about different types of TV programmes, films and music Describe the plot and key features of film / TV programme Describe your favourite actor, character or musician Use the past tense to describe what you have listened to/ watched recently Use the present tense to describe how you usually celebrate birthdays Use the future tense to describe how you are going to celebrate your next birthday	Substantive: Er, ir, re verbs linked to technology Adverbial phrases of time and frequency using comparatives Modal verbs + infinitive Il y a le risque de.../ On risque de + infinitive Future tense Perfect tense Disciplinary: Rating the different aspects of social media in importance Give your opinion about the advantages and disadvantages of the Internet/ social media Finding signposts to predict the tense being used	Substantive: present tense of key verbs including jouer/faire near future tense imperfect tense (I used to...) adverbial phrases of time and frequency il faut + infinitive il est important de + infinitive Disciplinary: talking about exercise and its advantages talking about health in terms of illness/ what is wrong describing what your health used to be like when you were younger e.g what did you used to eat, what did you used to do for exercise? planning what you are going to do in the future to improve your health	Substantive- Present tense of key verbs including manger / boire Adverbial phrases of time and frequency Modal verbs + infinitive -er verb risquer Negatives Disciplinary – Discussing healthy diets Discussing bad habits for yourself and others Discussing physical and mental well being	Substantive How to use irregular and reflexive verbs 1st and 3rd person Formation of perfect and imperfect tenses Use of relative pronoun qui Use of emphatic pronoun eg avec lui Use of adjectival agreements and position, possessive adjectives and abstract nouns Disciplinary Describe your friends and giving opinions about what makes a good friend Describe a photo of family events or situations Talk about your family relationships; who you get on well with and why.
	Prior Learning	Prior Learning Y7 Sport and Hobbies Infinitives of- er verbs Je / tu/ il forms of -er verbs some adverbs of time and frequency Saying what you do in your spare time Giving opinions about hobbies	Prior Learning : Year 7 High frequency key verbs in present tenses adjectival agreement talking about free time online activities	Prior Learning Y7 Sports and Hobbies Present tense of key verbs such as jouer/faire Connectives Ce que + opinion phrases Mon _____ préféré(e) structure Different types of sports that you do and like Opinion phrases	Prior Learning Y8 Health and Fitness Present, past, future and conditional tenses depuis + present, giving opinions, il faut /on doit/on peut + infinitive saying what you eat and do to stay healthy, what you used to do and what you will do in the future to lead a healthy lifestyle	Year 7: My Family and I Present, perfect and near future tense of regular and common verbs Adjectival agreement Describing a person and saying who is in your family
	Next Steps			Year 10: Free Time and Sport	Year 10: Charity and Social Issue	Year 11: Relationships and Home
	Enrichment					



MFL Curriculum Map

Year 10	Unit	Free Time and Hobbies	Family and Relationships	School Life	Healthy Living	Holidays
	Key Concept	Media and Technology, Lifestyle and Wellbeing	My Personal World	Studying and My Future	Lifestyle and Wellbeing	Travel and Tourism
	Key Knowledge	Substantive (Grammar and Skills) - aimer + noun and aimer + infinitive - The present tense of regular -er verbs - The present tense of irregular verbs - Forming and answering questions - The near future tense - The perfect Tense - Asking questions in the perfect tense - Listening and transcribing in French - Preparing a role play - Phonic sounds of é, er, ez Disciplinary (topic area/vocab) - Life online - Pros and Cons of being online - Saying what you do to stay active - Talking about what you watch on TV, online and at the cinema - Making plans to go out - Responding to invitations - Saying what you did last weekend - Taking part in an interview	Substantive (Grammar and Skills) - Emphatic pronouns after prepositions - Reflexive verbs in the present tense - Possessive adjectives - Adjective agreement - Adjective word order - Direct object pronouns - Present tense of regular verbs - Perfect tense - Adverbs - Combining three tenses together – present, perfect and future - Translating a passage into French - Qualifiers and intensifiers - Describing a photo - Phonics sound - è/ ê / âi / ai (père, j’aime, vêtements) - œ / open eu (sœur, heure) - ch pronounced as ‘sh’ (cheveux, chauve, chapeau) Disciplinary (topic area/vocab) - Talking about your identity - Discussing your weekend routine - Saying what you do with your family - Discussing friends and friendship - Describing a photo – what do people look like, where are they, what are they doing - Talking about positive role models - Talking about celebrations, both annual and recent.	Substantive (Grammar and Skills) - Comparative adjectival structures: <i>plus</i> + adjective + <i>que</i>, <i>moins</i> + adjective + <i>que</i> - se of <i>il faut</i> + infinitive, <i>il est</i> + adjective (e.g. <i>important / interdit</i>) + <i>de</i> + infinitive - Irregular past participles (<i>appris, bu, couru, écrit, fait, lu, mis, pris, reçu, ri</i>) - Negatives in the perfect tense go around the part of <i>avoir/être</i> - Superlatives: <i>le/la/les plus/moins</i> + adjective; <i>le/la/les meilleur(e)(s)/pire(s)</i> + noun <i>en</i> + school subject (without <i>le/la/les</i>) - Imperfect tense: habitual or continuous actions (‘I used to ...’). Whole paradigm of regular -er verb (<i>regarder</i>); <i>être</i> stem (<i>ét-</i>) - Indirect object pronouns <i>me/m’, nous</i>; position (<i>il me parlait, elle nous donnait</i>) - Imperfect, present and near future together - More negative phrases (<i>ne ... aucun(e), ne ... ni ... ni, ne ... que</i>) - Phonics - <i>-ien, -s, -oi, -er, -é</i> Disciplinary (topic area/vocab) - Talking about school subjects and school life - Discussing school rules - Talking about making progress at school - Describing what school life used to be like - Discussing the importance of learning languages	Substantive (Grammar and Skills) - Partitive articles: du, de la, de l’, des - Contraction to de/d’ after a negative - Pronoun en with present tense verbs - Tu-form imperative, including sois and negative form - Modal verbs + infinitive (devoir, pouvoir, vouloir) and negatives - à with definite article (au, à la, aux) - avoir mal (+ au, à la, aux) - Reflexive verbs in the perfect tense - Preparing a role play - Simple future for all persons of the verb for –er verbs - Simple future for first person singular for aller, avoir, être, faire - Reflexives revisited - Using more complex sentence structures (pour / afin de / au lieu de / avant de + infinitive - Irregular verbs in je form across the three tenses (avoir, être, faire) - Negatives: ne ... plus, ne ... jamais, ne ... rien, ne ... pas - Phonics nasal sounds: en, an, em, am, ain, in, aim, im and pronouncing -eu Disciplinary (topic area/vocab) - Giving opinions about dishes - Meals and mealtimes - Good mental health - Giving advice - Illness and accidents - Improving your lifestyle and lifestyle changes	Substantive (Grammar and Skills) - Conditional tense - Extending spoken and written responses - Forming questions - Giving advice with il vaut la peine de and il vaut mieux - Using the perfect and imperfect tense together - Creating complex sentences using relative pronouns - Using the perfect tense of modal verbs - Identifying positive and negative opinions - Si + present tense + simple future - Using three tenses together Disciplinary (topic area/vocab) Ideal holiday - What you can see and do on holiday - Festivals - Booking holiday accommodation - Staycation activities
	Prior Learning	Y7 Likes and Dislikes Y9 Hobbies and My Life Online	Year 9: Relationships	Y8 School	Y9 Am I fit and Healthy and My Life and My Habits	Y8 Holidays, Transactions on Holiday and Where did you go last year?
	Next Steps	Year 11: Exam Prep	Year 11: Exam Prep	Year 11: Exam Prep	Year 11: Exam Prep	Year 11: Exam Prep
	Enrichment /Career					



MFL Curriculum Map

Year 11 (one remaining year of old spec)	Unit	Relationships	Healthy Living	School	Jobs, Careers and Future Plans
	Key Concepts	All about me	All about me	Education and work	Education and work
	Prior Learning	Year 9: Relationships and Family Mon/ma/mes/ton/ta/tes/son/sa/ses Present tense regular verbs Reflexive verbs Near future tense Names for family members Some phrases with reflexive verbs – je m’entends bien avec etc. Qualities of a good friend	Year 8: Health and Fitness Present, past, future and conditional tenses depuis + present, giving opinions, il faut /on doit/on peut + infinitive saying what you eat and do to stay healthy, what you used to do and what you will do in the future to lead a healthy lifestyle	Year 9: School Present, Perfect, Future and Imperfect tenses Il y a/il n’y a pas de Full declension of avoir/ être School subjects they study at school, describing teachers, describing appearance and size of their school	Year 9: Jobs and Careers Present, perfect, imperfect and future tenses Conditional tense – je voudrais Students are able to describe past, present, future ambitions Students are able to describe different workplaces and job titles
	Key Knowledge	Substantive Present tense regular verbs Present tense irregular verbs Relative pronoun – qui and que Mon/ma/mes/ton/ta/tes/son/sa/ses Reflexive verbs Prepositions – à/de/contre Emphatic pronouns Near future tense Simple future tense (Higher) Question words Perfect tense Imperfect tense Disciplinary Talking about friends Talking about what makes a good friend Talking about family relationships Talking about life/relationships when you were younger Discussing who your role models are	Substantive Using modal verbs to give advice Simple future tense Adverbs Disciplinary Discussing healthy living, saying what you do to stay healthy (diet / exercise / lifestyle (smoking & alcohol dangers)) giving advice to other people, and understanding advice saying what you will do in the future to be healthier	Substantive Present, perfect, future and imperfect tenses Definite articles (le/la/les) Comparatives (plus...que, moins...que, aussi...que) 3rd person plural irregular verbs Il faut/il est interdit + infinitives Imperatives (Levez-vous etc) Adverbs Question words Sequencing words Frequency words Time Indicators Negatives Adjectival agreement Disciplinary Describing school building Describing school rules Describing school subjects Describing school uniform Describing preferences	Substantive Comparatives Après avoir/être + past participle Avant de + infinitive Subjunctive (Higher) Direct object pronouns ‘Si’ phrases Question words Sequencing words Frequency words Time Indicators Negatives Adjectival agreement Disciplinary Describing ambitions in the past, present and future tenses Describing favourite jobs Describing which job is better/worse
	Next Steps	Year 12: The changing role of the family			Year 12: The role of voluntary work
	Enrichment /Careers				



MFL Curriculum Map

Year 12 - French	Unit	Unit 1 The changing role of family	Unit 2 Cyber society	Unit 3 The voluntary sector	Unit 4 Le patrimoine - heritage	Unit 5 Contemporary French Music	Unit 6 – Le septième art – French-cinema
	Key Concepts	All about me	Free time	Home and abroad	Home and abroad	Free time Culture in French Speaking Communities	Culture in French Speaking Free time
	Key Knowledge	Substantive Formation and use of imperfect tense -regular and irregular Formation and use of perfect tense – avoir / etre with agreements and irregular forms Formation and understanding the use of the Past Historic Disciplinary Discuss the trends in marriage and other forms of partnership Consider and discuss the merits and problems of different family structures Consider relationships between the generations and discuss the problems that can arise	Substantive Use of infinitive constructions -verbs followed by à and de. Understand and use object pronouns- direct, indirect, disjunctive/emphatic. Use the present tense of regular and irregular verbs. Use more subtle language when giving opinions, broadening strategies to widen the range of vocabulary. Disciplinary Describe and discuss how technology has transformed everyday life Consider and discuss the dangers of digital technology Consider the different users of digital technology and discuss possible future developments	Substantive Use temporal and causal connectives, co-ordinating and subordinating conjunctions. Use the conditional and 'si' sentences with the imperfect and conditional Form and use the simple future tense with regular and irregular verbs Disciplinary Examine the voluntary sector in France and the range of volunteers provide Discuss the benefits of voluntary work for those that are helped and how beneficiaries request help Describe and evaluate the benefits of voluntary work for those that do it and for society as a whole Interpret and explain figures and statistics Summarise from listening and reading texts Translate into English	Substantive Use adjectival agreements in more complex and less familiar sentences Use comparatives and superlatives with a wider range of adjectives Use si clauses in present and future Use the subjunctive with expressions of doubt, uncertainty or necessity Disciplinary Understand the notion of heritage and heritage preservation on a regional and national scale Consider the ways in which some of the country's most famous heritage sites market themselves Comprehend and analyse how heritage impacts upon and is guided by culture in society Develop extended answers Avoid repetition Interpret pictures	Substantive Use the full range of question forms Use the full range of command forms Use the subjunctive to suggest possibility with verbs of wishing and emotional reaction Use the conditional form of modal verbs Disciplinary Describe and evaluate the popularity of contemporary francophone music and its diversity of genre and style Consider who listens to contemporary francophone music, how often and by what means Describe and analyse the threats to contemporary francophone music and how it might be safeguarded	Substantive Use infinitive constructions in a wide range of contexts Use si clauses in the pluperfect / conditional perfect Use connectives followed by the subjunctive Disciplinary Consider a variety of aspects of French cinema Consider the major developments of French cinema from its beginnings to the present day Consider the continuing popularity of French cinema and film festivals Summarise from listening Speak persuasively Write with a purpose and for a variety of audiences
	Prior Learning	Year 11: Relationships present, imperative, future and conditional tenses present subjunctive si clauses passive voice reflexive verbs in the 1st and 3rd person, depuis + present tense relative pronouns: qui,que,quoi,dont, ce que, lequel,auquel.... Students are able to say who they get on with in their family Students are able to give basic views on the pros and cons of marriage and state their personal plans	Year 10: Free time- technology present, perfect ,future and conditional tenses giving opinions and justifying them il faut/on doit/on peut + infinitive Students will be able to describe their own uses of technology and will understand its importance in the lives of the French. Being able to say what are the pros and cons of using social media Giving opinions on the changing role of the internet in Francophile countries	Year 10: Charity and social issues- volunteering present, perfect, imperfect, future and conditional tenses common connectives and adverbs of time and frequency Students can say what some key social problems are Students can say what they usually do and have done to help	Year 10: Home Town, Neighbourhood and Region adjectival agreements use of comparatives and superlatives Use of si with present tense and with set phrases in the conditional Common subjunctive phrases e.g. ce soit / bien que je puisse Students are able to say what they can do in their region Students can say what they have visited	Year 10: Freetime- music asking questions and using the basic question words using the imperative in common situations using set phrases for modal verbs in the conditional e.g. je voudrais Students are able to say who their favourite band is and why Students have already used the subjunctive mood	Year 10: Free time- cinema use infinitive constructions use si clauses with present, future and conditional use subjunctive to express doubt, uncertainly, wishing Students are able to say what their favourite film is and why Students are able to review a film
	Next Steps						
	Enrichment /Careers						



MFL Curriculum Map

Year 12 - French	Unit	Dossier Littérature Bonjour Tristesse	Dossier Film Entre les Murs
	Key Concepts	Culture in French Speaking	Culture in French Speaking Free time
	Key Knowledge	Substantive Form and use combination tenses- recognition of past historic Choose the correct tense for the context Use literary terms in appraisal and writing Disciplinary Discuss some of the background and context of the novel and the author. Consider the position of women in 1950s France. Consider the closeness of the author to the character of the protagonist.	Substantive Form and use combination tenses Choose the correct tense for the context Use literary terms in appraisal and writing Disciplinary Discuss some of the background and context of the film and the director. Consider the position of young people at school in Paris 2007. Consider how and why the director has chosen to represent the protagonist (s)
	Prior Learning	Students have been exposed to some short extracts from literary texts at GCSE and they have used descriptive language, all tenses	
	Next Steps		
	Enrichment /Careers		



MFL Curriculum Map

Year 13- French	Unit	Unit 1Positive aspects of a diverse society	Unit 2 The challenges faced by those marginalised in society	Unit 3 How criminals are treated
	Key Concepts	Home and abroad	Home and abroad	Home and abroad
	Key Knowledge	Substantive Extend their use of the present tense Extend their use of the future tense Form and use the conditional in a wider range of contexts Disciplinary Describe and evaluate the benefits of living in an ethnically diverse society Develop arguments for tolerance and respect of diversity Consider how we can promote diversity to create a richer world Use strategies for gist comprehension Pronounce loanwords accurately	Substantive Extend their use of the imperfect tense Extend their use of the perfect tense Use and form the pluperfect tense Disciplinary Identify and describe the different groups who are socially marginalised Discuss measures to help those who are marginalised Consider contrasting attitudes to people who are marginalised Respond to a stimulus Express approval and disapproval Use synonyms to produce more variety of expression	Substantive Extend their use of the past historic tense Use different tenses with si more confidently Extend their use of infinitive constructions Disciplinary Describe and analyse different attitudes to crime Discuss prison and its merits and problems Consider alternative forms of punishment
	Prior Learning	Year 10: Charity work and social issues present, perfect, imperfect, future tenses conditional and subjunctive mood Students are able to say what some of the key social issues are in society Students are aware of the Francophone countries globally	Year 13 Marginalised communities in the French speaking world present, perfect, imperfect, future tenses conditional and subjunctive mood Students are able to say what some of the key social issues are in society Students are aware of the Francophone countries globally Understanding the positive aspects of a diverse society	Year 13: The challenges faced by those marginalised in society present, perfect, imperfect, future tenses recognise the past historic tense si clauses infinitive constructions Students are able to say what some of the key social problems are in society
	Next Steps			
	Enrichment /Careers			



MFL Curriculum Map

Year 10 German	Unit	Holidays	Free Time	Home Town, Neighbourhood and Region	The Environment	Charity work and social issues	Festivals
	Key Concepts	Home and Abroad	Free time	Home and Abroad	Home and Abroad	Home and Abroad	Culture in German Speaking Communities
	Prior Learning	Year 9: Holidays High frequency verbs – fahren, gehen, machen, sein, haben in present tense Giving opinions and justification to describe holidays Countries, transport, accommodation, weather, holiday types and resorts, length of time, holiday items, holiday activities and sports.	Year 9: Free time and Leisure Developing likes and dislikes and making more complex opinions Describing free time using the past tense Give your opinions Arranging a social event	Year 7: My Town and My House Position and agreement of adjectives Modal verbs – man kann, man muss, sollen, können, dürfen Prepositions of place Places in town and region, rooms and furniture in a house, Opinions linked with this topic	Year 7: Environment modal verbs + infinitive, man soll/sollte, man kann/könnte, man darf/dürfte + infinitive Es gibt ein/einen/eine/kein/keinen/keine..... vocabulary linked to this topic including environmental problems and possible solutions.	Year 9: Me in the World structures with haben (Hunger/Durst) Describe what you are allowed to do and what is important to you. Adjectives, Comparatives, superlatives	Year 9 cultural references to key events during the year. Vocabulary linked festival names and food Present tense of essen/trinken/feiern Man muss/kann + infinitive
	Key knowledge	Substantive Present tense of high frequency verbs The simple future tense The perfect tense The imperfect tense Modal verbs Question words Sequencing words Frequency words Time Indicators Negatives Adjectival agreement Disciplinary Describing past, present and future holidays Describing holiday preferences	Substantive Using seit + the present tense The comparative Relative pronouns Direct object pronouns Imperfect tense Disciplinary Discussing free time and leisure in more complex details, including sport, technology, social networks, reading and TV and cinema	Substantive Using the superlative Using ‘wenn’ clauses plus subjunctive phrases: wäre/hätte/würde Using negatives Asking questions Direct object pronouns: ihn, sie, es, sie Dative case after prepositions of place: in, an, auf, über, unter, neben, hinter, zwischen, vor The future tense Disciplinary Discussing what there is to see and do in your region, town and local area. Talking about plans linked to the weather. Discussing a community project	Substantive- Quantity phrases - zu viel, sehr, kaum, viel, (ein) wenig, extrem, gar nicht, ermäßig Sein, haben, sollen, können in the conditional Environment infinitives –trennen, kompostieren, installieren, recyceln, organisieren, sparen, ausschalten, schützen, bedrohen, reduzieren, zerstören, Comparatives and superlatives: besser, das Beste, schlimmer, das Schlimmste, wichtiger, das Wichtigste Exclamations & opinion phrases - es ist furchtbar, ich bin dagegen, ich bezweifle, dass.... Disciplinary Identifying the problems of the environment and saying what concerns you the most Saying what you do to protect the environment Giving details about what you could do /what you will do to help protect the environment. How to improve environmental issues in school/town	Substantive Conditional tense of mögen and gern haben’ Using ‘es wäre besser wenn...’ to suggest change Wenn clauses + present tense and perfect plus subjunctive mood phrases (wenn man die Gelegenheit hätte Using complex structures ‘jedoch, leider, auf der anderen Seite Opinions: es lässt sich nicht leugnen, dass / ich muss zugeben, dass obwohl es..... ist’ Disciplinary Discussing what is important in life with regards to rights and responsibilities Discussing being the role of charities and volunteering in society	Substantive- Present tense of high frequency verbs Irregular verbs in the present tense The simple future tense The perfect tense The imperfect tense The conditional <i>tense (mögen, wollen + infinitive) (gehen, machen, sein, haben, strong and weak verbs</i> Man muss/kann + infinitive Indefinite article in nominative and accusative cases – ein/eine/ein/keine + einen/eine/ein/keine Prepositions + accusative/dative: in/an/auf/mit/seit/von zu.. Question words Sequencing words Frequency words Time Indicators Negatives Adjectival agreement Disciplinary Students are able to describe past, present, future festivals and customs. Describing what your favourite festival is Describing what your favourite custom is
	Next Steps						
	Enrichment						



MFL Curriculum Map

Year 11 German	Unit	Relationships	Healthy Living	School	Jobs, Careers and Future Plans
	Key Concepts	All about me	All about me	Education and work	Education and work
	Prior Learning	Year 9: Relationships and Family Possessive pronouns:mein/dein/sein/ihr/unser Present tense regular verbs Reflexive verbs Near future tense Names for family members Some phrases with reflexive verbs – ich verstehe mich gut mit.....etc. Qualities of a good friend	Year 8: Health and Fitness Present, past, future and conditional tenses seit + present, giving opinions, Man muss/man darf/man soll/man kann + infinitive saying what you eat and do to stay healthy, what you used to do and what you will do in the future to lead a healthy lifestyle	Year 9: School Present, Perfect, Future and Imperfect tenses Es gibt einen/eine/ein/keine Full declension of haben/sein School subjects they study at school, describing teachers, describing appearance and size of their school Use of prepositions to describe where things are.	Year 9: Jobs and Careers Present, perfect, imperfect and future tenses Conditional tense – ich möchte, ich würde gern Students are able to describe past, present, future ambitions Students are able to describe different workplaces and job titles
	Key Knowledge	Substantive Present tense regular verbs Present tense irregular verbs Relative pronoun Mein/dein/sein/ihr/unser Reflexive verbs Prepositions – zu/von/mit Emphatic pronouns Near future tense Simple future tense (Higher) Question words Perfect tense Imperfect tense Disciplinary Talking about friends Talking about what makes a good friend Talking about family relationships Talking about life/relationships when you were younger Discussing who your role models are	Substantive Using modal verbs to give advice Simple future tense Adverbs Disciplinary Discussing healthy living, saying what you do to stay healthy (diet / exercise / lifestyle (smoking & alcohol dangers)) giving advice to other people, and understanding advice saying what you will do in the future to be healthier	Substantive Present, perfect, future and imperfect tenses Definite articles in nominative case (der/die/das/die) and accusative case (den/die/das/die) Comparatives (wichtiger als/ besser als/) 3 rd person plural irregular verbs Man muss/darf nicht + infinitives Imperatives (Steh auf....) Adverbs Question words Sequencing words Frequency words Time Indicators Negatives Adjectival agreement Disciplinary Describing school building Describing school rules Describing school subjects Describing school uniform Describing preferences	Substantive Comparatives Seit + present tense Direct object pronouns Subordinating conjunctions (verb to end) Question words Sequencing words Frequency words Time Indicators Negatives (kein, nicht) Adjectival agreement No article for profession (Ich bin Arzt) Article needed for description (Ich bin ein guter Arzt) Disciplinary Describing ambitions in the past, present and future tenses Describing favourite jobs Describing which job is better/worse
	Next Steps				
	Enrichment /Careers				