

French Curriculum Long Term Planning

		Term 1		Term 2		Term 3	
Year 7	Big Idea	Qui suis-je?	Qu'est-ce que tu fais avec ta famille?	Tu es comment?	Qui est le mieux?	Qu'est-ce que tu fais chaque jour?	Qu'est-ce que tu vas faire ce weekend?
	Key Knowledge and skills	Register routine: What is your name? How are you today? Talking about my age: What is your name? What is your brother/sister's name? How old are you? How old is he/she? Saying when my birthday is: How old are you/they? When is your/their birthday?	Saying where I live and am from: Where do you live? Where are you from? Free time activities: What do you like to do in your free time? Talking about family members: How many people are in your family? Who do you get on well with in your family? Do you get on badly with anyone?	Describing hair & eyes: What is your/his/her hair like? What colour are your/his/her eyes? Describing myself and another family member: How many people are in your family? What is your father/mother etc. like? Do you get on well with your brother/sister etc?	Comparing people: Who is more/less kind than...? Describing my teacher and saying why I like them: Which teacher do you (not) like? Why? Do you like your art teacher, and why (not)?	Saying what I and others do in our free time: What do you do in your free time? What does your friend do in his/her free time? What sports do you do? How many times per week? Do you do any other activities? Talking about my daily routine: What time do you get up? How do you go to school? What do you do after school?	Making plans for the weekend: What are you going to do at the weekend? Where would you like to go? What are your brother/sister's plans? FILM PROJECT: Les vaca
	End Point	Pupils will confidently ask and answer questions	pupils will confidently ask and answer questions about	pupils will confidently describe their own	pupils will confidently compare people using	pupils will confidently describe their own and	Pupils will describe weekend plans using the near future and

		about names, age, and birthdays in French. They will use accurate pronunciation and sentence structure to communicate personal information and describe others. Pupils will demonstrate growing fluency and independence in using familiar vocabulary for real-life conversational contexts.	where they live and are from, describe their free time activities, and talk about family relationships. They will use accurate vocabulary, sentence structures, and pronunciation to communicate clearly, showing growing independence and fluency in everyday conversational contexts.	and others' physical appearance, including hair and eye colour, using accurate vocabulary and sentence structure. They will also talk about family members and relationships, applying key grammatical knowledge and pronunciation. Pupils will communicate clearly and meaningfully in familiar conversational contexts.	appropriate adjectives and structures, and express opinions about teachers with reasons. They will use accurate vocabulary, sentence construction, and pronunciation to communicate clearly. Pupils will demonstrate growing fluency and independence in expressing preferences and making comparisons in familiar contexts.	others' free time activities and daily routines in French. They will use accurate vocabulary, time expressions, and sentence structures to communicate clearly. Pupils will demonstrate growing fluency and independence in discussing everyday life using familiar and purposeful language.	conditional, including a sibling's activities. They will produce a short spoken or written piece showing accurate grammar, pronunciation, and personalisation.
Year 8	Big Idea	Qu'est-ce qu'on va faire pendant les vacances?	Qu'est-ce que tu fais avec ta famille?	Qu'est-ce qu'il y a dans ton quartier?	C'est comment chez toi?	Peux-tu décrire les weekends?	Qu'est-ce que tu veux faire après le collège?
	Key Knowledge and skills	My holiday plans Where are you going to go this summer? How are you going to travel?	Saying what I do at home. What do you do in your free time? What do you do in your bedroom?	Where I live. Where do you live? What is there in your city?	Describing my street. What is there on your street? Where is your house?	What I did in my neighbourhood. Where did you go last weekend? Who did you go there with?	Making after school plans with a friend: What do you want to do this morning/afternoon/ weekend? FILM PROJECT:



	<p>How long are you going to spend over there? Where are you going to stay? What are you going to do during the holidays? Weather & Free time What do you do in your free time? What do you do when the weather is good/bad? Where do you go at the weekend? Talking about my daily routine. What time do you get up during the week? What do you do before school? What do you do when you go back home? What do you do to help at home?</p>	<p>How many times a week? Where do you do this? My weekend plans – food & leisure. What are you going to do this weekend? What do you think it will be like? What are you going to have for breakfast? What do you usually eat for lunch? What do you like to drink?</p>	<p>Do you like your neighbourhood and why (not)? Saying what I can do in my neighbourhood. What can one do in your neighbourhood? Where can one go? What can one see or visit?</p>	<p>What places are there in your neighbourhood? Describing my home & furniture. How many rooms are there in your house? Do you like your house? Why? What is there in the kitchen/living room?</p>	<p>What did you do on Saturday? Saying what I did and am going to do at the weekend. What did you do last weekend? How was it? What are you going to do next weekend? What is your brother/sister going to do?</p>	<p>Les Aventures d'Adele Blanc Sec.</p>
End Point	Pupils will present or write about holiday plans, free	Pupils will describe home and weekend routines, food, and	Pupils will describe where they live, what's in their	Pupils will describe their street, home, and furniture using	Pupils will describe past and future weekend activities	Pupils will create and perform a short dialogue suggesting



		time, and daily routine using key tenses and structures. They will show accurate grammar, varied vocabulary, and personalisation across familiar contexts.	leisure plans using key tenses. They will produce a short spoken or written piece showing accurate grammar, varied vocabulary, and personalisation	area, and what one can do or visit locally. They will use accurate structures, varied vocabulary, and express opinions with justification.	accurate vocabulary and structures. They will express opinions and locate items or places using prepositions, showing personalisation and grammatical accuracy.	using the perfect and near future tenses. They will include who they went with, what they did, and express opinions, showing accurate grammar and personalisation.	after-school or weekend plans, using modal verbs and time expressions. They will show accurate grammar, pronunciation, and spontaneous interaction.
Year 9	Big Idea	Qu'est-ce que tu as fait pendant les vacances?	Ext-ce que tu peux décrire ta vie scolaire?	Qu'est-ce que tu as fait le weekend dernier?	Après le weekend dernier, qu'est-ce que tu vas faire le weekend prochain?	Quels sont tes projets pour l'avenir?	Qui est ton modèle?
	Key Knowledge and skills	Talking about a past holiday. Where did you go on holidays? How did you travel? How was the trip? Where did you stay? Was it good? What did you do during your holidays? What did you like the most? Back to reality – a typical day in 3 tenses.	Describing a typical day at school. What time do lessons start/finish? What lessons do you have in the morning? What do you do after school? What are the rules like in your school? Talking about yesterday after school. What time did you get up yesterday? How did you go to school?	Talking about what I did last weekend. What did you do last weekend? What did you do on Saturday and/or Sunday? What did you do before going to sleep? Talking about a recent outing to the cinema. When was the last time you went to the cinema? What film did you watch?	Talking about a birthday party we went to. Where was your friend's party? What did you do during the party? What did you give to your friend? Making plans for next weekend. What are you going to do next weekend? What are you going to do on Saturday and/or Sunday? What would you like to do?	Talking about family jobs. What does your mum/dad do? Do they like their job? Where do they work? My dreams and aspirations. What are you going to study next year? What job would you like to do in the future? Where would you like to work?	Talking about celebrities and role models. Which famous person inspires you? Why? How did that person become famous? When did they start their career? What have they achieved? Speaking skills Role Plays Photo Tasks General Conversation Forming Questions.



		What do you normally do in your free time? What did you do yesterday after school? What are you going to do this weekend?	What did you do yesterday after school?	What was the story about? Did you like the film? Why?	What do you have to do	For you, what is the most important thing in life? Which famous person inspires you, and why?	
	End Point	Pupils will describe a past holiday and typical daily activities using the perfect, present, and near future tenses. They will express opinions, sequence events, and show accurate use of time phrases and grammar	Pupils will describe a typical school day and reflect on yesterday's routine using present and perfect tenses. They will use time phrases, express opinions, and show accurate grammar and personalisation.	Pupils will describe weekend activities and a recent cinema visit using the perfect tense. They will express opinions, sequence events, and use time phrases accurately in a short spoken or written piece.	Pupils will describe a recent birthday party and make weekend plans using the perfect, near future, and conditional tenses. They will express opinions, sequence events, and use accurate grammar and time phrases.	Pupils will describe family jobs and express future study and career aspirations using present, near future, and conditional tenses. They will justify opinions and reflect on values and inspirations with accurate grammar and personalisation.	Pupils will describe an inspiring celebrity using three tenses and justify their admiration. They will develop speaking skills through role plays, photo tasks, and general conversation, forming and responding to questions accurately.
Year 10	Big Idea	Qu'est-ce que tu fais pendant ton temps libre?	Qui sont les personnes importantes pour toi?	Comment est ta vie scolaire?	Est-ce que tu as une vie saine?	Comment sont tes vacances idéales?	Comment pouvons-nous aider l'environnement?
	Key Knowledge and skills	Talking about what you do online, what sports and activities you do	Talking about weekend routines with family, discussing friends and friendship, celebrities and	Talking about school subjects, school life and rules.	Talking about meals and mealtimes. Discussing good mental health and	Talking about your ideal holiday, what you can see and do on holiday.	Talking about geography and climate. Discussing the environment, how we

		and what you like to watch. Making plans to go out and talking about what you did in the past.	positive role models. Talking about celebrations and traditions.	Discussing what has happened at school, what school used to be like, and the importance of learning language	healthy lifestyle choices. Talking about how to improve our lives through lifestyle changes.	Discussing local festivals, reviewing and booking holiday accommodation, and talking about staycation activities	can protect the environment day to day and all together and discussing environmental projects.
	End Point	Pupils will describe online habits, sports, and viewing preferences, and make plans using present, perfect, and near future tenses. They will express opinions, ask and answer questions, and show accurate grammar and personalisation.	Pupils will describe weekend routines, friendships, role models, and traditions using a range of tenses. They will express opinions, compare experiences, and show accurate grammar and personalisation in spoken or written tasks.	Pupils will describe school life, subjects, and rules using a range of tenses. They will reflect on past experiences, compare changes, and explain the importance of learning languages with accurate grammar and personalisation.	Pupils will describe mealtimes and discuss healthy lifestyle choices, including mental wellbeing. They will suggest improvements using present, perfect, and conditional tenses, showing accurate grammar, opinions, and personalisation.	Pupils will describe ideal holidays, local festivals, and staycation activities using a range of tenses. They will review and book accommodation, express preferences, and use accurate grammar and vocabulary in realistic contexts.	Pupils will describe geography and climate, and discuss environmental issues and solutions using a range of tenses. They will express opinions, suggest actions, and show accurate grammar and vocabulary in realistic contexts.
Year 11	Big Idea	Comment serait votre ville idéale?	Qu'est-ce que vous	Vous êtes prêt(e)s pour l'examen?	Vous êtes prêt(e)s pour l'examen?	Vous êtes prêt(e)s pour l'examen?	
	Key Knowledge and skills	Describing your town or village, and your ideal home. Asking for and giving directions.	Talking about future plans and hopes, and discussing future career plans. Discussing different jobs.	Revision of Theme 1: People and Lifestyle Speaking exam preparation	Revision of Theme 2: Popular Culture Speaking exam preparation.	Revision of Theme 3: Communication and the world around us. Speaking exam preparation.	

	Shopping for clothes. Talking about visiting another town or city	Talking about reality TV and influencers.			
End Point	Pupils will describe their town and ideal home, ask for and give directions, shop for clothes, and talk about visiting another city using topic-specific vocabulary and a range of tenses, demonstrating confident communication and grammatical accuracy.	Pupils will discuss future plans, career aspirations, and different jobs using a range of tenses. They will express opinions on reality TV and influencers, showing accurate grammar, vocabulary, and confident communication	Pupils will consolidate key vocabulary and grammar from Theme 1, and develop confident speaking skills through role plays, photo tasks, and general conversation, forming and responding to questions accurately and spontaneously.	Pupils will revise key vocabulary and grammar from Theme 2, and develop confident speaking skills through role plays, photo tasks, and general conversation, forming and responding to questions with fluency and accuracy.	Pupils will revise key vocabulary and grammar from Theme 3, and develop confident speaking skills through role plays, photo tasks, and general conversation, forming and responding to questions with fluency and accuracy.