

Year 7 Core French topic List (also for Y8 Students who are starting French)

We teach the following modules over the course of the year. The systematic progression in the scheme underpinning the course ensures that pupils are always building on knowledge and skills they have been taught. They are given opportunities to apply their existing knowledge to new contexts and to build on it. In this way pupils are helped to embed knowledge and skills into long-term memory so that they know more, can do more and can use language more fluently. We revisit content that MAY have been seen by students previously in KS2, but we ensure this is through retrieval and mastery, as opposed to repetition.

Topic	Rationale	Knowledge acquisition <i>Grammar</i> <i>Phonics</i>	Key vocabulary	Skills and enrichment
<b>1 Moi, et mes trucs à moi!</b>  <b>(Vif 1)</b>	<p>We start with introductions as a foundation for the Year 7 course.</p> <p>We aim to get pupils introducing and talking about themselves. This module also retrieves any content that pupils might have done in KS2 (numbers, days and months, alphabet, etc.) and introduces pupils to key French sounds which are revisited</p>	<b>1.1 C'est quoi, ton truc?</b>  Know how to introduce oneself.  Know key vocabulary to give opinions.  Know a range of adjectives.  <i>Nouns (gender)</i> <i>Singular definite articles</i>	C'est quoi, ton nom? C'est quoi, ton truc? Moi, c'est... Mon nom, c'est... Mon truc, c'est... le basket, le cinéma, la cuisine, la danse, le foot, l'histoire (f), la mode, la musique, la planète, le sport, la télé, le tennis C'est... cool, génial, super, top	<p>Students will develop an initial understanding of the French language, with a particular focus on pronunciation, key topic vocabulary, connectives and opinions. They will start to relate to French culture through understanding of common French names and learn about some influential French people.</p> <p>By the end of this unit, students will have developed literacy, numeracy and oracy skills. They will also be develop more general skills, such as:</p> <ul style="list-style-type: none"> <li>• Dealing with listening</li> <li>• Decoding meaning/negotiating texts</li> <li>• Translation skills</li> <li>• Understanding/forming questions</li> </ul>
		<b>1.2 Tu aimes quoi?</b>  Know verbs to give likes/dislikes.  Know how to ask for opinions.  Know how to justify opinions.  <i>Present tense of regular -er verbs</i> <i>Plural nouns and the plural definite article (les)</i>  <i>'c' and 'ch'</i>	aimer, détester, trouver Tu aimes quoi? Tu détestes quoi? J'aime... Je déteste... les animaux (mpl), les bandes dessinées (fpl), les jeux vidéo (mpl), les livres (mpl), les mêmes (mpl), les podcasts (mpl), les réseaux sociaux (mpl), les séries (fpl), les vidéos drôles (mpl) Tu trouves ça comment, les...? Je trouve ça... amusant, drôle, ennuyeux, intéressant, nul	

<p>throughout the year.</p> <p>Students like to build confidence and learn some simple aspects of French culture at this starting point.</p>	<p><b>1.3 C'est quoi, ton animal préféré?</b></p> <p>Know how to talk about preferred animals.</p> <p>Know how to say who/what your best friend is.</p> <p>The singular indefinite articles (un/une)</p> <p>Possessive adjectives (mon/ma/mes, ton/ta/tes)</p> <p>'i', 'ie' and 'in'</p>	<p>C'est qui, ton/ta meilleure(e) ami(e) ?</p> <p>Mon/Ma meilleur(e) ami(e), c'est...</p> <p>un buffle, un éléphant, une girafe, une otarie, une panthère, un pélican, un singe, une tortue</p> <p>Dans le refuge pour animaux, il y a...</p>	<ul style="list-style-type: none"> <li>Forming answers</li> </ul>
	<p><b>1.4 Mon école au quotidien</b></p> <p>Know how to give your age.</p> <p>Know how to say where you live.</p> <p>Know how to describe your school.</p> <p>The verb avoir ('to have')</p> <p>The plural indefinite article (des)</p>	<p>avoir, habiter à</p> <p>J'ai ... ans.</p> <p>Nous avons/On a...</p> <p>J'habite à...</p> <p>Comment est ton lycée?</p> <p>Mon lycée est...</p> <p>l'école (f), le collège, le lycée</p> <p>une cantine, un championnat de football, des clubs (mpl), un fab lab, un projet en photographie, un terrain de foot/basket, un théâtre, une webradio une idée, un problème, une question</p>	
	<p><b>1.5 C'est la vie!</b></p> <p>Know how to make verbs negative.</p> <p>Know where to place negative words in a sentence.</p>	<p>préférer</p> <p>Qu'est-ce que...?</p> <p>Ce n'est pas... On n'a pas de... Tu n'aimes pas...? Je n'aime pas... Pour moi... Je préfère...</p> <p>un ordinateur, une tablette, un téléphone (portable), une voiture, les zoos (mpl)</p>	

		Making verbs negative	Je trouve ça cruel. Je recycle mes trucs.	
<b>Topic</b>	<b>Rationale</b>	<b>Knowledge acquisition</b> <b>Grammar</b> <b>Phonics</b>	<b>Key Vocabulary</b>	<b>Skills and enrichment</b>
<b>2 Ma vie active (Vif 1)</b>	In this unit, we aim for pupils to be able to talk about the natural world and their surroundings. It builds on existing knowledge from unit 1 (key sounds, cognates, infinitives, regular ER verbs and using negatives. Students also become more aware of French grammar rules such as word order, adjectival agreements and the use of infinitives, as well as familiarity with some common irregular verbs.	<b>2.1 Mon identité</b>  Know the full paradigm of the verb ETRE.  Know how to describe elements of nature in student surroundings.  <b>The verb être ('to be')</b>  'u' and 'ui'	être l'océan, la forêt, la licorne, le ciel, le soleil, la lune, les étoiles, l' arbre, les fleurs	Students continue building on their knowledge of the French language with a focus on key sounds, using context and cognates to decode words and to work out the gist when reading. Students became more aware of French grammar rules such as conjugation of regular ER verbs, adjectival agreement, masculine and feminine nouns and word order. Students will also be able to use a variety of verbs and adjectives to express opinions, give reasons and use connectives, qualifiers and opinion phrases.  By the end of this unit, students will have developed their literacy skills, expanded their cultural knowledge of France and developed a wide range of vocabulary to talk about hobbies/passions.
		<b>2.2 Mes passions à moi</b>  Know the irregular verb FAIRE  Know how to talk about your passions/hobbies.  Know a range of positive and negatives adjectives to justify.  <b>Verb infinitives</b>	<i>faire</i> <i>C'est quoi, ta passion?</i> <i>Ma passion, c'est...</i> <i>faire la fête, faire la cuisine, faire du sport, faire des activités de plein-air, décorer ma chambre, regarder des films/séries/la télé, écouter de la musique, jouer à des jeux de société, méditer, voir des amis</i> <i>merveilleux, rigolo, magnifique, top, trop bien, super, cool, drôle, amusant, génial, intéressant</i> <i>Pourquoi?</i> <i>parce que...</i>	
		<b>2.3 Ma vie en ligne</b>  Know how to describe online activities.	contacter les copains, lire, jouer à des jeux-vidéo, faire des recherches, regarder les tutos en ligne, suivre des cours en ligne, faire la fête (avec mes copains) en ligne, ajouter des amis, adorer	

		<p>Know how to talk about what you do online.</p> <p>aimer, adorer, détester + infinitive</p>		
		<p><b>2.4 Pourquoi aimes-tu danser?</b></p> <p>Know how to describe active hobbies.</p> <p>Know how to recognise patterns within groups of words.</p> <p>Word families</p>	<p>la décoration, la méditation, la lecture, le contact, l' amitié la danse, danser, un/e danseur/danseuse danser jouer, un/e joueur/joueuse, nager, la natation cuisiner, cuisinier, une grande cuisine délicieux, délice, passionnant, énergisant, relaxant, amusant, important</p>	
		<p><b>2.5 Ça me stresse!</b></p> <p>Know how to talk about things that cause stress.</p> <p>Know when to use infinitives when giving opinions.</p> <p>The infinitive after aimer in the negative</p> <p>'é'</p>	<p>Tu aimes...? Je n'aime pas... Ça me stresse! être stressé(e), sortir en famille, travailler dans le jardin, aller chez le coiffeur. aller chez le médecin, aller chez le dentiste, parler au téléphone, regarder des films, écouter de la musique, mettre la table</p>	

<u>Topic</u>	<u>Rationale</u>	<u>Knowledge acquisition</u> <u>Grammar</u> <u>Phonics</u>	<u>Key Vocabulary</u>	<u>Skills and enrichment</u>
<b>3 Les couleurs du monde</b>  <b>(Vif 1)</b>	This unit encourages students to open their eyes to the world around them and broaden their horizons by describing the beauty of the natural world, as well as describing physical appearance.	<b>3.1 Une palette de couleurs</b>  Know the vocabulary for colours.  Know how to say light/dark when talking about colours.  Know how to use the verb VOIR when describing colours.  <b>The verb voir (to see)</b> <b>quel/quelle (which)</b>  'oi'	le bleu, le jaune, le rouge, le noir, le vert, le rose, l'orange, le violet, foncé, clair quel(le)(s) voir	In this unit, students continue developing their four skills in reading, writing, speaking, and listening. There is a huge focus on descriptive language and we use authentic material (art, images) from the French speaking world to encourage students to justify opinions about the world they see around them. Students learn to appreciate the choices of others as they describe fashion trends from around the French speaking world.
<b>3.2 Je vois un monde en couleurs</b>  Know how to describe different elements.  Know how to give opinions about elements of the natural world.  <b>il/elle (meaning 'it')</b> <b>Adjective agreement</b>  'qu'	la mer, la montagne, la maison, le pont  <i>Mon element préféré c'est _____,</i> <i>C'est mon element préféré car c'est _____</i>			

		<p><b>3.3 Les couleurs de la nature</b></p> <p>Know prepositions to describe placement</p> <p>Know how to describe a picture</p> <p>Prepositions of place Adjective agreement and position</p> <p>'ou'</p>	<p><i>la baleine, le dauphin, la limace, l' escargot, le canari, le criquet, la brousse, le requin</i></p> <p><i>dans, su, sous, devant, derrière, entre</i></p>	
		<p><b>3.4 Mon portrait en couleurs</b></p> <p>Know how to describe the clothes you like to wear.</p> <p>Know how to describe clothing form other cultures.</p> <p>Partitive articles du, des The third person (singular and plural) of regular verbs</p>	<p>porter</p> <p>un t-shirt, un sweat à capuche, un jean, un pantalon, une veste, une chemise, une jupe, une casquette, des baskets, un hijab, des chaussures</p>	
		<p><b>3.5 Le monde à travers mes yeux</b></p> <p>Know how to describe hair and eyes.</p> <p>Know how to describe physical appearance.</p> <p>Plural adjective agreement The definite article with parts of the body</p>	<p>les yeux, les cheveux (attachés), une coiffure afro, un chignon masculin, une queue de cheval, une frange lond(e)(s), brun(e)(s), noirs, roux, courts, mi-longs, longs, frisés, ondulés, raides</p>	

Topic	Rationale	<u>Knowledge acquisition</u> <u>Grammar</u> <u>Phonics</u>	<u>Key Vocabulary</u>	<u>Skills and enrichment</u>
<b>4 L'école pour tous!</b> <b>(Vif 1)</b>	This unit builds further on the foundation blocks in place through earlier content and enables further development of opinions through a very familiar context (school). It also presents an opportunity to talk about routines and give days/times for activities in school.	<p><b>4.1 Je fais du français!</b></p> <p>Know how to talk about the subjects you study.</p> <p>Know how to say which subjects you study, on each day, at a particular time.</p> <p>The verb <b>faire</b> (to do)            The partitive articles <b>du, de la, de l', des</b></p> <p>'eu' and 'eur'</p>	<p>Qu'est-ce que tu fais comme matières?            l'histoire-géo, le français, l'anglais, l'espagnol, la technologie, l'informatique, la musique, l'éducation physique et sportive (EPS), les arts plastiques, la physique-chimie, les sciences de la vie et de la terre (SVT), les maths</p> <p>Les jours de la semaine : lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche.</p> <p>Les horaires</p>	<p>Students learn to consider the enjoyment and appreciation of their school life, whilst allowing them to analyse what aspects they like/dislike and why.</p> <p>They can learn to debate contrasting opinions and appreciate different cultures, through understanding a French school timetable compared to their own.</p>
		<p><b>4.2 Qu'est-ce que tu aimes comme matières ?</b></p> <p>Know how to give opinions about subjects.</p> <p>Know adjectives to describe teachers.</p> <p>Know when to make adjectives agree.</p> <p>Adjectives with agreements</p>	<p>le/la professeur            passionnant, fascinant, difficile, compliqué, amusant/e, strict/e, patient/e, tolérant/e, juste, enthousiaste, sympa            gentil/le, compréhensif/ive</p>	
		<p><b>4.3 Comment est ton collègue?</b></p> <p>Know how to talk about school facilities.</p>	<p>aller en classe, aux toilettes, dans la cour, à la cantine, à l'amphithéâtre, à la bibliothèque, au labo(ratoire de sciences), au gymnase, la salle</p>	

		<p>Know how to say where you go in school.</p> <p>The verb aller (to go) à + the definite article</p>		
		<p><b>4.4 Ma journée typique</b></p> <p>Know how to talk about your school day routine.</p> <p>Know how to tell the time.</p> <p>The pronoun 'on'</p>	<p>manger le petit-déjeuner, arriver au collège vers, discuter, aller en classe, la récréation, faire du sport, faire du dessin, faire de la danse, la routine, faire de l'escalade Time - huit/dix/quatre/cinq heures le déjeuner, la pause-déj(euner), les classes, les vacances, le travail à la maison</p>	
		<p><b>4.5 Quel type d'élève vas-tu être?</b></p> <p>Know how to talk about being a responsible citizen.</p> <p>Know how to describe the type of student you are (going to be)</p> <p>Verbs infinitives ending in -ir and -re The near future tense</p> <p>'r'</p>	<p><i>choisir la paix, lire et écrire plus, être citoyen(ne) du monde, défendre les droits de l'homme et du citoyen, respecter les autres, développer ma confiance en moi, travailler pour une école verte, vivre ensemble, être engagé(e)</i></p>	