

HSMS MFL Curriculum Overview 2024-2025

Building Cognitive Architecture – Coherent and Connected – Knowledge and Skill Based

Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
School Value	Pupils' are expected to live all six of the core values every day at Hugh Sexey Church of England Middle School. Each term however, there is a focus through collective worship as indicated below.					
	<i>Thankfulness</i>	<i>Justice</i>	<i>Endurance</i>	<i>Compassion</i>	<i>Koinonia</i>	<i>Trust</i>
Year 5 - Topic	Personal Description – Hair and Eyes	Age and Birthday	Where I live – Countries and Nationalities	Sports and Hobbies	Where I Live – Describing my House	My Town and Local Area
Key Concepts/Idea(s)	Vocabulary: Learning words used to describe hair styles and hair and eye colour. Grammar: Learning to use the key verb <i>avoir</i> in the 1st person. Understanding the order of nouns and adjectives in French.	Vocabulary: Revising numbers and months of the year. Grammar: Reinforcing the use of <i>avoir</i> in the 1st person. Understanding the literal meaning of <i>j'ai</i> and its correct translation when used to describe age. Using cardinal numbers for dates and lower-case letters for months. Skills: Recognising cognates and using them to help to break down the meaning of longer sentences.	Vocabulary: Learning countries and nationalities. Grammar: Learning to use the key verb <i>être</i> in the 1st person. Being introduced to the verb <i>habiter</i> in the 1st person and the concept of <i>-er</i> verbs. Introducing the gender of nouns via countries (<i>en, au, aux, à</i>) and the masculine and feminine forms of nationalities. Culture: Understanding the scope of the Francophone world and the spread of the French language.	Vocabulary: Learning words used to describe common sports and hobbies. Grammar: Using the verbs <i>jouer</i> and <i>faire</i> in the 1st person. Learning to express opinions and justifying them. Skills: Extending sentences using connectives and adjectives to justify opinions.	Vocabulary: Learning typed of house and common adjectives of age and size. Grammar: Revising the verb <i>habiter</i> in the 1st person. Learning the rules related to the positioning of adjectives related to age and size, as a contrast with the ruled learned for other adjectives.	Vocabulary: Learning words nouns for places in town and adjectives used to describe them. Grammar: Revising the verb <i>habiter</i> in the 1st person and reinforcing the concept of <i>-er</i> verbs. Revising the rules around the order of nouns and adjectives in French. Skills: Extending sentences by combining the content from Term 5 with the current topic.

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Sequence of Learning	The topic in the first term at HSMS will allow pupils to bridge the gap between Year 4 and Year 5, learning about describing themselves. It reinforces the importance of the verb <i>avoir</i> and provides continuity and familiar language as they adjust to their new school.	In their second topic, pupils will add more details to their personal descriptions, revising the numbers 1-31 that they learned in Year 4 and seeing the use of <i>avoir</i> in a different context. Via the months of the year, they will learn the power of using cognates to help break down unfamiliar language, making translation easier.	After seeing <i>avoir</i> in previous topics, the pupils will be introduced to another key verb in French: <i>être</i> . Having learned a little about the origins of Romance languages through the discussion of cognates in the last topic, they will also have the opportunity to understand more about the Francophone world and the history and growth of the French language.	As well as learning new vocabulary and building on the concept of cognates via learning about sports, pupils will begin to learn about the importance of giving and justifying opinions in their language-learning journey. They will also expand their knowledge of key verbs, with the introduction of <i>faire</i> .	This topic will build upon the grammar covered in the last two, through revising the verb <i>habiter</i> and learning about –er verbs. They will also be able to develop their descriptions of themselves and their life, using more specific adjectives to expand their vocabulary. They will also begin to deepen their knowledge of the more technical aspects of the language, such as the different rules regarding the placement of certain adjectives.	In the final topic of Year 5 the pupils will start to broaden their horizons ahead of Year 6 by beginning to describe the wider world around them. They will reinforce their knowledge of the verb <i>habiter</i> and use more varied descriptions to talk about their local area.
Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
School Value	<i>Thankfulness</i>	<i>Justice</i>	<i>Endurance</i>	<i>Compassion</i>	<i>Koinonia</i>	<i>Trust</i>
	Family Members – Describing Others	Parts of the Body and Ailments	Animals and Colours	My Daily Routine	School Subjects and Teachers	School Uniform and Rules
Key Concepts	Vocabulary: Learning words used to describe people physically. Grammar: Reinforcing the key verbs <i>être</i> and <i>avoir</i> in the <i>je, il, elle</i> and <i>on</i> forms. Revising the concept of masculine and feminine nouns and adjectival agreement.	Vocabulary: Learning parts of the body. Grammar: Reinforcing the key verbs <i>être</i> and <i>avoir</i> in the <i>je, il, elle</i> and <i>on</i> forms. Revising the concept of masculine, feminine and plural nouns and prepositions (<i>au, à la, aux</i>).	Vocabulary: Revising animals (pets and wild animals) and colours. Grammar: Reinforcing the positioning of adjectives, including those that describe age, size and beauty. Skills:	Vocabulary: Learning words to describe everyday tasks. Revising numbers. Grammar: Exploring the concept of reflexive verbs. Culture:	Vocabulary: Learning to talk about school subjects in French. Grammar: Revising the use of opinions and justification. Learning to use more complex verbs to express an opinion (<i>je pense..., je crois...</i>) Skills:	Vocabulary: Learning items of clothing. Revising colours. Grammar: Learning to use <i>je voudrais porter...</i> as an introduction to different timeframes. Learning to use modal verbs and negatives (<i>on peut..., on ne peut pas...</i>)

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	Revising the position of nouns and adjectives.		Using multiple adjectives to extend sentences and produce more descriptive work.	Learning about similarities and differences between the timings of a typical day in the UK and France.	Using justified opinions to create extended and complex sentences. Culture: Discussing the similarities and differences between school life in the UK and France.	Skills: Learning to use two timeframes.
Sequence of Learning	Year 6 will see the pupils building on what they have learned in the previous year, but learning how to talk about others, and therefore exploring new parts of the key verbs that they covered in Year 5. They will begin the year by reinforcing many of the key concepts that they were introduced to in Year 5, ensuring that they feel confident in their understanding of vital building blocks of the language.	Pupils will continue with the theme of talking about others that they began in Term 1. They will also revise and expand the use of the verbs <i>avoir</i> and <i>être</i> , which they saw in several different contexts in Year 5.	In this topic pupils will revise a fairly simple topic that they first learned in Years 3 and 4, but they will be able to expand their use of adjectives and will revise the different position of certain adjectives via a topic which is familiar to them.	Building on their increasing knowledge of vocabulary and grammar, pupils will be introduced to the useful topic of describing their day but will be introduced to reflexive verbs. They will also learn how to tell the time in French, expanding their ability to use numbers.	This topic will introduce more varied and complex language which will serve them well in Year 7 and beyond. The importance of expressing opinions and being able to justify them will be central to the work they do during this term. They will also start to add more sophistication to the way they express their opinions, which will allow them to vary the language that they use.	The last topic of the year will give pupils a glimpse of a key theme for Year 7: different timeframes. They will continue to explore the cultural similarities and differences of school life in different countries and be able to express their strong opinions on their uniform and school rules. They can add to their work from Term 5 to be able to give extended opinions on various aspects of their school life.

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Year 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
School Value	Pupils' are expected to live all six of the core values every day at Hugh Sexey Church of England Middle School. Each term however, there is a focus through collective worship as indicated below.					
	<i>Thankfulness</i>	<i>Justice</i>	<i>Endurance</i>	<i>Compassion</i>	<i>Koinonia</i>	<i>Trust</i>
Year 7 - Topic	Family and Relationships	What Makes a Good Friend	What I Did Last Weekend	Technology – Advantages and Disadvantages	French café	Food and Drink
Key Concepts/Idea(s)	Vocabulary: Revising members of the family and friends. Learning specific and varied adjectives to describe personality. Grammar: Using reflexive verbs to express opinions. Using specific positive and negative adjectives to describe family members and friends. Skills: Using longer, more complex sentences, giving opinions and justifying them.	Vocabulary: Revising members of the family and friends. Reinforcing knowledge of adjectives to describe personality. Grammar: Using the comparative and the superlative. Identifying masculine and feminine subjects from pronouns and adjectives. Skills: Using more varied and complex opinions.	Vocabulary: Recapping knowledge of sports and hobbies. Grammar: Introducing the perfect tense. Reinforcing knowledge of <i>être</i> and <i>avoir</i> , (previously learned in the present tense) but applied to the perfect tense. Skills: Using specific time phrases in conjunction with the perfect tense to extend sentences.	Vocabulary: Learning about technology and devices. Practising aspects of hobbies from Unit 3. Grammar: Reinforcing the superlative. Skills: Expanding the use of opinions and justification.	Vocabulary: Revising and expanding the topic of Food and Drink from Year 4. Revising numbers and money. Grammar: Reinforcing the use of conditional opinions used to order food (<i>je voudrais, etc</i>) Skills: Revising café conversations, including questions and answers.	Vocabulary: Further revision and expansion of food and drink. Grammar: Revising the present and the perfect tense. Skills: Using two tenses together (present and perfect) to form longer sentences. Emphasising the link between times phrases and tenses (<i>D'habitude, je mange..., mais hier j'ai mangé...</i>)
Sequence of Learning	In this unit pupils will build on their knowledge of family members and will learn how to describe	Pupils will build on the work they have done in Term 1, but will be able to describe the qualities that make a	Pupils will look back at some familiar language in sports and hobbies, but will introduce the skill of	This unit will continue to look at free time and hobbies, but will focus on a particular aspect of what	This topic is timed to coincide with the running of the French cafe in the First Schools, and it allows pupils	Pupils will develop their knowledge of food and drink from Term 5 and will bring together some key

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	their relationship with family and friends, express their opinion and expand their knowledge of adjectives.	good friend, comparing people and learning new ways to express their opinion.	expressing themselves in a past timeframe.	they learned in Term 3. Pupils will also try to master using superlatives, which were introduced in Term 2. They will also reinforce and expand their knowledge of justified opinions.	to revise the key topic of food and drink and how to conduct conversation in a cafe. It also focusses on specialty foods that are culturally typical in France and French-speaking countries.	skills that they have learned throughout the year by using two tenses and key time phrases together to extend their sentences.
Year 8	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
School Value	<i>Thankfulness</i>	<i>Justice</i>	<i>Endurance</i>	<i>Compassion</i>	<i>Koinonia</i>	<i>Trust</i>
Year 8	Travelling to France	French-speaking Celebrities	Jobs and Future Plans	Free Time – TV and Music	Holidays	French-language Festivals
Key Concepts	Vocabulary: Learning the name of different regions of France. Grammar: Learning to use the immediate future tense Revising the present tense of <i>aller</i> . Culture: Learning about the lifestyle and geography of different areas of France.	Vocabulary: Learning about jobs. Grammar: Reinforcing knowledge of the comparative and the superlative. Reinforcing knowledge of masculine and feminine adjectival agreement. Culture: Learning about French-speaking celebrities and culture.	Vocabulary: Learning how to talk about professions. Grammar: Practising knowledge of immediate future tense from Term 1. Revising the present tense of <i>aller</i> . Revising key phrases in the conditional. Skills: Using specific time phrases in conjunction with the immediate future tense and the	Vocabulary: Learning about different genres of TV programmes and music. Grammar: Reinforcing knowledge of opinions. Skills: Using opinions and justification to extend sentences. Culture: Learning about French TV programmes and musicians.	Vocabulary: Learning words linked to travel. Learning holiday activities. Revising countries and nationalities. Grammar: Revising the present, perfect and immediate future tenses. Skills: Using 3 tenses and specific time phrases together to create extended and complex sentences.	Vocabulary: Revising numbers and months in French. Grammar: Reinforcing key verbs and structures (<i>il y a, on...</i>) Revising using cardinal numbers for dates and lower-case letters for months. Culture: Learning about important celebrations and cultural events in the Francophone world.

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			conditional to extend sentences.			
Sequence of Learning	Pupils will be introduced to their third tense; the immediate future. This topic also has a strong cultural element and allows pupils the opportunity to learn about a variety of regions of France.	In this topic, pupils will strengthen their knowledge of describing personality, which they were introduced to in Year 7. They will also reinforce their understanding of the comparative and the superlative, as well as gaining more of an insight into celebrity culture and diversity in the Francophone world.	This topic will continue the theme of using different timeframes, with pupils reinforcing their knowledge of the immediate future tense. They will also expand their vocabulary in the key topic of jobs, which will serve as a useful platform to build on during their language-learning journey in the coming years.	Pupils will reinforce and develop their knowledge of hobbies, focussing specifically on TV programmes and different genres of music. As well as building their language skills, pupils will also be able to delve further into cultural trends in the French-speaking world. Discussing a topic which relates to their free time also allows pupils to express and justify their opinions. This focusses on the key skill of extending sentences.	This topic will be a crucial one for pupils, who will be pulling together their knowledge of three tenses and using them together to create complex and extended sentences. They will be able to draw on their cultural and geographical knowledge in order to discuss holiday destinations, activities and their opinions about them.	Pupils who are going to continue their language-learning journey in year 9 will be able to draw on the technical skills and cultural knowledge that they have gained over the past four years in this topic. Those pupils who have not chosen French as one of their KS4 options will be able to explore some important cultural festivals in the French-speaking world, possibly inspiring them to future travels.