

<b>Subject: French</b>		<b>Year Group: 7</b>
<b>Term 1 Key Focus/Topic(s) :</b> <ul style="list-style-type: none"> <li>• Introducing yourself</li> <li>• Target Language for classroom</li> </ul>	<b>Term 2 Key Focus/Topic(s) :</b> <ul style="list-style-type: none"> <li>• Talking about yourself, your town and your brothers/sisters</li> </ul>	<b>Term 3 Key Focus/Topic(s) :</b> <ul style="list-style-type: none"> <li>• Describing the weather</li> <li>• Talking about sports and free time activities</li> </ul>
<b>Term 1 Assessment Opportunities :</b> <ul style="list-style-type: none"> <li>• Progress test</li> </ul>	<b>Term 2 Assessment Opportunities :</b> <ul style="list-style-type: none"> <li>• End-of-module 2 test</li> </ul>	<b>Term 3 Assessment Opportunities :</b> <ul style="list-style-type: none"> <li>• Progress test</li> </ul>
<b>Term 4 Key Focus/Topic(s) :</b> <ul style="list-style-type: none"> <li>• Talking about what you are going/would like to do during your holidays</li> </ul>	<b>Term 5 Key Focus/Topic(s) :</b> <ul style="list-style-type: none"> <li>• Speaking/Writing to your French penfriend</li> </ul>	<b>Term 6 Key Focus/Topic(s) :</b> <ul style="list-style-type: none"> <li>• Talking about a typical school day</li> <li>• Talking about what you are going to do after school/in the evening</li> </ul>
<b>Term 4 Assessment Opportunities :</b> <ul style="list-style-type: none"> <li>• Record a conversation in French</li> </ul>	<b>Term 5 Assessment Opportunities :</b> <ul style="list-style-type: none"> <li>• Listening and speaking tests</li> </ul>	<b>Term 6 Assessment Opportunities :</b> <ul style="list-style-type: none"> <li>• Summer examinations</li> </ul>

**Rationale:**

Year 7 is a pivotal time as, right from the start, for the students who walk into a French classroom, French must naturally be seen as the language for communication. This does not mean that French should be used 100% of the time but that a range of strategies should maximise the use of the Target Language. This is in order to ingrain good practice from the beginning and set students on the right path to become confident linguists.

**Evaluation:**

The Year 7 scheme of work for 2019-2020 is the result of numerous discussions between staff and students following formative and summative assessments. It is ambitious in the sense that it does not follow the *Métro* course as rigidly as in the past, introduces new linguistic content and teaching strategies and relies on resources designed by the Department. For these reasons, its implementation and impact will be reviewed regularly during meetings and after learning walks and progress tests.