

Curriculum Map 2023-24

Year 7

Half term	Unit title with hyperlink to scheme of work	Unit summary	Skills & content covered	Skills & content revisited	Links to GCSE skills and content	Summary of formative marking, feedback and student response	Summative assessment schedule, including assessment criteria
Autumn 1	Describing a thing or person	Essential verbs (1st, 2nd, 3rd persons singular)	<ul style="list-style-type: none"> Learning what it means to know 	Silent final consonant (SFC)	My personal world Paper 1: Speaking	in class assessments and evaluations. Weekly homework (NCELP)	End of term penultimate or last week. Criteria: Vocabulary, Phonics and Grammar as per new GCSE
	<ul style="list-style-type: none"> Saying what people have 	<ul style="list-style-type: none"> To be, being - ÊTRE (c'est) 	a word from recognition, to	<ul style="list-style-type: none"> SSC 'a' 	Paper 2: Listening and understanding		
		<ul style="list-style-type: none"> To have, having - AVOIR 	pronouncing, spelling and using	<ul style="list-style-type: none"> SSC 'i' and 'eu' 			
		<ul style="list-style-type: none"> To do, doing - FAIRE 	the word in a sentence.				
Autumn 2	Saying what people do	Using FAIRE to mean 'go'	<ul style="list-style-type: none"> Consolidation and extension of 	<ul style="list-style-type: none"> SSC 'ai' and 'oi' 	My neighbourhood Paper 1: Speaking	in class assessments and evaluations. Weekly homework (NCELP)	End of term penultimate or last week. Criteria: Vocabulary, Phonics and Grammar as per new GCSE
	<ul style="list-style-type: none"> Saying what we do 	<ul style="list-style-type: none"> -ER verbs (used with simple present and present 	vocabulary relevant to the given	<ul style="list-style-type: none"> SSC 'ch', 'ç' (and soft 'c') 	Paper 2: Listening and understanding		
		continuous meaning)	contexts.				

Spring 1	Saying how many there are, numbers	Il y a	<ul style="list-style-type: none"> Revisiting essential verbs in new 	Revisit 'eu'	My personal world Paper 3: Reading and understanding	in class assessments and evaluations. Weekly homework (NCELP)	End of term penultimate or last week. Criteria: Vocabulary, Phonics and Grammar as per new GCSE
	Describing people (family)	<ul style="list-style-type: none"> Plural indefinite article 'des' 	contexts (ÊTRE, AVOIR, FAIRE)	<ul style="list-style-type: none"> Revisit 'e' 			
		<ul style="list-style-type: none"> Plural adjective agreement 					
Spring 2	Asking questions	Essential verbs (1st, 2nd, 3rd persons singular)	<ul style="list-style-type: none"> Revisiting essential verbs in new 	<ul style="list-style-type: none"> Revisit 'ou' 	My personal world Paper 1: Speaking	in class assessments and evaluations. Weekly homework (NCELP)	End of term penultimate or last week. Criteria: Vocabulary, Phonics and Grammar as per new GCSE
	Using question words	<ul style="list-style-type: none"> To go, going – ALLER 	contexts (ALLER)	<ul style="list-style-type: none"> Revisit SFE (Silent Ffinal 'e') 	Paper 2: Listening and understanding		
	Talking about yourself, to and about		<ul style="list-style-type: none"> Question words 				
	someone else						
Summer 1	Saying people do not do something	Subject-verb inversion questions (single and	Revisiting essential verbs in new	Revisit -ain/-in	Lifestyle Paper 3: Reading and understanding	in class assessments and evaluations. Weekly homework (NCELP)	End of term penultimate or last week. Criteria: Vocabulary, Phonics and Grammar as per new GCSE

	• Describing things and people	two-verb structures)	contexts (ALLER)	• Revisit SSC è/ê			
			• Question words	• Revisit SSC 'ai'			
Summer 2	Saying what you want to, can and	Modal verbs - VOULOIR, POUVOIR and DEVOIR	Developing a verb lexicon	• Revisit SSC '-ien''	My neighbourhood Paper 3: Reading and understanding Paper 1: Speaking	in class assessments and evaluations. Weekly homework (NCELP)	End of term penultimate or last week. Criteria: Vocabulary, Phonics and Grammar as per new GCSE
	must do	• Modal verbs in the negative		• Revisit Silent Final Consonant	Paper 2: Listening and understanding		
				(SFC)			