

Progression map for French: breaks down the key concepts to specify the most important knowledge and how that knowledge builds within the curriculum. It enables teachers to see the big picture of pupils' learning: what content is taught in which year group.

Key Concepts	Year 7	Year 8	Year 9	Year 10	Year 11
Language learning skills/phonics	T1 – Unit 1 T2 – Unit 2 T3 – Unit 3	T1 – Unit 1 T2 – Unit 2 T3 – Unit 3	T1 – Unit 1 T2 – Unit 2 T3 – Unit 3	T1&2 – Theme 1 T3 – Theme 2	T1&3 – Theme 2 T2 – Theme 3
Nouns & articles	T1 – Unit 1 T2 – Unit 2 T3 – Unit 3	T1 – Unit 1 T2 – Unit 2 T3 – Unit 3	T1 – Unit 1 T2 – Unit 2 T3 – Unit 3	T1&2 – Theme 1 T3 – Theme 2	T1&3 – Theme 2 T2 – Theme 3
Opinion expressions	T1 – Unit 1 T3 – Unit 3	T1 – Unit 1	T1 – Unit 1	T1&2 – Theme 1 T3 – Theme 2	T1&3 – Theme 2 T2 – Theme 3
Verbs	T1 – Unit 1 T2 – Unit 2 T3 – Unit 3	T1 – Unit 1 T2 – Unit 2 T3 – Unit 3	T1 – Unit 1 T2 – Unit 2 T3 – Unit 3	T1&2 – Theme 1 T3 – Theme 2	T1&3 – Theme 2 T2 – Theme 3
Adjectives	T1 – Unit 1 T2 – Unit 2 T3 – Unit 3	T1 – Unit 1 T2 – Unit 2 T3 – Unit 3	T1 – Unit 1 T2 – Unit 2 T3 – Unit 3	T1&2 – Theme 1 T3 – Theme 2	T1&3 – Theme 2 T2 – Theme 3

Long-term plan for French: organises the knowledge from the progression map into units to give an overview of what is taught when in your curriculum. It provides a starting point for medium term planning.

Year 7					
Autumn Term		Spring Term		Summer Term	
Unit Title: Unit 1	Unit length: 1 term	Unit Title: Unit 2	Unit length: 1 term	Unit Title: Unit 3	Unit length: 1 term
Domains of Knowledge: <ul style="list-style-type: none"> Describing a thing or person Saying what people have Describing things Having vs. being Talking about a thing or person Talking about making and doing things Saying what people do 		Domains of Knowledge: <ul style="list-style-type: none"> Saying how many there are, numbers Describing people Saying what people have Saying what people do (sports) Saying where people go (places) Saying where people go (countries) Asking questions 		Domains of Knowledge: <ul style="list-style-type: none"> Asking questions Using question words Saying people do not do something Describing people and things Expressing future intentions Saying what you want to, can and must do. 	

<ul style="list-style-type: none"> Saying what we do Saying what others do (they) Saying 'you' (singular and plural) 	<ul style="list-style-type: none"> Using question words Talking about yourself, to and about someone else. 	<ul style="list-style-type: none"> Saying what you don't want to, can't and don't have to do. Saying what you know how to do.
Relevant Key Concepts: <ul style="list-style-type: none"> Language learning skills Phonics (SSCs) Adjectives - agreement Nouns and articles – indefinite/definite Verbs – être/avoir/faire Verbs – two verb structure with aimer Phonics Opinions – saying what people like to do 	Key Concepts: <ul style="list-style-type: none"> Phonics (SSCs) Nouns and articles – plural indefinite article 'des' Adjectives – plural agreement Verbs – il y a Verbs – être/avoir/faire/aller Adjectives – possessives Verbs – present tenses 	Key Concepts: <ul style="list-style-type: none"> Phonics (SSCs) Verbs – inversion Verbs – ne...pas negation Adjectives – placement Verbs –re/-ir – prendre, apprendre, dire, sortir, venir, dormir, partir. Verbs – aller + infinitive Verbs – modals Verbs – savoir Opinions – saying what people do no like to do
Gateway knowledge: <ul style="list-style-type: none"> Recognising patterns in language 	Gateway knowledge: <ul style="list-style-type: none"> SSCs – eu, e, au/eau/o, u, liaison (t & s), ou, SFE, é, en/an/on Recognising masculine, feminine and plural nouns Understanding that adjectives need to agree in French 	Gateway knowledge: <ul style="list-style-type: none"> Essential verbs in 1st, 2nd & 3rd persons singular. Question words How to form a question SSCs – ain, in, é/è, ai, oi, ch, ç, qu, j, tion, ien, SFC, a
Assessment end-points: <ul style="list-style-type: none"> Achievement test. Listening, reading, writing and speaking. 	Assessment end-points: <ul style="list-style-type: none"> Achievement test. Listening, reading, writing and speaking. 	Assessment end-points: <ul style="list-style-type: none"> Achievement test. Applying your knowledge test

Year 8					
Autumn Term		Spring Term		Summer Term	
Unit Title: Unit 1	Unit length: 1 term	Unit Title: Unit 2	Unit length: 1 term	Unit Title: Unit 3	Unit length: 1 term
Domains of Knowledge: <ul style="list-style-type: none"> Asking how to say and write new words in French Distinguishing between being and having Talking about jobs 		Domains of Knowledge: <ul style="list-style-type: none"> Talking about nouns you can't count What is it like? Saying what you do or did in a typical day Talking about what groups of people do 		Domains of Knowledge: <ul style="list-style-type: none"> What is it like? Comparing things Talking about how groups of people do things Comparing how people do things Communicating in other languages 	

<ul style="list-style-type: none"> • Talking about what, when, where and why you celebrate • Talking about how people celebrate • What happens and doesn't happen • Talking about what you are doing today vs what you did yesterday • Sharing past experiences • People and places in the past • Asking about what happened in the past • Talking about what you do in your free time and where you do it • Talking about parts and wholes 	<ul style="list-style-type: none"> • Formal and informal situations: Talking to people you do and don't know • Talking about what you and others do at school • Talking about what you are doing this week and what you do every week • What is it like? Describing things • Talking about what you can, must, will and want to do 	<ul style="list-style-type: none"> • Talking about the environment • Asking and answering questions about what people did and have done
<p>Relevant Key Concepts:</p> <ul style="list-style-type: none"> • Phonics (SSCs) • Nouns & articles – article use with être, masc & fem nouns • Opinion expressions – I want to be... • Verbs – third person singular and plural, subject-verb inversion, pronoun 'on' with verbs, present and perfect tenses, verbs with à & de. • Adjectives – agreement rules, e.g. x → se, possessive adjectives. 	<p>Relevant Key Concepts:</p> <ul style="list-style-type: none"> • Phonics (SSCs) • Nouns & articles – uncountable nouns, use of the definite articles, plural noun formation • Verbs – boire, verbs like sortir, verbs like venir, verbs like choisir, positioning of adverbs in two-verb structures. • Adjectives – plural adjective formation, positioning of multiple adjectives 	<p>Relevant Key Concepts:</p> <ul style="list-style-type: none"> • Phonics (SSCs) • Nouns & articles – tout with nouns. • Verbs – prendre, lire, écrire, entendre (je, tu, il/elle), present vs. Perfect, inversion for questions, past participle formation • Adjectives – feminine adjective agreement rules, comparative forms of adjectives.
<p>Gateway knowledge:</p> <ul style="list-style-type: none"> • Recognising masculine, feminine and plural nouns • Understanding that verbs need to be conjugated and change depending on the person. • Understanding that adjectives need to agree in French • How to form a question • SSCs – ain, in, é/ê, ai, oi, ch, ç, qu, j, tion, ien, SFC, a • Year 7 vocabulary 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> • Recognising masculine, feminine and plural nouns • Conjugating verbs with singular pronouns. • Understanding that adjectives need to agree in French • SSCs – en/an, im /in, on, e, a, ain/in, Year 7 SSCs, eu, eau/au • Year 7 vocabulary 	<ul style="list-style-type: none"> • Recognising masculine, feminine and plural nouns • Conjugating verbs with singular pronouns. • Understanding that adjectives need to agree in French • SSCs – -aill-/ -ail, -eill-/ -eil, -euill-/ -euil (-ueill/-ueil, -œill-/ -œil), -ouill-/ -ouil, -ill-/ -ille, -ien, open eu/œu, eu, r, um/un, u, om, on, closed o/ô, open o, eau/au, j/soft g, -gn-, the, qu, ch, ç/soft c, -tion, -s-, y, oy • Year 7 vocabulary
Assessment end-points:	Assessment end-points:	Assessment end-points:

Achievement test. Listening, reading, writing. <ul style="list-style-type: none"> ● Achievement test. Listening, reading, writing and speaking. 	<ul style="list-style-type: none"> ● Achievement test. Listening, reading, writing and speaking. 	<ul style="list-style-type: none"> ● Achievement test. ● Applying your knowledge test
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Year 9					
Autumn Term		Spring Term		Summer Term	
Unit Title: Unit 1	Unit length: 1 term	Unit Title: Unit 2	Unit length: 1 term	Unit Title: Unit 3	Unit length: 1 term
Domains of Knowledge: <ul style="list-style-type: none"> ● Asking how to say and write new words in French ● Distinguishing between being and having ● Talking about jobs ● Talking about what, when, where and why you celebrate ● Talking about how people celebrate ● What happens and doesn't happen ● Talking about what you are doing today vs what you did yesterday ● Sharing past experiences ● People and places in the past ● Asking about what happened in the past ● Talking about what you do in your free time and where you do it ● Talking about parts and wholes 		Domains of Knowledge: <ul style="list-style-type: none"> ● Talking about nouns you can't count ● What is it like? ● Saying what you do or did in a typical day ● Talking about what groups of people do ● Formal and informal situations: Talking to people you do and don't know ● Talking about what you and others do at school ● Talking about what you are doing this week and what you do every week ● What is it like? Describing things ● Talking about what you can, must, will and want to do 		Domains of Knowledge: <ul style="list-style-type: none"> ● What is it like? Comparing things ● Talking about how groups of people do things ● Comparing how people do things ● Communicating in other languages ● Talking about the environment ● Asking and answering questions about what people did and have done 	
Relevant Key Concepts: <ul style="list-style-type: none"> ● Phonics (SSCs) ● Nouns & articles – article use with être, masc & fem nouns ● Opinion expressions – I want to be... ● Verbs – third person singular and plural, subject-verb inversion, pronoun 'on' with verbs, present and perfect tenses, verbs with à & de. 		Relevant Key Concepts: <ul style="list-style-type: none"> ● Phonics (SSCs) ● Nouns & articles – uncountable nouns, use of the definite articles, plural noun formation ● Verbs – boire, verbs like sortir, verbs like venir, verbs like choisir, positioning of adverbs in two-verb structures. ● Adjectives – plural adjective formation, positioning of multiple adjectives 		Relevant Key Concepts: <ul style="list-style-type: none"> ● Phonics (SSCs) ● Nouns & articles – tout with nouns. ● Verbs – prendre, lire, écrire, entendre (je, tu, il/elle), present vs. Perfect, inversion for questions, past participle formation ● Adjectives – feminine adjective agreement rules, comparative forms of adjectives. 	

<ul style="list-style-type: none"> Adjectives – agreement rules, e.g. x → se, possessive adjectives. 		
<p>Gateway knowledge:</p> <ul style="list-style-type: none"> Recognising masculine, feminine and plural nouns Understanding that verbs need to be conjugated and change depending on the person. Understanding that adjectives need to agree in French How to form a question SSCs – ain, in, é/ê, ai, oi, ch, ç, qu, j, tion, ien, SFC, a Year 7 vocabulary 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> Recognising masculine, feminine and plural nouns Conjugating verbs with singular pronouns. Understanding that adjectives need to agree in French SSCs – en/an, im /in, on, e, a, ain/in, Year 7 SSCs, eu, eau/au Year 7 vocabulary 	<ul style="list-style-type: none"> Recognising masculine, feminine and plural nouns Conjugating verbs with singular pronouns. Understanding that adjectives need to agree in French SSCs – -aill/-ail, -eill/-eil, -euill/-euil (-ueill/-ueil, -œill/-œil), -ouill/-ouil, -ill/-ille, -ien, open eu/œu, eu, r, um/un, u, om, on, closed o/ô, open o, eau/au, j/soft g, -gn-, the, qu, ch, ç/soft c, -tion, -s-, y, oy Year 7 vocabulary
<p>Assessment end-points:</p> <p>Achievement test. Listening, reading, writing.</p> <ul style="list-style-type: none"> Achievement test. Listening, reading, writing and speaking. 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> Achievement test. Listening, reading, writing and speaking. 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> Achievement test. Applying your knowledge test

Year 10					
Autumn Term		Spring Term		Summer Term	
Unit Title: Theme 1 – Identity & Culture Me my family & friends, hobbies, technology in everyday life	Unit length: 1 term	Unit Title: Theme 1 – Identity & Culture Customs and festivals in French-speaking countries/communities	Unit length: 1 term	Unit Title: Theme 2 – Local, national, international and global areas of interest. Home, town, neighbourhood & region The environment	Unit length: 1 term
Domains of Knowledge: <ul style="list-style-type: none"> Friends & family Relationships Going out with friends Who I admire Hobbies and interests 		Domains of Knowledge: <ul style="list-style-type: none"> Food and meals Clothing (inc. buying fair trade) Festivals & traditions Talking about a special meal & celebrations 		Domains of Knowledge: <ul style="list-style-type: none"> Describing where you live What there is to do/visit Discussing the weather (present and future) Problems in town + social problems 	

Relevant Key Concepts: <ul style="list-style-type: none"> • Language learning skills • Nouns and articles • Adjectives • Verbs • Conjunctions • Opinion expressions 	Key Concepts: <ul style="list-style-type: none"> • Language learning skills • Nouns and articles • Adjectives • Verbs • Conjunctions • Opinion expressions 	Key Concepts: <ul style="list-style-type: none"> • Language learning skills • Nouns and articles • Adjectives • Verbs • Conjunctions • Opinion expressions
Gateway knowledge: <ul style="list-style-type: none"> • Present tense of avoir and être • Adjective agreement • Using simple opinion verbs • Recognising the past and future tenses. 	Gateway knowledge: <ul style="list-style-type: none"> • Recognising the partitive article • Adjective agreement • Using regular verbs in the present tense 	Gateway knowledge: <ul style="list-style-type: none"> • Places in town • Il y a / on peut • Adjective agreement • High frequency verbs in the present tense
Assessment end-points: <ul style="list-style-type: none"> • Exampro reading topic tests (foundation for all) • Exampro listening topic tests (foundation for all) • Foundation written assessment – photocard, 40 word, translation, 90 word. 	Assessment end-points: <ul style="list-style-type: none"> • Exampro reading topic tests (differentiated higher and foundation) • Exampro listening topic tests (differentiated higher and foundation) • Foundation written assessment – photocard, 40 word, translation, 90 word or higher written assessment – 90 word, 150 word, translation • Speaking - photocard task 	Assessment end-points: <ul style="list-style-type: none"> • Exampro reading topic tests (differentiated higher and foundation) • Exampro listening topic tests (differentiated higher and foundation) • Foundation written assessment – photocard, 40 word, translation, 90 word or higher written assessment – 90 word, 150 word, translation • End of Y10 exam – all 8 topics to give a real exam experience, all 4 exams, datasweep info to be taken from topic tests over exam.

Year 11					
Autumn Term		Spring Term		Summer Term	
Unit Title: Theme 2 – Local, national international and global areas of interest. Travel and Tourism Healthy & unhealthy living	Unit length: 1 term	Unit Title: Theme 3 – Current and future study & employment School Work	Unit length: 1 term	Unit Title: Theme 2 – Local, national, international and global areas of interest. Global issues	Unit length: ½ term

<p>Domains of Knowledge:</p> <ul style="list-style-type: none"> • Present tense holiday plans • At the hotel • Transport • Holiday activities • At the restaurant • Healthy eating • Catastrophic holidays 	<p>Domains of Knowledge:</p> <ul style="list-style-type: none"> • School facilities • School subjects • Comparing French and English schools • School rules • Extra-curricular activities • Jobs and charity work • Future plans • Part-time jobs & work experience 	<p>Domains of Knowledge:</p> <ul style="list-style-type: none"> • Natural disasters • How to protect the environment • World sporting events
<p>Relevant Key Concepts:</p> <ul style="list-style-type: none"> • Language learning skills • Nouns and articles • Adjectives • Verbs • Conjunctions • Opinion expressions 	<p>Key Concepts:</p> <ul style="list-style-type: none"> • Language learning skills • Nouns and articles • Adjectives • Verbs • Conjunctions • Opinion expressions 	<p>Key Concepts:</p> <ul style="list-style-type: none"> • Language learning skills • Nouns and articles • Adjectives • Verbs • Conjunctions • Opinion expressions
<p>Gateway knowledge:</p> <ul style="list-style-type: none"> • Present tense verbs to talk about holidays • Asking questions • Recognising and using 3 time frames • KS3 vocabulary relating to holidays. 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> • Simple school subjects • Gender and number of nouns 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> • Talking about hobbies and passions • Using the future tense • Modal verbs
<p>Assessment end-points:</p> <ul style="list-style-type: none"> • Mock exams, all 4 skills full 8 topics. • Exampro reading topic tests (differentiated higher and foundation) • Exampro listening topic tests (differentiated higher and foundation) • Foundation written assessment – photocard, 40 word, translation, 90 word or higher written assessment – 90 word, 150 word, translation • Speaking assessment - role play (hotels, tourist office etc) 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> • Exampro reading topic tests (differentiated higher and foundation) • Exampro listening topic tests (differentiated higher and foundation) • Foundation written assessment – photocard, 40 word, translation, 90 word or higher written assessment – 90 word, 150 word, translation • Speaking - general conversation questions. 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> • Final GCSE exams. • Speaking exam beginning of May.