

Curriculum Map							
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 Saying what people have	Essential verbs (1st, 2nd, 3rd persons singular) <ul style="list-style-type: none"> To be, being - ÊTRE (c'est) To have, having - AVOIR To do, doing – FAIRE 	<ul style="list-style-type: none"> Learning what it means to know a word from recognition, to pronouncing, spelling and using the word in a sentence. 	Silent final consonant (SFC) <ul style="list-style-type: none"> SSC 'a' SSC 'i' and 'eu' 	My personal world Paper 1: Speaking Paper 2: Listening 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
Autumn 2	Saying what people do Saying what we do	Using FAIRE to mean 'go' <ul style="list-style-type: none"> -ER verbs (used with simple present and present continuous meaning) 	<ul style="list-style-type: none"> Consolidation and extension of vocabulary relevant to the given contexts. 	<ul style="list-style-type: none"> SSC 'ai' and 'oi' SSC 'ch', 'ç' (and soft 'c') 	My neighbourhood Paper 1: Speaking Paper 2: Listening 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
Spring 1	Saying how many there are, numbers Describing people (family)	Il y a <ul style="list-style-type: none"> Plural indefinite article 'des' Plural adjective agreement 	<ul style="list-style-type: none"> Revisiting essential verbs in new contexts (ÊTRE, AVOIR, FAIRE) 	Revisit 'eu' Revisit 'e'	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
Spring 2	Asking questions Using question words Talking about yourself, to and about someone else	Essential verbs (1st, 2nd, 3rd persons singular) <ul style="list-style-type: none"> To go, going – ALLER 	<ul style="list-style-type: none"> Revisiting essential verbs in new contexts (ALLER) Question words 	<ul style="list-style-type: none"> Revisit 'ou' Revisit SFE (Silent Ffinal 'e') 	My personal world Paper 1: Speaking Paper 2: Listening 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

Summer 1	Saying people do not do something <ul style="list-style-type: none"> • Describing things and people 	Subject-verb inversion questions (single and two-verb structures)	Revisiting essential verbs in new contexts (ALLER) <ul style="list-style-type: none"> • Question words 	Revisit -ain/-in <ul style="list-style-type: none"> • Revisit SSC è/ê • Revisit SSC 'ai' 	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
Summer 2	Saying what you want to, can and must do	Modal verbs - VOULOIR, POUVOIR and DEVOIR <ul style="list-style-type: none"> • Modal verbs in the negative 	Developing a verb lexicon	<ul style="list-style-type: none"> • Revisit SSC '-ien'' • Revisit Silent Final Consonant (SFC) 	My neighbourhood Paper 3: Reading and understanding Paper 1: Speaking Paper 2: Listening 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