

TERM	YEAR 7	YEAR 8	YEAR 9
1	<p>Topics in order of study: describing own appearance and another person, describing objects and school subjects, knowing French speaking countries, talking about family, subjects, leisure activities and describing where you live and pets as well as Christmas celebration.</p> <p>Skills/ procedural knowledge: answering questions, memorisation techniques, and sound strategies, intonation in questions and statements, sounds patterns, memorisation techniques, and pronunciation: silent letters at the end of words, reading and listening strategies, high frequency structures and showing empathy in conversations.</p> <p>Grammar: definite and indefinite articles, the verbs avoir and etre, with (I, he/she, we), nouns and articles, adjective agreement and position, possessive adjectives, basic connectives, false friends and using verbs beginning with a vowel, the use of the partitive and negative.</p> <p>Assessment: End of topic formative assessment and module summative assessment. Synoptic assessment to check deep learning of different aspects of the curriculum taught.</p>	<p>Topics in order of study: usual and preferred holidays, items we take on holiday, talking about dream holidays, past holidays and activities. Talking about festivals and sport including winter and summer sport. Learning body parts and illnesses, what you do to help others, comparing France and England, exploring some historical and cultural aspects of France.</p> <p>Skills / procedural knowledge : identifying tenses and using tenses together, using connectives to contrast, using your senses for speaking activities, using the 24-hour clock, distinguishing between present and past in terms of pronunciation, transferable structures and strategies how to check written work, motivation strategies, developing geographical and cultural awareness and understanding longer texts.</p> <p>Grammar: reflexive verbs, near future, comparative and superlative, using 'qui' and asking questions.</p> <p>Assessment: End of topic formative assessment and module summative assessment. Synoptic assessment to check deep learning of different aspects of the curriculum taught.</p>	<p>Topics in order of study: organising a party, suggesting activities and making excuses, talking about a festival or special event, communicating with people in formal situations and talking about traditions and festivals.</p> <p>Skills / procedural knowledge: strategies to improve speaking, raising cultural awareness strategies, evaluating own and others' performance, conversation skills and using formal and informal language.</p> <p>Grammar: near future, conditional with on pourrait + infinitive, perfect tense with etre, imperfect tense, using the vous form and the past and present tenses.</p> <p>Assessment: End of topic formative assessment and module summative assessment. Synoptic assessment to check deep learning of different aspects of the curriculum taught.</p>
2	<p>Topics in order of study: talking about food, giving opinions about food and drinks, talking about favourite restaurant, ordering food, talking about quantities, understanding places in town, giving directions and saying what</p>	<p>Topics in of study: talking about types of TV programmes, musical genres, films genre and review of a film, reading preferences and understanding the language of advertising, describing old and new technology, using</p>	<p>Topics in order of study: talking about traveling and comparing means of transport, buying tickets and talking about travel plans, planning a holiday and describing a past holiday, talking about transport in books and films.</p>

activities you can do.

Skills / procedural knowledge: Expressing opinions and identifying language patterns, creating and contrasting sentences and opinions, building more complex sentences, using sequence connectives, maps and listening skills and comparing spoken and written French.

Grammar: prepositions, pouvoir and vouloir, using there is and there is not, the imperative and the different uses of 'to' followed by places in tow.

Assessment: End of topic **formative** assessment and module **summative** assessment. **Synoptic** assessment to check deep learning of different aspects of the curriculum taught,

technology for leisure activities, talking about the pros and cons of technology and its risks.

Skills / procedural knowledge: reading, listening, writing and translation strategies, identifying, expressing and justifying opinions, recognising persuasive and informative language, using reading strategies to work out meanings.

Grammar: Direct objects, agreement and position of adjectives, impersonal structures, verbs + infinitives structure.

Assessment: End of topic **formative** assessment and module **summative** assessment. **Synoptic** assessment to check deep learning of different aspects of the curriculum taught,

Skills / procedural knowledge: super strategies, grammar memorisation techniques, using comparisons to develop writing and speaking, using the 24-hour clock translation skills and understanding more complex reading texts.

Grammar: the use of the negative never, neither-nor, using the present tense of choisir and partir, using correct tenses with if and when, applying perfect and imperfect tenses.

Assessment: End of topic **formative** assessment and module **summative** assessment. **Synoptic** assessment to check deep learning of different aspects of the curriculum taught,

3 **Topics in order of study::** clothes and fashion, weather with type of clothes and activities, weekend activities, music and national events.

Skills / procedural knowledge: identifying language patterns, adjectives ending, building complex sentences using quand, listening strategies, using the 12 hour clock, speaking with a good accent, memorization strategies.

Grammar: regular and irregular verbs, time expressions, possessive adjectives, reflexive verbs, present tense of jouer and faire.

Assessment: End of topic **formative** assessment and module **summative** assessment. **Synoptic** assessment to check deep learning of different aspects of the

Topics in order of study:: discussing relationships with parents, Talking about pocket money and chores, talking about pressure and advice, discussing what life used to be like for teenagers, talking about healthy habits and resolutions.

Skills / procedural knowledge: agreeing and disagreeing, understanding longer texts, evaluating own performance, dictionary skills, building confidence in asking questions and translating into French.

Grammar: future tense, impersonal structures, present and imperfect tenses, modal verbs,

Assessment: End of topic **formative** assessment and module **summative**

Topics in order of study:: describing type of home, rooms in the house, items, type of home, places in detail with opinions, talking about jobs and qualities, talking about ideal jobs and ambitions, part-time jobs as well as success and failure.

Skills / procedural knowledge: comparing and recognising writing style, extending vocabulary, debating a point, developing knowledge of connectives to extend sentences, asking and answering questions,

combining tenses to improve writing and speaking, motivation and translation strategies.

Grammar: masculine and feminine forms of jobs, since + present tense, using 'y', using si clauses + imperfect and conditional, using

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curriculum taught.

assessment. **Synoptic** assessment to check deep learning of different aspects of the curriculum taught.

different tenses together.

Assessment: End of topic **formative** assessment and module **summative** assessment. **Synoptic** assessment to check deep learning of different aspects of the curriculum taught.

TERM	YEAR 10	YEAR 11
1	<p>Topics in order of study: talking about family, relations, friendship, marriage and being single and future plans preferences. Discussing the pros and cons of social media, its uses and dangers. Discussing free time activities and food across the globe.</p> <p>Skills/ Procedural knowledge: building up writing and speaking skills, pronunciation of verbs ending, collecting useful phrases, avoiding opinions to produce more complex sentences, making use of grammatical markers, listening for detail, answering unprepared questions, using cognates and near cognates and ignoring words which are not needed.</p> <p>Grammar: nouns, articles, numbers, dates, times, reflexive verbs, adjective agreement, direct object pronouns, the immediate future and future tense, the present tense of common irregular verbs, it is possible that followed by the subjunctive, the perfect tense of regular verbs and with etre, demonstrative pronouns and the use of don't.</p> <p>Theme 1 unit 1,2,3</p> <p>Assessment: End of topic formative assessment and module summative assessment. Synoptic assessment to check deep learning of different aspects of the curriculum taught.</p>	<p>Topics in order of study: global issues, the environment and global warming, saving the environment, poverty and inequality, school day, different schools, school rules, improving schools, exams pressure and advice, university and apprentice, jobs and their pros and cons, how to obtain a job, work experience.</p> <p>Skills / Procedural knowledge: agreeing and disagreeing in a discussion, dealing with longer texts, describing physical properties, pointing and demonstration, being aware of false friends while translating, using a variety of tenses, using which and that, using French idioms,</p> <p>Grammar: revision of pluperfect, conditional, emphatic pronouns, adverbs of time and place, revision of perfect tenses and si clauses, avoiding the passive, the passive voice in the present tense.</p> <p>Theme 2: unit 7- theme 3: unit 9-10-11-12</p> <p>Assessment: Exam questions. End of topic formative assessment and module summative assessment. Synoptic assessment to check deep learning of different aspects of the curriculum taught,</p>
2	<p>Topics in order of study: parties, festivals in the world, different houses, ideal home, local area.</p> <p>Skills / Procedural knowledge: requesting help, using a word which refers to a similar meaning, making use of social and cultural context when reading, developing knowledge of French speaking countries simplification and paraphrasing, using intensifiers.</p> <p>Grammar: the perfect infinitive, reflexive verbs, use</p>	<p>Revision of theme 1 unit 1,2,3,4</p> <p>Revision of theme 2: unit 5-6-7-8</p> <p>Speaking practice and preparation for the exam of role plays, conversations and photos.</p> <p>Assessment: Exam questions. End of topic formative assessment and module summative assessment. Synoptic assessment to check deep learning of different aspects of the curriculum taught,</p>

of agreement with the perfect infinitive, deciding between the perfect and imperfect tenses, negative phrases followed by the partitive articles, the conditional of regular and irregular verbs,

Theme 1: unit 4- theme 2: unit 5

Assessment: End of topic **formative** assessment and module **summative** assessment. **Synoptic** assessment to check deep learning of different aspects of the curriculum taught.

3

Topics in order of study:: voluntary work and charity organisations, my way of living now and before, healthy living, describing holidays, talking about travel and tourism, discovering France and its cities.

Skills / Procedural knowledge: making use of social and cultural context when listening, tackling positive, negative or positive/negative tasks, dealing with longer texts, paraphrasing, adding complexity to written and spoken language, reading for gist.

Grammar: si clauses with different tenses, the pluperfect, the subjunctive, verbs of possibility, after having or being followed the past participle, adverbs of time and place.

Theme 2: unit 6 and 8

Assessment: End of topic **formative** assessment and module **summative** assessment. **Synoptic** assessment to check deep learning of different aspects of the curriculum taught.

Revision of theme 3: unit 9-10-11-12

Speaking practice and preparation for the exam.

Assessment: Exam questions. End of topic **formative** assessment and module **summative** assessment. **Synoptic** assessment to check deep learning of different aspects of the curriculum taught,