

# MFL- Long term plans – 2025-2026

## Year 7

Term	Autumn Term		Spring Term		Summer Term	
Half term	HT1	HT2	HT3	HT4	HT5	HT6
Unit Titles lengths:	Back to School <i>La rentrée</i>	At school <i>En classe</i>	Free Time Activities <i>Mon temps libre</i>	My family life <i>Ma vie de famille</i>	In town <i>En ville</i>	Project and Consolidation <i>Mon projet de fin d'année</i>
Learning objectives  Substantive and procedural knowledge covered in the unit	Know how to :  pronounce key French sounds; greet and introduce yourself; count to 31; talk about brothers, sisters and age; use the verb avoir; describe a classroom; use the indefinite and definite articles; express likes and dislikes; use the verb aimer + the definite article; describe yourself and others; use adjective agreement; o say what you do; understand infinitives and regular -er verbs; give dates in French.	Know how to :  name colours; tell the time; say what you think of your school subjects and why; talk about likes and dislikes using -er verbs; talk about what you wear to school; use adjectives after nouns; talk about your school day; use new -er verbs; explain a typical French school; read and listen for gist; say what there is / isn't, using il y a ... and il n'y a pas de ...; agree and disagree.	Know how to :  talk about weather and seasons; pronounce more key French sounds; talk about which sports you play; use jouer à; talk about activities you do; use the verb faire; discover sport in French-speaking countries; use cognates and context; talk about what you like doing; use aimer + the infinitive; create an interview with a celebrity; form and answer questions.	Know how to :  talk about animals; use higher numbers; describe your family; use the possessive adjectives 'my' and 'your'; describe where you live; use the nous form of -er verbs; talk about breakfast; use the partitive article (du / de la / de l' / des); explain what Bastille Day is; use the glossary; create a cartoon family; substitute words to make texts your own.	Know how to :  talk about places in a town or village; understand prices in French; talk about places in a town or village; say where you go at the weekend; use the verb aller (to go);invite someone out; use the verb vouloir (to want); order drinks and snacks in a café; use the tu and vous forms of the verb; say what you are going to do; use the near future tense (aller + infinitive); talk about plans for a special weekend; use two tenses together.	Review and consolidate all five modules; create a final project combining vocabulary and grammar knowledge; build confidence in speaking and writing.
Key ideas/ Themes:	Identity, self-expression, basic communication.	School life, routine, personal preferences.	Leisure, routine, health and well-being.	Identity, self-expression, environment	Environment, geography, community.	Fluency, reflection, personalisation.
Prerequisite knowledge:	From KS2: English grammar terms (noun, verb, adjective, indefinite article). Confidence in speaking aloud.	From KS3: Basic present tense (je + verb); vocabulary from Y7 HT1.	From KS3: Basic present tense (je, tu); vocabulary from Y7 HT1 & HT2; opinion phrases .	From KS3: Basic present tense (je, tu); opinion phrases; adjectives; definite articles.	From KS3: Basic present tense (je, tu); definite and indefinite articles; use of cognates; confidence in speaking aloud.	Full year's content (language and grammar).
Outcomes  (Stickable-output that the student produces to demonstrate their knowledge)	Dialogue role play introducing self; paragraph about self; video interview about self; describing a photo: classroom scene; translation practice (FR-EN and EN-FR); likes and dislikes paragraph.	Favourite/least favourite subject paragraph; describing a photo; school uniform scene; Best / worst day paragraph; translation practice EN-FR).	Describing a photo; sport scene; blog on hobbies (inc. opinions and reasons, weather and time phrases); translation practice EN-FR).	Paragraph describing family (inc. pets); describing a photo; family scene; describing where they live (inc. rooms of the house) paragraph; translation practice EN-FR).	Paragraph about their town (inc. future plans); role-play: ordering food and drink; translation practice EN-FR).	"Tout sur moi" project (All about me – video/poster/booklet); end-of-year quiz or competition; speaking assessment: structured answers.

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## Year 8

Term	Autumn Term		Spring Term		Summer Term	
Half term	HT1	HT2	HT3	HT4	HT5	HT6
Unit Titles lengths:	<b>Holidays</b> <i>Vive les vacances!</i>	<b>Celebrations</b> <i>J'adore les fêtes!</i>	<b>Leisure Activities</b> <i>À loisir!</i>	<b>It is such a small world (Part 1)</b> <i>Le monde est petit</i>	<b>It is such a small world (Part 2)</b> <i>Le monde est petit</i>	<b>Project and Consolidation</b>
Learning objectives  Substantive and procedural knowledge covered in the unit	Know how to:  talk about school holidays; use the verbs avoir and être; say what you did during the holidays; use the perfect tense of regular –er verbs; describe a visit to a theme park ; use the perfect tense of irregular verbs; say where you went and how; use the perfect tense of verbs that take être; listen for negatives in the perfect tense; read to spot the perfect tense in a text; ask and answer questions; use the present and perfect tenses together.	Know how to:  talk about festivals and celebrations; say what you like and dislike; describe festivals and special days; use the present tense of regular –ir and –re verbs; buy food at a market; use transactional language; use prediction to help with challenging listening passages; give answers in French for a reading task; talk about a future trip; use the near future tense (with questions); write about New Year; combine the present and near future tenses.	Know how to:  talk about celebrities and TV programmes; use singular and plural adjective agreement; talk about digital technology; form and answer a range of questions; arrange to go to the cinema; buy cinema tickets; talk about leisure activities; use negatives; spot synonyms; look up perfect tense verbs when reading; use three tenses when speaking; speak from notes.	Know how to:  talk about where you live; discuss the weather; describe where you live; use pouvoir + infinitive; listen for different persons of the verb; use different strategies to decode words while reading.	Know how to:  talk about daily routine; use reflexive verbs; talk about moving house; use irregular adjectives (beau, nouveau and vieux); use three tenses in writing; use resources to find and translate nouns into French.	Consolidate knowledge from all modules (recap of vocabulary and grammar learnt this year); build confidence in speaking and writing in three tenses, reflect on learning and celebrate progress; apply three tenses in context; improve self-correction and peer feedback; use of dictionary and sentence-building skills.
Key ideas/ Themes:	Memory, storytelling, culture and geography.	Culture, tradition, personal memories.	Media, routine, reflection.	Routine, aspiration, environment.	Routine, aspiration, environment.	Progress, self-expression, mastery.
Prerequisite knowledge:	From KS3: Present tense verbs; basic holiday vocabulary (Y7 HT5).	From KS3: Perfect tense with 'avoir'; Reflexive verbs in the present tense.	From KS3: Present and perfect tenses (Y8 HT1 & HT2); connectives and intensifiers (Y7).	From KS3: Present and perfect tense; familiarity with infinitives and "aller".	From KS3: Present and perfect tense; familiarity with infinitives and "aller".	All prior grammar and vocabulary from Y7 & Y8.
Outcomes  (Stickable-output that the student produces to demonstrate their knowledge)	Past holiday postcard or blog entry (inc. opinion); recounting a past trip; translation practice (FR–EN and EN–FR); an interview about great holidays (speaking).	describing a past celebration paragraph; Speaking: role-play about buying food at the market; translation practice (FR–EN); describing a photo: carnival scene.	Paragraph describing hobbies preferences (music, TV, cinema, inc. past tense); describing photo: hobbies scene; role-play about arranging a visit to a cinema (speaking).	Blog entry about where they live; role play: talking about your area and plans; describing a photo: chores scene.	Blog entry about daily routine (inc.recent activities). Presentation of a local area (speaking); translation practice (FR–EN).	Final project: "Mon année de français"; listening and speaking games (tense revision); writing: 3-tense paragraph about "moi".

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## Year 9

Term	Autumn Term		Spring Term		Summer Term	
	HT1	HT2	HT3	HT4	HT5	HT6
Half term						
Unit Titles lengths:	<b>My World as a Teenager</b> <i>Ma vie sociale d'ado</i>	<b>My Plans for the Future</b> <i>Mes projets d'avenir</i>	<b>My Life in Music</b> <i>Ma vie en musique</i>	<b>The best of worlds</b> <i>Le meilleur des mondes</i>	<b>The French-speaking World (Grammar)</b> <i>Le monde francophone</i>	<b>Consolidation &amp; GCSE Preparation</b>
Learning objectives  Substantive and procedural knowledge covered in the unit	Know how to:  talk about after school clubs and activities; use verbs in the present tense; describe yourself and your friends; use the verbs avoir and être; describe birthday celebrations; use the perfect tense; describe what you did and what you wore; use the present tense and the perfect tense together.	Know how to:  talk about earning money; use on peut + infinitive to say what people can do; talk about what job you want to do and why; use vouloir + infinitive to say 'I want to ...'; talk about what you are going to do in the future; use the near future tense; talk about what you did yesterday; use the perfect tense with ne ... pas; talk about different ways of making money; use two tenses together.	Know how to:  talk about songs and musical instruments; use adjectival agreement; discuss your musical preferences; use the comparative; describe future plans; use two time frames (present and near future); describe a trip to a concert; use the perfect tense; interview a young musician; use the present tense and the perfect tense together.	Know how to:  talk about food; describe a photo; discuss eating habits; use ne ... pas and ne ... jamais; talk about animals and the natural world using il faut + infinitive; talk about helping the environment; use the perfect tense; talk about what you would like to do using je voudrais + infinitive	Know how to:  use different articles; talk about countries you would like to visit; use adjectives; describe impressive places; use verbs with the infinitive; talk about holiday activities; showcase what you have learned; prepare a fact file and advert for a French-speaking country; use the present tense ; describe people and what they do; use the near future tense; talk about future plans; use the perfect tense; talk about a past trip; use three different tenses together; give a presentation about a French-speaking star.	Recycle and consolidate key grammar points (recap of vocabulary and grammar learnt this year); build fluency in 3 time frames; prepare for transition to GCSE; acquires Spontaneous speaking strategies; extend writing with connectives, tenses, and detail; respond to GCSE-style reading/listening tasks.
Key ideas/ Themes:	Relationships, identity, digital world.	Future, identity, aspiration.	Hobbies, interests (music)	Environmental issues, sustainability, and the impact of human activity on the planet.	Place, community, local identity, the impact of celebrities and popular culture figures, social media .	Confidence, independence, GCSE readiness.
Prerequisite knowledge:	From KS3: Present and perfect tenses; basic social media and activity vocabulary.	From KS3: Present tense of key verbs; exposure to infinitive structures.	From KS3: Present tense and perfect tenses.	From KS3: Noun-adjective agreement; use of avoir and être; use of modal verbs (Y9).	From KS3: Past tense; comparatives; gender and number agreement; negatives; future tense; opinions.	Year 9 language content.
Outcomes  (Stickable-output that the student produces to demonstrate their knowledge)	Describing a photo; friends scene; translation practice (FR-EN); extended paragraph about social habits (inc. extracurricular activities, best friend(s)); recent activities with friend(s) paragraph.	Extended paragraph about ambition in 3 tenses (inc. what they do to earn money); translation practice (FR-EN); role-play on ambition (speaking).	Extended paragraph about music in 3 tenses (inc. preferences, a recent trip to a concert and future plans); translation practice (FR-EN); role-play on music discussion (speaking); describing a photo: music scene.	Describing a photo: food scene; blog entry on protecting the environment (inc. what they do at school); translation practice (FR-EN).	Presentation about a French-speaking star (speaking); prepare a fact file and advert for a French-speaking country.	GCSE-style assessments (Reading, Writing, Speaking); writing: identity, lifestyle, future paragraph (3 tenses); End-of-year project: "Mon identité".

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## Year 10

Term	Autumn Term		Spring Term		Summer Term	
Half term	HT1	HT2	HT3	HT4	HT5	HT6
Unit Titles lengths:	Theme 1 People and Lifestyle	Theme 2 Popular Culture	Theme 1 People and Lifestyle	Theme 1 People and Lifestyle	Theme 2 Popular Culture	Theme 2 Popular Culture
	Identity and Relationships with others	Free-time Activities	Education and Work	Healthy Living and Lifestyle	Customs, Festivals and Celebrations	Celebrity Culture
Learning objectives  Substantive and procedural knowledge covered in the unit	<p>Know how to:</p> <p>describe self and family; discuss personality; describe a friend; compare family members; discuss relationship status and family relationship; Discuss childhood; discuss future marriage plans; describe ideal partner and future plans.</p> <p>use regular and irregular verbs in the present , imperfect, near future and conditional tenses; use possessive adjectives; use adjectival agreement; use comparative; use reflective verbs; ask and answer personal questions.</p>	<p>.Know how to:</p> <p>give opinions of hobbies; discuss what they do in their freetime; discuss recent activities; discuss school holiday plans; discuss what they used to do; discuss television, music, reading and shopping; discuss films.</p> <p>justify opinion; use verbs in near future, the imperfect and perfect tenses; use direct object pronouns.</p>	<p>Learning Objectives:</p> <p>give opinions of school subjects; discuss what they study; discuss teachers; describe school; give opinions of school; discuss after-school clubs; discuss school uniform; discuss school rules; discuss primary school; discuss future plans and job plans.</p> <p>justify opinions; use regular and irregular verbs in the present, near future and the imperfect tenses; use comparatives; use BAGS adjectives; use modal verbs followed by the infinitive (<i>vouloir, devoir, pouvoir</i> including in the negative form); use sentences with <i>où</i>.</p>	<p>Know how to:</p> <p>give opinions of food and drink; discuss what they eat and drink; discuss sport they do; discuss health advice; give opinions of smoking; discuss future plans to improve health; discuss recent activities.</p> <p>justify opinions; use regular and irregular verbs in the present, near future and the perfect tenses; use frequency adverbs; use negative verbs; use <i>à</i> + definite article; use <i>de</i> + definite article; use <i>Il faut</i> + infinitive verb</p>	<p>Know how to:</p> <p>discuss French festivals; discuss how different religions celebrate; discuss my favourite celebration; describe how they celebrate their birthday (inc. birthday present) and what they don't do; describe their birthday last year; describe a French festival they would like to go to; use regular and irregular verbs in the present,</p> <p>use regular and irregular verbs in the present, perfect and conditional tenses; use <i>si</i> clauses; use negative verbs; use <i>depuis</i>; use masculine and feminine nouns.</p>	<p>Know how to:</p> <p>discuss my favourite celebrity; describe my daily routine; describe a recent concert; discuss the advantages and disadvantages of being famous; discuss a celebrity that they would like to meet.</p> <p>use regular and irregular verbs in the present, perfect and conditional tenses; use <i>si</i> clauses; use negative verbs; use masculine and feminine nouns; use BAGS adjectives; use reflexive verbs; use <i>après avoir</i> and <i>avant de</i> followed by an infinitive.</p>
Key ideas/ Themes:	Identity, relationships, personal values.	Hobbies, interests (inc. music, sports, and social activities-media)	Education and work, routine, future career aspirations, adulthood	Healthy living, physical and mental well-being (inc. diet, exercise and life choices)	Cultural traditions, celebrations, festivals, comparison	the impact of celebrities and popular culture figures, social media
Prerequisite knowledge:	From KS3: Basic present tense verb formation; gender and number agreement; simple sentence structure.	From KS3: Present tense verbs; introduction to perfect tense (avoir + past participle).	From KS3: Time phrase; present tense; opinions; future tense; expressions of intention.	From KS3: Basic present tense verb formation; opinions and reasons; use of frequency adverbs; negatives.	From KS3: Past tense use; time expressions.	From KS3: Past tense; comparatives; gender and number agreement; negatives; future tense; opinions.
Outcomes  (Stickable-output that the student produces to demonstrate their knowledge)	Translation practice (FR–EN and EN–FR); dictation; describing a photo about a family; a description of self, family, future plans with family and opinions of members of family (relationships).	Photo description: leisure scene; an extended paragraph (90 / 150 words) about leisure activities using three time frames inc. opinions. (past/present /future); a paragraph with justified opinions about watching films; a paragraph with free-time plans.	An extended paragraph (90 / 150 words) about school (inc. timetable, a typical day, opinions on school subjects, future plans); describing a photo about school (speaking and writing); a paragraph about school uniform; a paragraph with justified opinions about teachers.	Photo description: food and drink scene; a paragraph about recent activities including opinions and reasons; dictation.	An extended paragraph (90 / 150 words) about celebrations and festivals (inc. birthday, a recent celebration, future plans for a festival); a paragraph with justified opinions about favourite celebration; photo description: celebration scene.	An extended paragraph (90 / 150 words) about celebrations and festivals (inc. opinions about being famous, a recent meeting in person or on screen with a celebrity, future plans); a paragraph with justified opinions about a celebrity; a paragraph about a recent trip to a concert.

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## Year 11

Term	Autumn Term		Spring Term		Summer Term	
Half term	HT1	HT2	HT3	HT4	HT5	HT6
Unit Titles lengths:	Theme 3 Communication and The World Around Us Travel and Tourism	Theme 3 Communication and The World Around Us Media and Technology	Theme 3 Communication and The World Around Us Environment and Where People Live.	Revision and Exam Preparation	Revision and Exam Preparation	
Learning objectives Substantive and procedural knowledge covered in the unit	Know how to: describe the weather; discuss where they like to spend the holidays; discuss transport preferences; discuss where they like to stay; describe what they can do there; describe where they went on a past holiday and where they stayed, what they did; describe where they went when they were younger; describe an ideal holiday. justify opinions; use regular and irregular verbs in the conditional, the imperfect and perfect tenses; use <i>après avoir</i> and <i>avant de</i> followed by an infinitive; use <i>si / quand</i> clauses; use superlatives and comparatives; use the modal verb <i>pouvoir</i> (inc. in the negative).	Know how to: discuss what they can do with their phone / tablet; describe what they like and don't like doing online; describe their use of social media; discuss the advantages and disadvantages of social media; give opinions of mobile phones (benefits and dangers). Use direct object pronouns; justify opinions; use the modal verb <i>pouvoir</i> in the present tense.	Know how to: Describe their house; describe their local area (inc. what there is); give positive and negative opinions of where they live; discuss where they would like to live; discuss environmental problems in their area; describe what they do to help the environment; discuss what we should do to help the environment. Use BAGS adjectives; extend sentences with <i>où</i> ; use the conditional tense with a range of verbs (inc. <i>devoir / pouvoir</i> ).	Students will consolidate all skills across themes; practice exam strategies in all papers; review all thematic content; role play strategies; photo description frameworks; exam writing techniques (80-word / 90-word / 150-word tasks).	Students will consolidate all skills across themes; practice exam strategies in all papers; review all thematic content; role play strategies; photo description frameworks; exam writing techniques (80-word / 90-word / 150-word tasks).	
Key ideas/ Themes:	Travel experiences, freedom, tourism, and places of interest.	The influence of media and technology in modern life, online safety	Place, community, local identity, environmental issues, sustainability, and the impact of human activity on the planet.	Mastery, fluency, confidence.	Mastery, fluency, confidence.	
Prerequisite knowledge:	From KS3: All three tenses (introduced separately); Question words.	From KS3: (Y9) Using modal verbs ( <i>pouvoir</i> , <i>devoir</i> ); comparing using <i>plus/moins...que</i> ; giving opinions and justifications.	From KS3: Noun-adjective agreement; use of <i>avoir</i> and <i>être</i> .	Full two years' content (language and grammar).	Full two years' content (language and grammar).	
Outcomes (Stickable-output that the student produces to demonstrate their knowledge)	An extended paragraph (90 / 150 words) about holidays (inc. holiday preferences, a recent trip, future plans for a future holiday); a paragraph with justified opinions about best/worst holidays; photo description: holiday scene; Translation practice (FR-EN and EN-FR).	An extended paragraph (90 / 150 words) about use of technology (inc. what they normally do online, a recent use of technology, future plans with technology); a paragraph about mobile phones with justified opinions; photo description: use of technology scene.	An extended paragraph (90 / 150 words) about the local area (inc. what to do in the area, a recent experience in the local area, possible improvement in the area); a paragraph about the local area with justified opinions; photo description: local area scene.	Mock exam practice; complete Paper 1-4 assessments; self-reflection and feedback tasks.	Mock exam practice; complete Paper 1-4 assessments; self-reflection and feedback tasks.	



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