

# EMMANUEL COLLEGE

## THE MODERN FOREIGN LANGUAGES DEPARTMENT

Year 7



Year 7	Autumn, Half-Term 1	Autumn, Half-Term 2
<b>Unit Title</b>	Functional Language	Describing Myself and Others
<b>Key Question(s)?</b>	How can we use French to meet and greet others, and to give basic information about ourselves?	How can French be used to describe ourselves and others?
<b>Threshold Concepts</b>	<ul style="list-style-type: none"> <li>• Gender of nouns.</li> <li>• Definite articles, indefinite articles.</li> <li>• Possessive adjectives.</li> <li>• Adjectival agreement with nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• The negative.</li> <li>• Regular -er verb conjugation.</li> <li>• Question words (The interrogative).</li> <li>• Irregular adjectival agreement.</li> <li>• Key irregular verb (<i>avoir</i> and <i>être</i>).</li> </ul>
<b>Link to Prior Learning</b>	<ul style="list-style-type: none"> <li>• Any French taught in KS2 (variable depending on feeder primary).</li> <li>• Knowledge of literacy (English) including nouns, verbs and adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic adjective agreement.</li> <li>• Knowledge of basic question and answer structures (from autumn term).</li> </ul>
	Spring, Half-Term 1	Spring, Half-Term 2
<b>Unit Title</b>	Life at School	Free Time Activities
<b>Key Question(s)?</b>	How can French be used to describe the school day and express opinions, and how do French schools differ from our own?	How can French be used to talk about free time activities?
<b>Threshold Concepts</b>	<ul style="list-style-type: none"> <li>• Turning statements into a question.</li> <li>• Connectives.</li> <li>• Intensifiers.</li> <li>• The personal pronoun <i>on</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Cognates.</li> <li>• The verb <i>jouer</i> with prepositions <i>au / à la / aux</i>.</li> <li>• The verb <i>faire</i> with prepositions <i>du / de la / des</i>.</li> <li>• Expressing likes and dislikes with <i>aimer</i>.</li> <li>• Subject pronouns <i>ils</i> and <i>elles</i>.</li> </ul>
<b>Link to Prior Learning</b>	<ul style="list-style-type: none"> <li>• Understanding how to ask questions.</li> <li>• Basic verb conjugation.</li> <li>• Numbers (for telling the time).</li> </ul>	<ul style="list-style-type: none"> <li>• Use of <i>aimer</i> plus a noun.</li> <li>• Understanding that the infinitive is the unchanged part of the verb.</li> <li>• Singular conjugations of <i>être</i>.</li> </ul>
	Summer, Half-Term 1	Summer, Half-Term 2
<b>Unit Title</b>	Where I Live	Holidays
<b>Key Question(s)?</b>	How can French be used to give and understand directions in town, and to invite others to go somewhere?	How do we talk about future plans and desires in French?
<b>Threshold Concepts</b>	<ul style="list-style-type: none"> <li>• The use of <i>il y a ...</i> and <i>il n'y a pas de ...</i></li> </ul>	<ul style="list-style-type: none"> <li>• Reflexive verbs in the present tense.</li> </ul>

	<ul style="list-style-type: none"> <li>• Expressing opinions with <i>à mon avis</i> and <i>je pense que</i>.</li> <li>• Using <i>tu</i> and <i>vous</i>.</li> <li>• Prepositions of place.</li> <li>• The verb <i>aller</i> and its use with the prepositions <i>au</i> / <i>à l'</i> / <i>à la</i> / <i>aux</i>.</li> <li>• Key irregular verbs <i>vouloir</i> and <i>pouvoir</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• The near future tense with <i>aller</i> plus an infinitive.</li> <li>• <i>The structure je voudrais + infinitive</i>.</li> </ul>
<b>Link to Prior Learning</b>	<ul style="list-style-type: none"> <li>• Use of <i>à</i> after <i>jouer</i>.</li> <li>• Understanding of masculine, feminine and plural nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing the difference between a conjugated verb and an infinitive.</li> <li>• Numbers up to 100.</li> </ul>
<b>Knowledge and Sequencing Rationale</b>	<p>The Year 7 curriculum is designed to be knowledge-rich, providing a firm foundation in terms of core structures and vocabulary and acting as a springboard for sustained progress throughout Key Stage 3.</p> <p>Knowledge is taught contextually, using a range of topics which stimulate students' curiosity of the French-speaking world, such as the school system, holiday preferences and the tourist attractions of major French towns. The topics taught are age-appropriate, corresponding to the interests and lifestyles of young people in their first year of secondary school. The core grammatical structures taught are carefully sequenced to ensure students make progress in a coherent and logical manner. Reflexive verbs, for example, are only introduced once students have a firm grasp of the present tense. Spaced retrieval practice enables students to recall material on a regular basis, allowing for key knowledge to be effectively embedded.</p> <p>The curriculum has a carefully planned progression which clearly builds upon the Key Stage 2 languages programmes of study. In Key Stage 2, for example, students learn how to provide and understand simple descriptions of people and places. This core language is revisited in Year 7 but extended with a wider range of vocabulary and new concepts such as adjectival agreement. Primary school pupils use basic verb structures, but in Year 7, there is formal teaching of subject pronouns and the present tense which constitutes clear progress from Key Stage 2. In the primary years there is, quite rightly, a focus upon exploring the sounds and patterns of language using rhymes and songs; this is capitalised upon in Year 7 where there is an explicit emphasis upon phonics and pronunciation practice.</p> <p>As students make progress through the curriculum and deepen their knowledge of core structures and vocabulary, they are provided with regular opportunities to apply their knowledge in speaking and writing, thus establishing a clear link between the theory and practice of language. The vocabulary and structures taught also provide students with the tools to understand spoken and written language from a variety of sources. Translation from and into the target language is introduced in Year 7 and is an effective way to focus attention upon the need for precision and accurate use of language.</p> <p>Through the cultural research task which takes place after the annual examination, students broaden their horizons and gain a deeper appreciation of the wider world. This is complemented by a study of literary texts, songs and poems which enhance students' appreciation of <i>le monde francophone</i>.</p>	