

Modern Foreign Languages concepts 2022-23

Concept	Explanation of concept
1. Describing and identifying people	Providing personal data, describing appearance, personality, expressing likes/dislikes
2. Describing places, objects and natural phenomena	Describing location, size, appearance, weather
3. Creating questions	Requesting factual information - including directions, making invitations, asking opinions
4. Expressing feelings	Expressing positive and negative emotions, reacting to events, providing reasons for emotions/reactions
5. Making arrangements	Making suggestions, inviting, accepting, refusing
6. Comparing and contrasting	Expressing likes and dislikes, supporting an opinion, explaining preferences, talking about the best and worst of someone or something, making comparisons
7. Describing routine behaviour in the present	Talking about what you and others usually do/are doing, indicating time, expressing a purpose, referring to cultural events
8. Describing routine behaviour in the past	Talking about what you and others used to do/were doing, indicating time, expressing a purpose, referring to cultural events
9. Describing past events	Talking about what has happened, setting the scene, sequencing events, evaluating the consequences of actions and events
10. Making plans for the future	Indicating time, making predictions, hypothesizing, discussing probabilities, referring to cultural events
11. Indicating agreement and disagreement	Expressing opinions on events and phenomena, explaining why, supporting an argument, providing examples
12. Solving problems	Describing the problem, providing solutions, discussing possible consequences, arguing for and against

Year 7						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Learning	Talking about my age, Saying when my birthday is	Describing hair and eyes, Saying where I live and am from	Talking about family members, Giving their age, saying why I like/dislike them	Saying why I like/dislike family members, Talking about pets I have and would like to have	Saying what jobs people do, why they like/dislike them and where they work, Comparing people.	Saying what is in my school bag, retrieval of year 7 content
Concepts	1. Describing and identifying people	1. Describing and identifying people 2. Describing places, objects and natural phenomena	1. Describing and identifying people 2. Describing places, objects and natural phenomena	1. Describing and identifying people 2. Describing places, objects and natural phenomena 11. Indicating agreement and disagreement 4. Expressing feelings	1. Describing and identifying people 2. Describing places, objects and natural phenomena 3. Creating questions 4. Expressing feelings and contrasting	1. Describing and identifying people 2. Describing places, objects and natural phenomena 3. Creating questions 4. Expressing feelings
What is needed to master the knowledge	Giving and understanding names and ages, numbers 1-15, family members	Describing and understanding descriptions, colours, regular present tense verbs	Discussing relationships (getting on or not), giving details about family members, numbers 31-100	Using to have and to be, adverbs of intensity and frequency, use of the present tense	Comparing family members and pets, using the conditional tense to say what you would like, forming questions, jobs	Expression possession, using adjectives and nouns together, using the indefinite article
AO	Listening, Speaking, Reading and Writing	Listening, Speaking, Reading and Writing	Listening, Speaking, Reading and Writing	Listening, Speaking, Reading and Writing	Listening, Speaking, Reading and Writing	Listening, Speaking, Reading and Writing
Common misconceptions	Verb endings	Verb endings, adjectival agreement	Verb endings, word order	Word order, Translating word for word	Comparative form, verb endings, agreement	Adjectival agreement, word order
Retrieval		Numbers 1-15, to have and to be, birthdays	Numbers 1-31, hair and eye description	Introducing yourself, Family members	Family members, to be, describing people and pets	Colours, Introducing yourself, pets

Year 8						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Learning	Talking about food (likes/dislikes/reasons), Mealtimes	Clothes and accessories, What I wear, Saying what I and others do in free time	Talking about the weather and free time, My daily routine	Describing my house, indicating where it is located, giving opinions about it, Saying what I do at home.	Talking about future holiday plans, Saying where I live	Saying what I can do in my area
Concepts	2. Describing places, objects and natural phenomena 3. Creating questions 4. Expressing feelings 7. Describing routine behaviour in the present 11. Indicating agreement and disagreement	2. Describing places, objects and natural phenomena 3. Creating questions 4. Expressing feelings 5. Making arrangements 7. Describing routine behaviour in the present 11. Indicating agreement and disagreement	1. Describing and identifying people 3. Creating questions 5. Making arrangements 6. Comparing and contrasting 7. Describing routine behaviour in the present 12. Solving problems	2. Describing places, objects and natural phenomena 3. Creating questions 4. Expressing feelings 6. Comparing and contrasting 7. Describing routine behaviour in the present 11. Indicating agreement and disagreement 12. Solving problems	2. Describing places, objects and natural phenomena 3. Creating questions 4. Expressing feelings 5. Making arrangements 6. Comparing and contrasting 7. Describing routine behaviour in the present 10. Making plans for the future 11. Indicating agreement and disagreement	2. Describing places, objects and natural phenomena 3. Creating questions 4. Expressing feelings 5. Making arrangements 6. Comparing and contrasting 7. Describing routine behaviour in the present 11. Indicating agreement and disagreement 12. Solving problems
What is needed to master the knowledge	Saying what food you like/dislike and why, Using the verbs to eat and to drink, expressing varying degrees of preference, Mealtimes	Saying what clothes you wear and when, Give a wide range of words for clothing items and accessories, Saying what you do using to play, to do, to go	Saying what you do in different types of weather Talking about where you do activities and who with	Discussing where your house is located, What your favorite room is, What you like to do in each room, Using the present tense of reflexive verbs	Giving detailed information about your house, Saying what you intend to do on holiday, where you will stay, Methods of transport	Saying where I live and my opinion of it, Describe the location of where I live

			Places in town, Saying what you do every day and when			
AO	Listening, Speaking, Reading and Writing	Listening, Speaking, Reading and Writing	Listening, Speaking, Reading and Writing	Listening, Speaking, Reading and Writing	Listening, Speaking, Reading and Writing	Listening, Speaking, Reading and Writing
Common misconceptions	Word order	Adjectival agreement, Word order	Word order, Verb endings	Reflexive pronouns	Verb endings	Verb endings,
Retrieval	Time markers, Justifying opinions	Time and frequency markers, colours, adjectival endings, weather, pets, adjectives	Weather, sports and hobbies, family members, present tense of to do, to play and to go Clothes, numbers, freetime activity	Adjectives, Frequency markers, Countries, Indefinite article use	Time markers, Reflexive verbs, telling the time, description of people and places, the verb to go, free- time activities, adjectives	Negation, justifying opinions, describing my house and location, giving opinions, present tense or regular verbs

Year 9						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Learning	Saying what places are in my street, Describing where things are located, Discussing what my house is like, Saying what is in each room	Making plans for the future, Saying what I and others did in the recent past. Discussing daily activities, Saying what you want to/have to/want to do	Saying what chores I and other family members have to do, Talking about my chores in the past, Saying why I didn't help at home in the recent past. Discussing a typical day at school	Suggesting an activity, accepting/refusing invitations. Describing a typical day in the past, present and future, Saying what you had to and wanted to do	Describing a past holiday, Saying what you had to and wanted to do. Saying what other people did on holiday, Giving your opinion about your holiday likes and dislikes	Discussing a cultural event/festival visit, Saying what activities you did in the past, Saying what you have to do, Accepting and giving advice
Concepts	2. Describing places, objects and natural phenomena 3. Creating questions 6. Comparing and contrasting 7. Describing routine behaviour in the present 11. Indicating agreement and disagreement	3. Creating questions 5. Making arrangements 7. Describing routine behaviour in the present 8. Describing routine behaviour in the past 9. Describing past events 10. Making plans for the future	1. Describing and identifying people 2. Describing places, objects and natural phenomena 3. Creating questions 4. Expressing feelings 5. Making arrangements 6. Comparing and contrasting 8. Describing routine behaviour in the past 9. Describing past events	3. Creating questions 4. Expressing feelings 5. Making arrangements 6. Comparing and contrasting 7. Describing routine behaviour in the present 10. Making plans for the future 11. Indicating agreement and disagreement 12. Solving problems	1. Describing and identifying people 2. Describing places, objects and natural phenomena 3. Creating questions 4. Expressing feelings 8. Describing routine behaviour in the past 9. Describing past events 10. Making plans for the future 11. Indicating agreement and disagreement	2. Describing places, objects and natural phenomena 3. Creating questions 4. Expressing feelings 6. Comparing and contrasting 8. Describing routine behaviour in the past 9. Describing past events 11. Indicating agreement and disagreement 12. Solving problems
What is needed to master the knowledge	Using locative adverbials and prepositions, Negating sentences,	Using the future tense (1 st person singular and plural), Using the perfect	Using modal verbs, Using 1 st person of perfect tense, Using imperfect tense of	Using interjections, Using modal verbs (all parts of speech), 1 st person	Using to go, to stay and to travel in the perfect tense,	Using time markers to sequence events, All parts of speech

	Definite and indefinite articles, expressing and justifying opinions, Questioning	tense (1 st person singular and plural) of to do, to go, to play, to watch. Present tense modal verbs (1 st person). Discussing daily activities, using modal verbs. Questioning	to have. Positive and negative uses of modal verbs. Questioning	conditional tense. Modal verbs across tenses, First person singular of key verbs in perfect, present, future, perfect and future tenses. Questioning	correct use of prepositions. 1 st person of Perfect tense, justifying holiday choices, using the conditional tense. Questioning	in the perfect and imperfect tenses. Using modal verbs to say what you have to do. Questioning
AO	Listening, Speaking, Reading and Writing	Listening, Speaking, Reading and Writing	Listening, Speaking, Reading and Writing	Listening, Speaking, Reading and Writing	Listening, Speaking, Reading and Writing	Listening, Speaking, Reading and Writing
Common misconceptions	Negative constructions	Word order, literally translating, auxiliary verbs	Word order, Verb endings	Tenses and time markers	Prepositions, tense formation	Cultural norms, question forms
Retrieval	Describing location and houses, negatives	Free-time activities, pronouns and verb endings, time markers	Family members, present tense verbs	Free-time activities, Question forms, tenses	Holiday activities, opinions, perfect, imperfect and future tenses	Travel arrangements, modal verbs, perfect and imperfect tenses.

Year 10						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Learning	Who I am talking about friends , family relationships, making arrangements, describing a night out, talking about how your life used to be, discussing role models.	Free-time and leisure talking about sport, talking about your life online, discussing books and reading, talking about television programmes and films.	Celebrations describing your daily life, talking about food for special occasions, using polite language, describing family celebrations, festivals and traditions.	My area describing a region, talking about own town/area, discussing what there is to do/see, discussing plans and the weather, describing community projects.	Holidays talking about an ideal holiday, booking and reviewing hotels, ordering in a restaurant, discussing journeys and travelling, buying souvenirs, describing holiday disasters.	Revision and reinforcement all about me, free-time, celebrations, my house and home, holidays.
Concepts	<ul style="list-style-type: none"> 1. Describing and identifying people 4. Expressing feelings 5. Making arrangements 7. Describing routine behaviour in the present 8. Describing routine behaviour in the past 9. Describing past events 10. Making plans for the future 11. Indicating agreement and disagreement 12. Solving problems 	<ul style="list-style-type: none"> 1. Describing and identifying people 3. Creating questions 4. Expressing feelings 5. Making arrangements 7. Describing routine behaviour in the present 8. Describing routine behaviour in the past 9. Describing past events 10. Making plans for the future 11. Indicating agreement and disagreement 	<ul style="list-style-type: none"> 2. Describing places, objects and natural phenomena 3. Creating questions 4. Expressing feelings 5. Making arrangements 6. Comparing and contrasting 7. Describing routine behaviour in the present 8. Describing routine behaviour in the past 9. Describing past events 10. Making plans for the future 	<ul style="list-style-type: none"> 2. Describing places, objects and natural phenomena 4. Expressing feelings 5. Making arrangements 6. Comparing and contrasting 7. Describing routine behaviour in the present 8. Describing routine behaviour in the past 9. Describing past events 10. Making plans for the future 	<ul style="list-style-type: none"> 1. Describing and identifying people 2. Describing places, objects and natural phenomena 3. Creating questions 4. Expressing feelings 5. Making arrangements 6. Comparing and contrasting 7. Describing routine behaviour in the present 8. Describing routine behaviour in the past 9. Describing past events 	<ul style="list-style-type: none"> 1. Describing and identifying people 2. Describing places, objects and natural phenomena 3. Creating questions 4. Expressing feelings 5. Making arrangements 6. Comparing and contrasting 7. Describing routine behaviour in the present 8. Describing routine behaviour in the past 9. Describing past events

				11. Indicating agreement and disagreement 12. Solving problems	10. Making plans for the future 11. Indicating agreement and disagreement 12. Solving problems	10. Making plans for the future 11. Indicating agreement and disagreement 12. Solving problems
What is needed to master the knowledge	using reflexive and irregular verbs in the present tense, using the imperfect tense, perfect tense and the near future tense, combining all 3 tenses.	using depuis + present tense, using the comparative, practicing the imperfect tense, using direct object pronouns, comparative and superlative adjectives.	using modal verbs (pouvoir and devoir), the pronoun "en", asking questions in the "tu" and "vous" forms, using venir de + infinitive, using an combination of tenses.	using the pronoun "y", using negatives, asking questions using "quel/le/s), using the future tense, combining 3 tenses.	using the conditional tense, using reflexive verbs in the perfect tense, using en+ present participles,, using avant de + infinitive, demonstrative adjectives and pronouns, using the pluperfect tense.	Present tense, perfect tense, imperfect tense, conditional tense, pluperfect tense, future tenses. DOPs.
AO	Listening, Speaking, Reading and Writing	Listening, Speaking, Reading and Writing	Listening, Speaking, Reading and Writing	Listening, Speaking, Reading and Writing	Listening, Speaking, Reading and Writing	Listening, Speaking, Reading and Writing
Common misconceptions	reflexive pronouns, imperfect vs perfect tenses	talking about past events but using present tense (depuis), word order when using DOPs.	2 different "you" forms in French vs 1 in English, confusion between tenses.	grammatical gender, word order with pronouns.	grammatical genders with demonstrative agreement, pluperfect tense vs perfect tense.	reflexive pronouns, verb endings, meanings of tenses (in English) word order and inversion uses.
Retrieval	Personal information, describing self and others, family relationships	Free-time activities, making arrangements	Family relationships, justifying opinions	Describing an area, giving opinions, weather	Holiday activities, opinions, tenses	Tenses and opinions, Speaking and Writing strategies

Year 11						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Learning	My school talking about your school, educational comparisons between UK and French-speaking countries, discussing school rules, talking about school successes, describing school exchange visits.	Future plans and aspirations discussing career choices, talking about plans, hopes and wishes, discussing the importance of languages, applying for jobs, understanding case studies.	International concerns and events discussing global problems, protecting the environment, talking about ethical shopping, discussing volunteering, talking about big events.	Revision and reinforcement my school, future plans, international events and concerns, all about me, free-time, celebrations, my house and home, holidays.	Exams and revision all about me, free-time, celebrations, my house and home, holidays, my school, future plans, international events and concerns.	
Concepts	<ol style="list-style-type: none"> 1. Describing and identifying people 2. Describing places, objects and natural phenomena 3. Creating questions 4. Expressing feelings 6. Comparing and contrasting 7. Describing routine behaviour in the present 8. Describing routine behaviour in the past 9. Describing past events 	<ol style="list-style-type: none"> 1. Describing and identifying people 2. Describing places, objects and natural phenomena 3. Creating questions 4. Expressing feelings 5. Making arrangements 6. Comparing and contrasting 7. Describing routine behaviour in the present 8. Describing routine behaviour in the past 	<ol style="list-style-type: none"> 1. Describing and identifying people 2. Describing places, objects and natural phenomena 3. Creating questions 4. Expressing feelings 6. Comparing and contrasting 7. Describing routine behaviour in the present 8. Describing routine behaviour in the past 9. Describing past events 	<ol style="list-style-type: none"> 1. Describing and identifying people 2. Describing places, objects and natural phenomena 3. Creating questions 4. Expressing feelings 5. Making arrangements 6. Comparing and contrasting 7. Describing routine behaviour in the present 8. Describing routine behaviour in the past 	<ol style="list-style-type: none"> 1. Describing and identifying people 2. Describing places, objects and natural phenomena 3. Creating questions 4. Expressing feelings 5. Making arrangements 6. Comparing and contrasting 7. Describing routine behaviour in the present 8. Describing routine behaviour in the past 	

	10. Making plans for the future 11. Indicating agreement and disagreement	9. Describing past events 10. Making plans for the future 11. Indicating agreement and disagreement 12. Solving problems	10. Making plans for the future 11. Indicating agreement and disagreement 12. Solving problems	9. Describing past events 10. Making plans for the future 11. Indicating agreement and disagreement 12. Solving problems	9. Describing past events 10. Making plans for the future 11. Indicating agreement and disagreement 12. Solving problems	
What is needed to master the knowledge	using the pronouns il and elle, ils and elles, uses of il faut and il est interdit de, using the imperative, combining past, present and future timeframes.	Using comparative and superlative adjectives, recognising and understanding the subjunctive, using adverbs, using DOPs in the perfect tense, using verbs that are followed by a or de.	making connections between word types, using modal verbs in the conditional tense (pouvoir and devoir), using the passive, using indirect object pronouns, debating ideas.	effectively combining tenses, DOPs, comparative and superlative adjectives, justifying opinions.	Exam technique for different question types on Listening, Speaking, Reading and Writing papers.	
AO	Listening, Speaking, Reading and Writing	Listening, Speaking, Reading and Writing	Listening, Speaking, Reading and Writing	Listening, Speaking, Reading and Writing	Listening, Speaking, Reading and Writing	
Common misconceptions	using ils and elles to mean "they", word order, verb forms with various timeframes.	word order with DOPs, ensuring prepositions are used with verbs when needed.	passive vs active sentences, word order with indirect object pronouns, verb endings.	verb forms, word order, grammatical genders.	verb forms, word order, grammatical genders.	
Retrieval	School life, describing visits abroad, discussing problems	Jobs and career plans, future tense, justifying opinions	Discussing big events, past tenses, justifying opinions	Tenses and opinions, Speaking and Writing strategies	Tenses and opinions, Speaking and Writing strategies	