



	September to December	January and February	March and April	June and July
<b>Year 7</b>	<p><b>“My world”</b> enables students to celebrate and extend prior learning from KS2. Students communicate confidently about themselves and others and understand how to develop language by using connectives and intensifiers. In the second half-term, the topic enables students to develop personal justified opinions that go beyond the KS2 National curriculum. They explore topics like hair/eyes, pets/animals and develop extended description and response.</p> <p style="text-align: center;"><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Personality and family</li> <li>• Age, numbers and birthday</li> <li>• Likes and dislikes</li> <li>• Hair and eyes</li> <li>• Colours and animals</li> <li>• Christmas</li> </ul>	<p><b>“My school”</b> gives students the opportunity to transfer prior learning (developed opinions) in a different context. This topic draws on adjectival agreements and then develops KS2 themes such as food, numbers and free-time activities.</p> <p style="text-align: center;"><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• School subjects</li> <li>• Revision and CAF exam</li> <li>• Likes and dislikes</li> <li>• School facilities</li> <li>• During break</li> <li>• Time</li> </ul>	<p><b>“My free time”</b> enables students to explore the present tense with hobbies and sports, introducing time phrases. Students are encouraged to continue to develop their opinions, connectives and intensifiers in a different context. Students gain confidence in communicating in two-time frames (present and future).</p> <p style="text-align: center;"><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• On my phone</li> <li>• Sports</li> <li>• The weather</li> <li>• Hobbies</li> <li>• Plans for the weekend</li> </ul>	<p><b>“My town”</b> enables students to develop descriptive vocabulary and prepositions. They will retrieve and develop their knowledge of near future, finishing the topic by applying knowledge and vocabulary from the year in an authentic research-based project on the francophone world.</p> <p style="text-align: center;"><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• My city</li> <li>• Revision and CAF exam</li> <li>• Things to do</li> <li>• This weekend</li> <li>• This is my town</li> <li>• End of year exams</li> <li>• Project holidays + (research)</li> </ul>

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<b>Year 8</b>	<p><b>“Everything about my life”</b> presents to students new and engaging topics such as television and films. Students explore, apply and enhance the Year 7 core concepts of connectives, intensifiers, present tense, comparatives and opinions. Additionally, students retrieve how to form the past tense and are introduced to the idea of contrasting two tenses within the same prose. In the second half-term, the topic enables students to develop their personal description from Year 7 into more detailed explanation of their interests and how they spend their time. Students explore a range of authentic materials linked to literature and music.</p> <p style="text-align: center;"><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Expectations and KO</li> <li>• Television and Films</li> <li>• Activities yesterday</li> <li>• Revision and CAF exam</li> <li>• Technology and books</li> <li>• Music and music stars</li> <li>• Clothes and style</li> <li>• Christmas</li> </ul>	<p><b>"Happy about myself"</b> explores key ideas related to healthy and unhealthy life choices where students develop their narrative in both writing and conversational contexts. Students retrieve key vocabulary from the topic "My free time" from Year 7 and develop/enhance it by contrasting it with unhealthy lifestyle habits.</p> <p style="text-align: center;"><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Hit!</li> <li>• Sport and fitness</li> <li>• Water fight + L/A</li> <li>• Healthy vs unhealthy</li> <li>• Active lifestyle</li> <li>• Being in shape</li> <li>• French Sports</li> </ul>	<p>In <b>“An adventure in Paris”</b>, students apply prior learning to the authentic topic of a visit to Paris which enables them to increase their knowledge of the city and its culture as well as developing their knowledge of the passé composé from Autumn 1. This topic prepares students for a visit to Paris and develops their cultural capital.</p> <p style="text-align: center;"><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Paris</li> <li>• Revision and CAF</li> <li>• My photo album</li> <li>• How was it?</li> <li>• Travel by...</li> <li>• Who stole the “Monalisa”?</li> <li>• Buying souvenirs</li> <li>• A visit to Paris</li> <li>• Walking in Paris</li> </ul>	<p>Building on the cultural aspect of the Paris topic, in <b>“Food is ready”</b> students explore a wider range of foods to describe mealtimes and restaurant interactions in this topic. This final topic in Year 8 encourages them to consolidate core concepts of opinions, justifications, time phrases, questioning, etc.</p> <p style="text-align: center;"><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Food and drinks</li> <li>• End of year exams</li> <li>• Mealtimes</li> <li>• At the restaurant</li> <li>• Parties</li> <li>• Project movie</li> </ul>

	AUT 1	AUT 2	January and February	March and April	June	July
<b>Year 9</b>	<p>“This is how we are” draws on and extends key knowledge on self, technology and free time activities. Students retrieve grammatical elements from Year 7 and Year 8 such as present tense and gain confidence in moving between present, past and future with more ease in order to describe real life events.</p> <p style="text-align: center;"><b>Topics:</b></p> <ul style="list-style-type: none"> <li>Planet Facebook</li> <li>What’s their character like?</li> <li>Let’s go out!</li> <li>Had a great time!</li> <li>What a concert!</li> <li>Music festivals</li> <li>A biography</li> </ul>	<p>“Orient yourself” introduces jobs and career options allowing students to retrieve vocabulary related to character descriptions and making links between topics such as school and daily routine. Students will deepen their understanding of the future tense in both conditional and immediate future forms.</p> <p style="text-align: center;"><b>Topics:</b></p> <ul style="list-style-type: none"> <li>Jobs</li> <li>Job prospects</li> <li>Speaking skills</li> <li>When I was younger</li> <li>My job</li> <li>My ambitions</li> <li>French Christmas</li> </ul>	<p>“Special Holidays” provides an opportunity for students to explore, retrieve and integrate a variety of vocabulary related to previous topics and to link them together in a new context. Students will be able to talk about their holiday past experiences as well as talking about an ideal holiday. They will also learn about specific French key vocabulary that they will need when traveling abroad to a francophone country.</p> <p style="text-align: center;"><b>Topics:</b></p> <ul style="list-style-type: none"> <li>When? Where? How?</li> <li>Revision and CAF</li> <li>An adventure</li> <li>I need this!</li> <li>My best holiday</li> <li>A tourist attraction</li> <li>Speaking skills</li> </ul>	<p>“Youngsters in Action” encourages students to link their language learning with key values of the school such as dignity, community and social action. Students are introduced to the imperfect tense in order to contrast change with present experiences. They develop social awareness by learning new vocabulary related to rights, Fairtrade and the environment.</p> <p style="text-align: center;"><b>Topics:</b></p> <ul style="list-style-type: none"> <li>My rights</li> <li>My priorities</li> <li>Fairtrade</li> <li>Happiness</li> <li>Against injustice</li> <li>Against injustice - project</li> </ul>	<p>“Life at school ” explores the topic school with an emphasis on students' opinion about school subjects, timetable and school rules. It builds on vocabulary learnt in Year 7 "My school" and in Year 8 "Everything about my life" and encourages students to explore school and daily routines.</p> <p style="text-align: center;"><b>Topics:</b></p> <ul style="list-style-type: none"> <li>A school day</li> <li>Life at school</li> <li>School rules</li> <li>Uniform</li> <li>Revision and CAF</li> </ul>	<p>“Interests and influences” builds on the earlier topic "This is how we are" at the beginning of Year 9. Students explore different free time activities where they present their interests to their peers and consolidate core grammatical concepts related to opinions, justifications and verb tenses.</p> <p style="text-align: center;"><b>Topics:</b></p> <ul style="list-style-type: none"> <li>My hobbies</li> <li>Last weekend</li> <li>An interview</li> <li>End of year revision</li> </ul>

	September to October	October to December	December to January	February	March	March to April	April to June	June to July
<b>Year 10</b>	<p><b>Family and relationships</b></p> <p>Describing my family Describing my friends Family relationships</p>	<p><b>Where I live</b></p> <p>At home Revision and CAF Housing variety Amenities My ideal town My region</p>	<p><b>Been active</b></p> <p>Sport French Christmas I will play... Extreme sports Speaking Mock</p>	<p><b>Eating out</b></p> <p>Food and drinks Eating out Food around the world</p>	<p><b>Wellbeing</b></p> <p>A balance diet A Healthy lifestyle Youth and healthy issues</p>	<p><b>Learning at school</b></p> <p>My options School comparison The good and the bad</p>	<p><b>Customs and traditions</b></p> <p>Let’s party Party with us Changes in traditions Talking about festivals Festivals around the world Family celebrations</p>	<p><b>Future plans</b></p> <p>Future options Study or work Revision and MOCK Uni - is it worth it? Project</p>

	September to October	October	November	December	January	January and February	February to March	April and May
<b>Year 11</b>	<p><b>Holidays</b></p> <p>Let's go on holiday Last holiday Travel experiences Discovering France</p>	<p><b>Life Plans</b></p> <p>Love and relationships Life plans and relationships</p>	<p><b>The environment</b></p> <p>Recycling and Reusing Environmental problems MOCK exams</p>	<p><b>Social issues</b></p> <p>Volunteering Charity work Mock feedback French Christmas</p>	<p><b>Employment</b></p> <p>Jobs Applying for a job</p>	<p><b>Technology and social media</b></p> <p>Social Media Pros and cons My phone Addicted to technology</p>	<p><b>Global issues</b></p> <p>MOCK exams People in need Reducing poverty MOCK FEEDBACK</p>	<p><b>Revision for GCSE exams</b></p> <p>Revision focused on all four skill areas and determined by class and individual knowledge and skill gaps.</p>