



Curriculum Map

Year 7, 8, 9

Skills descriptors

Listening

Speaking

Reading

Writing

Vocabulary and Grammar

Year 7 Curriculum Map

Year / term	Unit of work	Core knowledge	Key concepts / skills
YEAR 7 Half Term 1	Moi et ma vie	1. Target language 2. Like and dislikes – using opinion phrases with nouns 3. Describing yourself and others 4. Talking about activities you play 5. Talking about activities you do 6. Talking about what you like to do	Speaking Vocab and Grammar Vocab and Grammar/Speaking Reading/Vocab and Grammar Listening/ Vocab and Grammar Vocab and Grammar/Writing
YEAR 7 Half Term 2	Mon collège	1. Assessment 2. School subjects 3. Opinions on subjects 4. Describing school day – time 5. Using on to describe school day 6. Break time at school – food 7. Assessment	Speaking + mixed skills* Speaking/Vocab and Grammar Reading Listening/Vocab and Grammar Writing/Vocab and Grammar Listening Writing + mixed skills*
YEAR 7 Half Term 3	Ma Ville	1. Places in town 2. Giving opinions on places in town 3. Giving directions around town 4. What you do in town and where you go 5. Saying what you want to do in town 6. Saying what you can do in town	Speaking/Vocab and Grammar Listening/Reading Speaking Writing/Speaking Vocab and Grammar/Speaking Vocab and Grammar/Writing
YEAR 7 Half Term 4	Les vacances	1. Assessment 2. Describing a holiday using ‘nous’ 3. Describing getting ready to go out/daily routine 4. At a café and doing higher numbers 5. Future holiday plans 6. Future holiday plans	Speaking + mixed skills* Listening Vocab and Grammar Speaking/Vocab and Grammar Vocab and Grammar Writing
YEAR 7 Half Term 5	Topic focused revision with vocab but building all skills throughout.	1. Dream holiday plans 2. Assessment 3. Revision of Module 1 4. Revision of Module 2 5. Revision of Module 3 6. Revision of Module 4	Vocab and Grammar Speaking + mixed skills* 4 skills (no speaking) 4 skills (no speaking) 4 skills (no speaking) 4 skills (no speaking)

YEAR 7 Half Term 6	Skills focused revision to prepare exam technique & end of year exams and film project.	<ol style="list-style-type: none"> 1. Grammar revision in preparation for written exam 2. Reading and listening skills focus 3. End of Year Exams 4. End of year film project begins 5. ACTIVITIES WEEK 6. End of year film project concludes 	<p>Writing/Vocab & grammar Reading/Listening 4 skills (no speaking) Listening/Speaking N/A Speaking</p>
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Year 8 Curriculum Map



Year / term	Unit of work	Core knowledge	Key concepts / skills
YEAR 8 Half Term 1	Mes passetemps	7. What you watch on TV. 8. What films you watch. 9. What you like to read.	Vocab and Grammar Vocab and Grammar/Speaking Reading
YEAR 8 Half Term 2	Mes passetemps cont.	8. What you do online 9. Future tense revision 10. What you did last night – perfect tense 11. Assessment	Listening Vocab and Grammar/ Writing Vocab and Grammar Writing + mixed skills*
YEAR 8 Half Term 3	Un weekend à Paris	7. What you did in Paris – perfect tense 8. When you did things in Paris 9. Giving opinions in the past tense	Reading/Listening/Vocab & Grammar Reading/Writing
YEAR 8 Half Term 4	Un weekend à Paris cont.	7. Describing how you went somewhere – perfect tense with être 8. Who stole the Mona Lisa? 9. Assessment	Vocab and Grammar Speaking Speaking + mixed skills*
YEAR 8 Half Term 5	Ma vie	7. Talking about your passion 8. Describing your house 9. Preparing the unseen writing exam and mini speaking assessment.	Speaking Reading Writing/ Vocab & Grammar Speaking
YEAR 8 Half Term 6	Revision and film project	1. Revision 2. End of year exams 3. Mini film project	4 skills (not speaking) 4 skills (not speaking) Listening

Year 9 Curriculum Map

Year / term	Unit of work	Core knowledge	Key concepts / skills
YEAR 9 Half Term 1	Ma vie sociale d'ado	10. Grammar audit 11. Talking about what you do online 12. Giving your opinion on someone 13. Using the near future to arrange going out 14. Using the perfect tense to describe going out 15. Using three tenses together 16. Assessment	Vocab & Grammar Vocab & Grammar/ Speaking Writing Speaking/ Listening Reading/Writing Vocab & Grammar Writing + mixed skills*
YEAR 9 Half Term 2	Le monde du travail	12. Talking about Jobs 13. Talking about skills in the workplace 14. What you wanted to be when you were younger 15. What will your life be like? 16. Tenses focused revision 17. My world of work 18. Assessment	Speaking Vocab & Grammar Reading/Writing Listening/ Speaking Vocab & Grammar Writing Speaking + mixed skills*
YEAR 9 Half Term 3	La santé	10. Parts of the body 11. Opinions on sport and keeping fit 12. Resolutions for being healthy 13. Keeping healthy 14. Describing your health and fitness regime 15. Assessment	Vocab & Grammar/Speaking Reading/Writing Listening Vocab & Grammar Speaking Writing + mixed skills*
YEAR 9 Half Term 4	Les vacances	10. Talking about going on holiday 11. Holiday wishes/dream holidays 12. Holiday routines 13. Describing what happened holiday 14. Visiting a tourist attraction 15. Tenses revision	Speaking Vocab & Grammar Reading/Writing Speaking Listening Vocab & Grammar
YEAR 9 Half Term 5	Topic focused revision with vocab but building all skills throughout.	10. Revision of module with speaking ass. Focus 11. Extended speaking assessments 12. Revision of module 1 13. Revision of module 2 14. Revision of module 3	Speaking Speaking 4 skills (not speaking) 4 skills (not speaking) 4 skills (not speaking)
YEAR 9 Half Term 6	Skills focused revision to prepare exam technique & end of year exams and film project.	7. Revision and learning techniques 8. Revision of module 4 9. End of year exams 10. End of year film project	4 skills (not speaking) 4 skills (not speaking) 4 skills (not speaking) Listening/Speaking

French – Listening



YEAR 9

YEAR 7	YEAR 8	YEAR 9
MASTERING + Achieving above Mastering stage.	MASTERING + Achieving above Mastering stage.	MASTERING + Achieving above Mastering stage.
MASTERING Students understand passages spoken at near normal speed without interference. Passages contain predictable information drawn from several topics, including a range of structures and perhaps including different time frames.	MASTERING Students understand passages, spoken at near normal speed, which may contain a few unpredictable elements. Passages include a range of structures drawn from several topics, including those less recently studied.	MASTERING Students understand longer and more varied passages, spoken at near normal speed, which may contain some unpredictable elements, different time frames and a range of structures.
SECURING Students understand passages, spoken slowly and clearly, containing predictable information drawn from four-five topics, and can infer meaning of some unfamiliar language.	SECURING Students understand passages spoken at near normal speed without interference. Passages contain predictable information drawn from several topics, including a range of structures and perhaps including different time frames.	SECURING Students understand passages, spoken at near normal speed, which may contain a few unpredictable elements. Passages include a range of structures drawn from several topics, including those less recently studied.
DEVELOPING Students understand the details in a short spoken passage on a few familiar topics with predictable information contained in simple sentences with mostly familiar language. They respond to a clear model of standard language, but may need items to be repeated.	DEVELOPING Students understand passages, spoken slowly and clearly, containing predictable information drawn from four-five topics, and can infer meaning of some unfamiliar language.	DEVELOPING Students understand passages spoken at near normal speed without interference. Passages contain predictable information drawn from several topics, including a range of structures and perhaps including different time frames.
ACQUIRING Students are capable of understanding the main points of a short spoken passage made up of a few familiar words and phrases. They understand speech spoken clearly, face-to-face or from a good-quality recording, with no background noise or interference.		ACQUIRING Students understand the details in a short spoken passage on a few familiar topics with predictable information contained in simple sentences with mostly familiar language. They respond to a clear model of standard language, but may need items to be repeated.

French – Speaking



YEAR 9

YEAR 7	YEAR 8	YEAR 9
	MASTERING + Achieving above Mastering stage.	MASTERING + Achieving above Mastering stage.
MASTERING + Achieving above Mastering stage.	MASTERING Students take part in multi-exchange conversations on familiar topics, including those covered in previous years, constructing questions independently and using a variety of structures, with more frequent pauses with less predictable interactions.	MASTERING Students initiate and engage in longer stretches of conversation (2-3 minutes) and cope with some unpredictable questions or responses. Students try out more ambitious language and give more developed responses on a range of topics, which go beyond personal, everyday issues.
MASTERING Students can interact spontaneously within familiar topics and in classroom talk, asking questions independently, and can express information in more than one time frame, without reference to notes, with some hesitation and/or inaccuracy.	SECURING Students can interact spontaneously within familiar topics and in classroom talk, asking questions independently, and can express information in more than one time frame, without reference to notes, with some hesitation and/or inaccuracy.	DEVELOPING Students can interact spontaneously within familiar topics and in classroom talk, asking questions independently, and can express information in more than one time frame, without reference to notes, with some hesitation and/or inaccuracy.
SECURING Students can interact on some familiar topics, including expressing opinions confidently and responding to those of others. Some prompting may be necessary. They can use a wide repertoire of classroom language spontaneously with teacher and peers. Students can use simple phrases to describe people, places, things and actions, with good pronunciation.	DEVELOPING Students can interact on some familiar topics, including expressing opinions confidently and responding to those of others. Some prompting may be necessary. They can use a wide repertoire of classroom language spontaneously with teacher and peers. Students can use simple phrases to describe people, places, things and actions, with good pronunciation.	ACQUIRING Students can interact on some familiar topics, including expressing opinions confidently and responding to those of others. Some prompting may be necessary. They can use a wide repertoire of classroom language spontaneously with teacher and peers. Students can use simple phrases to describe people, places, things and actions, with good pronunciation.
DEVELOPING Students can ask and answer simple questions on two or three familiar topics, including expressing opinions confidently and responding to those of others. They can use a wide repertoire of classroom language with teacher and peers. Students can use simple phrases to describe people, places, things and actions, with good pronunciation.	ACQUIRING Students can ask and answer simple questions on two or three familiar topics, including expressing opinions confidently and responding to those of others. They can use a wide repertoire of classroom language with teacher and peers. Students can use simple phrases to describe people, places, things and actions, with good pronunciation.	
ACQUIRING Students are capable of asking and answering simple questions on the current topic. They adapt models successfully to give own information, including simple opinions, substituting individual words. Students use several short phrases and questions in the target language to communicate in the classroom environment.		

French – Reading



YEAR 9

YEAR 7	YEAR 8	MASTERING +
	MASTERING +	MASTERING Students understand longer, varied texts which may contain some unpredictable elements, different time frames and a range of structures. Students can translate short passages into English from any of the previously studied topics.
MASTERING + Achieving above Mastering stage.	MASTERING Students understand written passages of approx. which may contain a few unpredictable elements, including a range of structures and drawn from several topics including those less recently studied, and can cope with some unfamiliar language in a variety of text types. Students can translate short extracts into English from any of the previously studied topics.	SECURING Students understand written passages of approx. which may contain a few unpredictable elements, including a range of structures and drawn from several topics including those less recently studied, and can cope with some unfamiliar language in a variety of text types. Students can translate short extracts into English from any of the previously studied topics.
MASTERING Students understand written passages containing predictable information drawn from several topics, including a range of structures, and can infer meaning of some authentic and/or adapted texts. Students can translate short phrases into English.	SECURING Students understand written passages containing predictable information drawn from several topics, including a range of structures, and can infer meaning of some authentic and/or adapted texts. Students can translate short phrases into English.	DEVELOPING Students understand written passages containing predictable information drawn from several topics, including a range of structures, and can infer meaning of some authentic and/or adapted texts. Students can translate short phrases into English.
SECURING Students understand written passages containing predictable information drawn from four-five topics, and can infer meaning of some unfamiliar language.	DEVELOPING Students understand written passages containing predictable information drawn from four-five topics, and can infer meaning of some unfamiliar language.	ACQUIRING Students understand written passages containing predictable information drawn from four-five topics, and can infer meaning of some unfamiliar language.
DEVELOPING Students understand the details in a written passage on a few familiar topics with predictable information contained in simple sentences with mostly familiar language. Students can pick out and translate from written text individual words into English.	ACQUIRING Students understand the details in a written passage on a few familiar topics with predictable information contained in simple sentences with mostly familiar language. Students can pick out and translate from written text individual words into English.	
ACQUIRING Students are capable of understanding the main points of a short written passage made up of a few familiar words and phrases. Given a choice of two/three options, students can pick out the correct meaning of high frequency words.		

YEAR 7	YEAR 8	MASTERING + Achieving above Mastering stage.
		MASTERING Students can write extended pieces of several paragraphs from memory, drawn from a variety of current and previous topics. The writing produced is pleasant to read as students use a range of more complex structures (perhaps with some errors) as well as accurate straightforward language. Students can also translate a paragraph from English from previous and current topics.
MASTERING + Achieving above Mastering stage.	MASTERING Students can write text of several paragraphs from memory, using a variety of structures, manipulating known structures and combining with new elements to produce new meanings, which are almost always clear. Students can also translate a short paragraph from English, drawing on language from four-five topic areas.	SECURING Students can write text of several paragraphs from memory, using a variety of structures, manipulating known structures and combining with new elements to produce new meanings, which are almost always clear. Students can also translate a short paragraph from English, drawing on language from four-five topic areas.
MASTERING Students write from memory at greater length (e.g. 100 words) on one topic, using more than one time frame and a logical sequence, recycling learnt language and combining with new elements to express own ideas, as well as translate a short paragraph from English.	SECURING Students write from memory at greater length (e.g. 100 words) on one topic, using more than one time frame and a logical sequence, recycling learnt language and combining with new elements to express own ideas, as well as translate a short paragraph from English.	DEVELOPING Students write from memory at greater length (e.g. 100 words) on one topic, using more than one time frame and a logical sequence, recycling learnt language and combining with new elements to express own ideas, as well as translate a short paragraph from English.
SECURING Students write short paragraphs from memory on two-three topics with good accuracy, and adapt known structures (with some inaccuracy) and add new researched language with some success, as well as translate short sentences from English across two-three topics.	DEVELOPING Students write short paragraphs from memory on two-three topics with good accuracy, and adapt known structures (with some inaccuracy) and add new researched language with some success, as well as translate short sentences from English across two-three topics.	ACQUIRING Students write short paragraphs from memory on two-three topics with good accuracy, and adapt known structures (with some inaccuracy) and add new researched language with some success, as well as translate short sentences from English across two-three topics.
DEVELOPING Students can write sentences and sometimes use connectives to write a paragraph from memory using taught language on a few topics, (which may have some mistakes). Students can translate short phrases from English containing all familiar language from the most recent topic.	ACQUIRING Students can write sentences and sometimes use connectives to write a paragraph from memory using taught language on a few topics, (which may have some mistakes). Students can translate short phrases from English containing all familiar language from the most recent topic.	
ACQUIRING Students can write words, phrases and sometimes sentences from memory with understandable spelling. Students may be able to adapt a model by changing one element.		

French – Vocabulary and Grammar



YEAR 9

YEAR 7	YEAR 8	MASTERING + Achieving above Mastering stage.	MASTERING + Achieving above Mastering stage.	MASTERING + Achieving above Mastering stage.
			MASTERING Students can recall and use 60 verbs, selecting and forming the correct tense with familiar and researched language, with some errors, and can form the imperative, use direct object pronouns and some conjunctions. Students can also use 150 cognate and 125 non-cognate words.	MASTERING Students can recall and use 60 verbs, selecting and forming the correct tense with familiar and researched language, with some errors, and can form the imperative, use direct object pronouns and some conjunctions. Students can also use 150 cognate and 125 non-cognate words.
MASTERING Achieving above Mastering stage.		MASTERING Students can recall and use 50 verbs, selecting and forming the correct time frame, albeit with some errors, and can use several modal verb + infinitive constructions, a variety of negative forms, and superlatives, and use 100 cognate and 100 non-cognate words.	SECURING Students can recall and use 50 verbs, selecting and forming the correct time frame, albeit with some errors, and can use several modal verb + infinitive constructions, a variety of negative forms, and superlatives, and use 100 cognate and 100 non-cognate words.	SECURING Students can recall and use 50 verbs, selecting and forming the correct time frame, albeit with some errors, and can use several modal verb + infinitive constructions, a variety of negative forms, and superlatives, and use 100 cognate and 100 non-cognate words.
MASTERING Students can recall and use 30 verbs in the present tense and the future, use question words with more confidence to frame spontaneous questions, and use the relative pronoun 'which' in a variety of contexts to extend sentences, and use 80 cognate and 50 non-cognate words.		SECURING Students can recall and use 30 verbs in the present tense and the future, use question words with more confidence to frame spontaneous questions, and use the relative pronoun 'which' in a variety of contexts to extend sentences, and use 80 cognate and 50 non-cognate words.	DEVELOPING Students can recall and use 30 verbs in the present tense and the future, use question words with more confidence to frame spontaneous questions, and use the relative pronoun 'which' in a variety of contexts to extend sentences, and use 80 cognate and 50 non-cognate words.	DEVELOPING Students can recall and use 30 verbs in the present tense and the future, use question words with more confidence to frame spontaneous questions, and use the relative pronoun 'which' in a variety of contexts to extend sentences, and use 80 cognate and 50 non-cognate words.
SECURING Students can recall and use 20 verbs in the present tense and the simple future, use question words with more confidence to frame spontaneous questions, and use the relative pronoun 'which' in a variety of contexts to extend sentences, and use 80 cognate and 50 non-cognate words.		DEVELOPING Students can recall and use 20 verbs in the present tense and the simple future, use question words with more confidence to frame spontaneous questions, and use the relative pronoun 'which' in a variety of contexts to extend sentences, and use 80 cognate and 50 non-cognate words.	ACQUIRING Students can recall and use 20 verbs in the present tense and the simple future, use question words with more confidence to frame spontaneous questions, and use the relative pronoun 'which' in a variety of contexts to extend sentences, and use 80 cognate and 50 non-cognate words.	ACQUIRING Students can recall and use 20 verbs in the present tense and the simple future, use question words with more confidence to frame spontaneous questions, and use the relative pronoun 'which' in a variety of contexts to extend sentences, and use 80 cognate and 50 non-cognate words.
DEVELOPING Students can write sentences and sometimes use connectives to write a paragraph from memory using taught language on a few topics, (which may have some mistakes). Students can translate short phrases from English containing all familiar language from the most recent topic.		ACQUIRING Students can write sentences and sometimes use connectives to write a paragraph from memory using taught language on a few topics, (which may have some mistakes). Students can translate short phrases from English containing all familiar language from the most recent topic.		
ACQUIRING Students use definite and indefinite articles, agree adjectives for number and gender, use the most common pronouns of several regular verbs in the present tense (with a writing frame) and use approx. 20 nouns in simple sentence formation.				