



Subject: French Y7

Term 2

Overarching Topic: La culture, ma vie, mes passe-temps

Why is this topic being studied at this time?

How does it fit into the wider subject curriculum?

In term 2 French is no longer new to the pupils in Y7 and they will have embedded their first building blocks for the rest of any and all study they will do in this subject. Now they have the tools to build sentences and form their own using dictionaries and word mats, as well as other resources. This requires resilience and diligence and remains character- building. With these skills in place we teach them a very relatable topic – free time and activities. Being able to describe their own world in another language is empowering and engaging – pupils want to give their opinions on what they like doing in their own time. Being able to describe their lives outside of school enables them to give a fuller picture of themselves. We compare and contrast French free time and British free time activities. We look at French music and the differences in culture between the U.K. and France, as well as francophone countries like Senegal and Belgium.

In the second term, students begin to use longer sequences of language, developing their ability to narrate events. Doing this in a foreign language is both empowering and fun!

Students build on basic description to express and justify opinions, a key skill which they will continue to develop throughout their language learning experience. This builds their general oracy and confidence in themselves.

Critical

Core

Pinnacle

The Big Questions
(What questions will students be able to answer upon mastery of the topic?)

What is our key vocabulary – sports, hobbies, key adjectives, opinion phrases?

What is verb conjugation?

How do we say/write simple opinions?

What are modifiers?

How do we conjugate regular –er verbs and apply the pattern to other infinitive verbs?

How do we conjugate key verbs *faire* and *aller*?

How do we make negative sentences?

How do we express and justify opinions?

How do we develop written and spoken responses to

What can we learn about Francophone culture from short films, music and poetry? La musique de Stromae – *Papaoutai*.

What can we learn about life by reading, discussing and learning a French poem? *L'Éternité* by Arthur Rimbaud. (Cross-curricular link with English and possibly PRE)

	What are sequencers?	include a greater variety of language features – less common adjectives, modifiers etc.? How do we develop sentences to include opinions and justifications?	
The Key Skills/ Techniques	The sophistication and application of skills will become more advanced as students' progress through the critical, core and pinnacle knowledge.		
	Skill/Technique	How will this skill be developed?	
	1. Verb conjugation	Developing ability to manipulate words and recognise common patterns.	
	2. Writing/ speaking in full sentences.	From word, to sentence to paragraph level, developing key ideas using increasingly complex vocabulary and grammatical structures.	
	3. Listening/reading	Developing ability to evaluate authentic texts and infer meaning. Developing ability to scan for gist – reading and aurally.	