



Year 6

YEAR 6 — FRENCH CAREERS

Pupils connect increasingly fluent French with global, academic and professional pathways.

AROUND TOWN + PHONETICS 4

WE COULD BE...

Tour Guides • Travel Consultants • Urban Planners • Cabin Crew

Pupils ask for and give directions and describe places, using sustained spoken French in contexts directly connected to travel and tourism.

CAREER ENCOUNTER

Tour guide/travel professional; pupils create a French town tour or visitor map.

PLANETS

WE COULD BE...

Astronomers • Astrophysicists • Space Scientists

Pupils use descriptive French in a STEM context, showing that languages can support international scientific collaboration and communication.

CAREER ENCOUNTER

Space-science video/resource in French; scientist or STEM ambassador with international experience.

AT SCHOOL

WE COULD BE...

Teachers • Exchange Coordinators • International Education Staff

Pupils discuss subjects, timetables, time and opinions, linking French with education, exchanges and studying or working abroad.

CAREER ENCOUNTER

Secondary MFL teacher, sixth-form language student or school-exchange contact.

AT THE WEEKEND

WE COULD BE...

Travel Reps • Leisure Managers • Sports & Events Staff

Pupils describe routines, activities, times and preferences—functional language used in tourism, leisure and customer-facing roles.

CAREER ENCOUNTER

Leisure/sports professional or tourism worker who uses languages.

ME IN THE WORLD

WE COULD BE...

Diplomats • International Development Workers

Pupils apply French to the wider Francophone world, seeing how languages support diplomacy, global citizenship and international organisations.

CAREER ENCOUNTER

Museum/heritage professional, university languages contact or Francophone cultural organisation.

YEAR 6 — FRENCH KNOWLEDGE & SKILLS

Substantive knowledge • Disciplinary knowledge and skills

AROUND TOWN

SUBSTANTIVE KNOWLEDGE

- Ten town-place nouns with definite determiners.
- Five directional instructions and language for near/far.
- Prepositions locate one place in relation to another.
- Transactional language supports asking for and giving directions.

DISCIPLINARY KNOWLEDGE & SKILLS

- Ask and answer where places are.
- Give directions and precise locations using prepositions.
- Listen and respond across a sustained exchange.
- Adapt known language spontaneously within a role-play.
- Conduct an extended tourist/tour-guide dialogue with increasing fluency.

PLANETS

SUBSTANTIVE KNOWLEDGE

- Ten Solar System nouns with gender and nine descriptive adjectives.
- Adjectival agreement links noun gender/number to adjective form.
- Conjunctions and intensifiers create longer, more detailed descriptions.
- Question structures support an interview.

DISCIPLINARY KNOWLEDGE & SKILLS

- Apply adjectival agreement accurately in new contexts.
- Extend sentences using conjunctions and intensifiers.
- Read/listen for scientific vocabulary and detail.
- Ask and answer a sequence of questions.
- Prepare and perform an extended astrophysicist/astronaut role-play.

AT SCHOOL

SUBSTANTIVE KNOWLEDGE

- Ten school-subject nouns with definite determiners.
- First-person form of 'to study'; time and days in a timetable context.
- Positive/negative opinions can be extended with a justification.
- Several familiar structures can be combined in one detailed response.

DISCIPLINARY KNOWLEDGE & SKILLS

- Tell the time and apply days of the week accurately.
- Say what subjects are studied and when.
- Express and justify positive and negative opinions.
- Build longer personalised sentences from known structures.
- Speak and write with increasing accuracy, fluency and independence.

AT THE WEEKEND

SUBSTANTIVE KNOWLEDGE

- Ten weekend-activity phrases.
- Time is extended to five-minute intervals.
- Connectives link activities and time phrases.
- Opinions and justifications add detail and personalisation.

DISCIPLINARY KNOWLEDGE & SKILLS

- Retrieve and apply time language in a new context.
- Listen/read for activity and time information.
- Combine activity + time + connective + opinion structures.
- Sequence ideas into a more detailed account.
- Produce sustained personalised spoken and written responses.

ME IN THE WORLD

SUBSTANTIVE KNOWLEDGE

- French is spoken across a diverse Francophone world.
- Countries have different flags, currencies, traditions and celebrations.
- Longer texts recycle language from across KS2.
- Language can communicate ideas about culture, comparison and responsible global citizenship.

DISCIPLINARY KNOWLEDGE & SKILLS

- Decode and comprehend longer, more complex texts.
- Infer meaning using cognates, context and accumulated vocabulary.
- Compare people, places, cultures and celebrations respectfully.
- Retrieve and integrate language from different KS2 units.
- Communicate ideas about protecting the planet and being a responsible global citizen.

Listen • Speak • Read • Write | Phonics • Vocabulary • Grammar | Retrieve • Decode • Manipulate • Communicate

DfE focus: select dictionary strategies independently; write increasingly extended language from memory and adapt known grammar for new contexts.

YEAR 6 — FRENCH: WHY THIS? WHY NOW?

Around Town + Phonetics 4

PRIOR LEARNING BEING RETRIEVED

Retrieves a wide bank of core vocabulary and Intermediate grammar: gender, determiners, plurality, negatives, possessives, conjunctions and personal details. Phonetics 1–3 support decoding.

NEW KNOWLEDGE & LANGUAGE

Ten town places with definite articles; directions and prepositions of place; asking/answering where places are; extended paired tour-guide role-play. Phonetics 4 completes the planned sound–spelling progression.

WHY THIS? WHY NOW?

This starts the final year by applying accumulated vocabulary and grammar to a demanding, authentic interaction that requires listening, speaking and spatial language.

WHAT DOES THIS PREPARE PUPILS FOR?

Further Year 6 Progressive units and KS3, where pupils need to sustain exchanges, decode unfamiliar language and manipulate known structures independently.

Year 6 Unit 1: Around Town

In this unit pupils will learn the nouns and definite articles/determiners for 10 places around a town in the foreign language. They will learn how to navigate around the town using directions and prepositions to indicate the exact position of a place in relation to another in the foreign language. Pupils will build towards performing an extended role-play in pairs acting as the tour guide, Olivia, and a tourist asking and answering where places are in the town in the foreign language.

Lesson 1	In this lesson pupils will learn 10 places in a town in the foreign language with the correct definite articles/determiners.
Lesson 2	In this lesson pupils will learn 5 different directional instructions in the foreign language.
Lesson 3	In this lesson pupils will learn how to ask where a place is in the town and respond with a description of relative distance (nearby/far away) in the foreign language.
Lesson 4	In this lesson pupils will learn how to use prepositions to give the precise location of one place in the town in relation to another in the foreign language.
Lesson 5	In this lesson pupils will conduct a complete dialogue in the foreign language about where places are in the town using transactional language.
Lesson 6	In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.

YEAR 6 — FRENCH: WHY THIS? WHY NOW?

Planets

PRIOR LEARNING BEING RETRIEVED

Builds on Year 5 Clothes and earlier work with adjectives, gender, adjectival agreement, conjunctions and extended sentences.

NEW KNOWLEDGE & LANGUAGE

Solar-system vocabulary; a key set of adjectives; adjectival agreement; conjunctions and intensifiers; extended descriptions and an astrophysicist/astronaut interview role-play.

WHY THIS? WHY NOW?

This is taught once pupils can control basic adjective agreement, allowing them to extend descriptions and apply grammar in a cognitively rich cross-curricular context.

WHAT DOES THIS PREPARE PUPILS FOR?

More independent descriptive writing and speaking at KS3, including combining clauses, justifying choices and adapting language to unfamiliar topics.

Year 6 Unit 2: Planets

In this cross-curricular unit pupils will learn more about the planets and the Solar System. They will learn a key set of adjectives and will apply knowledge of adjectival agreement to describe the Solar System elements in the foreign language and will also work on creating longer and more detailed sentences, with conjunctions and intensifiers to extend their descriptions. Pupils will build towards performing a role-play task in pairs for a pretend interview between an astrophysicist and an astronaut preparing for a space expedition.

Lesson 1	In this lesson pupils will learn 10 key elements of the Solar System in the foreign language, along with their spellings and genders.
Lesson 2	In this lesson pupils will consolidate all the Solar System elements in the foreign language and will progress to learning a set of 9 adjectives that will be used to describe each element in sentence form applying adjectival agreement rules.
Lesson 3	In this lesson pupils will consolidate their knowledge of the Solar System elements and the adjectives in the foreign language and will progress to making more detailed and extended sentences using a conjunction and intensifiers.
Lesson 4	In this lesson pupils will enter the LASA Control Room and will learn 6 key questions in the foreign language under the guise of an astrophysicist preparing for an interview with an astronaut.
Lesson 5	In this lesson pupils will put all their knowledge into practice in order to answer the 6 questions and make a presentation in the foreign language as an astronaut preparing for a space expedition.
Lesson 6	In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.

YEAR 6 — FRENCH: WHY THIS? WHY NOW?

At School

PRIOR LEARNING BEING RETRIEVED

Retrieves days, dates, opinions, conjunctions, gender/determiners and increasingly secure verb manipulation from Years 4–5.

NEW KNOWLEDGE & LANGUAGE

Ten school subjects; conjugating 'to study'; introduction to time; expanded opinions and justifications; saying what is studied, when, and whether it is liked/disliked.

WHY THIS? WHY NOW?

The unit combines several strands of prior learning into detailed, personalised responses about a highly familiar context, increasing fluency and independence.

WHAT DOES THIS PREPARE PUPILS FOR?

The Weekend and transition to KS3, where pupils discuss routines, timetables, opinions and time using connected language.

Year 6 Unit 3 : At School

In this unit pupils will learn the nouns and definite articles/determiners for 10 school subjects in the foreign language. They will also learn how to conjugate the verb “to study”, will be introduced to time and will expand their use of opinions. By the end of the unit pupils will have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time/day they study various subjects. This will enable pupils to create more detailed and personalised responses by the end of the unit.

Lesson 1	In this lesson pupils will learn how to recognise, recall and spell 10 different school subjects with the correct definite article/determiner in the foreign language. They will also learn how to conjugate the verb ‘to study’ in 1st person singular so they can say which subjects they study at school.
Lesson 2	In this lesson pupils will learn how to tell the time and express at what time they study different school subjects in the foreign language.
Lesson 3	In this lesson pupils will learn how to apply the days of the week in the foreign language within the context of a school timetable.
Lesson 4	In this lesson pupils will consolidate all vocabulary taught in the previous lesson and progress to learning how to give an opinion in both positive and negative form about the school subjects in the foreign language.
Lesson 5	In this lesson pupils will further extend their sentences in the foreign language by learning how to justify their opinions with a reason.
Lesson 6	In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.

YEAR 6 — FRENCH: WHY THIS? WHY NOW?

The Weekend

PRIOR LEARNING BEING RETRIEVED

Builds directly on At School: telling the time, days, opinions/justifications and extended personalised sentence construction.

NEW KNOWLEDGE & LANGUAGE

Ten weekend-activity phrases, further work on telling the time, opinions and justifications; creating detailed accounts of weekend routines.

WHY THIS? WHY NOW?

It follows At School because pupils can transfer time and opinion structures from a timetable context to free-time language, demonstrating genuine grammatical and lexical transfer.

WHAT DOES THIS PREPARE PUPILS FOR?

KS3 topics on hobbies, routines and free time, with pupils prepared to produce longer spoken/written passages and justify preferences.

Year 6 Unit 4 : At the Weekend

In this unit pupils will learn 10 phrases for activities they may do at the weekend in the foreign language. They will also be presented with further extension on telling the time and opinions/justifications. Pupils will have the knowledge and skills to talk about what they do at the weekend, enabling them to create more detailed and personalised responses by the end of the unit.

Lesson 1	In this lesson pupils will consolidate numbers in the foreign language and will progress to learning how to tell the time in increments of five
Lesson 2	In this lesson pupils will consolidate the vocabulary for time and will progress to learning new phrases to describe the activities that the children may do at the weekend.
Lesson 3	In this lesson pupils will consolidate the vocabulary introduced last week through a variety of listening and reading activities.
Lesson 4	In this lesson pupils will extend their sentences in the foreign language by integrating a time phrase and connectives with the phrases for weekend activities.
Lesson 5	In this lesson pupils will further extend their sentences in the foreign language by learning how to say at what time they do each activity on the weekend as well as give their opinions on these activities as well.
Lesson 6	In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.

YEAR 6 — FRENCH: WHY THIS? WHY NOW?

Me in the World

OPTIONAL UNIT

PRIOR LEARNING BEING RETRIEVED

Draws together core vocabulary, personal information, opinions, dates, culture and grammar accumulated across Early, Intermediate and Progressive teaching.

NEW KNOWLEDGE & LANGUAGE

French-speaking countries around the world, currencies, flags, cultural traditions and celebrations; synthesis of language learned across KS2.

WHY THIS? WHY NOW?

This works effectively as a culmination because it revisits language through a broader intercultural lens and helps pupils see French as a global language beyond France.

WHAT DOES THIS PREPARE PUPILS FOR?

KS3 language learning and intercultural study, with pupils ready to connect linguistic knowledge to different communities, countries and cultures.

Year 6 Unit 5 : Me in the World

In this unit pupils will learn about other countries around the globe that speak the foreign language they are studying. They will also learn about the currencies, flags, cultural traditions and celebrations of those countries. This is a great unit, bringing together all the language covered in the various teaching types.

Lesson 1	In this lesson pupils will improve their decoding and comprehension skills in the foreign language through texts about four different fictional characters from the Francophone world.
Lesson 2	In this lesson pupils will improve their decoding skills in the foreign language through longer and more complex texts about each character's favourite celebration in their home country.
Lesson 3	In this lesson pupils will consolidate their cultural knowledge and understanding as two out of our four characters will talk to one of their mutual friends giving more detailed information on two different religious celebrations.
Lesson 4	In this lesson pupils will further develop their cultural awareness in the foreign language by comparing where two of the fictional characters live.
Lesson 5	In this lesson the four fictional characters from this unit will discuss in the foreign language how they are going to be more responsible global citizens by doing more to protect our planet.
Lesson 6	In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.