

### Curriculum Aim and scope:

The French curriculum will focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It will enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It will at each key stage, provide suitable preparation for further study.

Year	Term	Unit	Description of what is being taught <b>including</b> end learning goals <b>Clearly outline substantive knowledge required (not just skills)</b>	Links to National Curriculum	Subject Specific Terminology and Key Words	phonics	Grammar (plus skills KS4)	Prior knowledge (including previous key stage/retrieval required)	Assessment and Homework
Year 7	1	Introducing yourself and others	Greetings, feelings, name and age of self and brothers and sisters and friends, Alphabet, family members, numbers 1-100, EXT how you get on with family. Birthday of self and others, saying where you come from/live	speak coherently and confidently, with increasingly accurate pronunciation and intonation	How to learn vocabulary. Where is French spoken? M and F nouns Use of avoir for age ( is and 3 <sup>rd</sup> person) First and 3 <sup>rd</sup> person etre eg je suis de Term 1 Vocab lists A B and C	Silent e/s/t Ai En an in  e/è/er/ch /ille	Use of il y a Possessive nouns eg mon ma mes with people	Links to KS2 language learning can be made but no prior learning required.	3 X 10 word vocab homework assessed in translation test. Listening Reading Speaking
Year 7	2	Introducing yourself and others	Hobbies as m/f nouns Expressing likes and dislikes of self and others with reasons. Writing longer sentences using connectives and justifications – car parce que Write to a penfriend	Translate short written text accurately into the foreign language  Write creatively to express their own ideas and opinions,	What is a cognate? Term 2 Vocab lists A B and C How to use connectives to extend sentences How to match sound and spelling Aimer adorer and detester	Silent h and u tion Au que	Use of infinitives eg jouer au foot and expressing opinions First 3 persons of habiter How to make a verb negative – eg je n'aime pas Notion of infinitive	knowledge from term 1 vocab	3 X 10 word vocab homework assessed in translation test. Listening Reading writing

				Listen to a variety of forms of spoken language to obtain information and respond appropriately  transcribe words and short sentences that they hear with increasing accuracy					
<b>Year 7</b>	3	Describing people	Describing hair and eyes using appropriate adjectives and EXT additional detail eg glasses/hat Describing personality Comparing 2 people using plus /moins/aussi que	Initiate and develop conversations, coping with unfamiliar language and unexpected responses,	J'ai les cheveux/yeux plus adj Je porte Je suis J'ai As well as il and elle forms	Eux Euse	Using plus , moins aussi que to compare and contrast Position of adjectives after verb	Retrieve etre 1 <sup>st</sup> and 3 <sup>rd</sup> person term 1 And possessive adj term 2 mon/ma/ mes Vocab from Term 1 and 2	3 X 10 word vocab homework assessed in translation test. Listening Reading Speaking
<b>Year 7</b>	4	Describing people	Saying what you and others wear in different settings using core clothes nouns and adjectives. Describe school uniform and give opinions	transcribe words and short sentences that they hear with increasing accuracy write phrases from memory, and adapt these to create new sentences, to express ideas clearly	Adjective agreement use for objects Clothes vocab and weathers		Idea of m and f and pl for objects as well as people Use of si + weather + present tense	Retrieve adjective agreement Idea of M and f nouns from term 1 Colours from primary And term 3	3 X 10 word vocab homework assessed in translation test. Listening Reading Writing
<b>Year 7</b>	5	Daily Life	Saying what you do in free time, in different weathers.  Everyday activities in the home with expressions of time  Being able to recognise variety questions and respond.	identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied	Que fais tu le weekend?/si'il fait beau etc Que fais tu le matin/soir		Present of regular er verbs whole paradigm  Time (basic)	Numbers Weather Sports and hobbies	Translation assessment
<b>Year 7</b>	6	Daily life	Extending sentences, fluency, and independence Revision of terms 1-5	nitiate and develop conversations, coping with unfamiliar language and unexpected responses	Revision of all key vocabulary, grammar and structures T1-5	Rev of all sound patterns	Revision	Term 1-5	Summative assessments from year 7 T1-5
<b>Year 8</b>	1	Town and future plans	Describing what there is where you live and extended opinions.	use and manipulate a variety of key grammatical structures and patterns	Qu'est ce que on peut faire? Infinitives		A + def and indef article Infinitives with modals	Infinitives	Listening and Reading Translation

			Francophonie research		Places in the town				Letter about where you live
<b>Year 8</b>	2	New technologies and current use	Listening to and giving opinions on Francophone music and festivals	identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied	Quelle sorte de musique aimes-tu? Pourquoi? Genres Current francophone orders		Future patters of etre /avoir/faire Il y aura Il sera Il fera	Opinions Tense recognition	Listening and Reading Translation Speaking interview
<b>Year 8</b>	3	Food and drink	Food likes and dislikes, French café culture Being able to order snacks and drinks	identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied	Food and drink vocabulary in Hungry caterpillar story		Past tense with key verbs Mange/ bu/ dansé/ allé/regardé	Tense recognition	Listening and Reading Translation Writing an account
<b>Year 8</b>	4	Fashion	Role play shopping for clothes and describing what I wore to a special occasion	identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied	Topic vocabulary Role play phrases Comparative And superlative		Plus / moins/aussi	Adj agreement Tense recognition Comparative – plus /moins	Listening and Reading Translation Role play in clothes shop
<b>Year 8</b>	5	Health and fitness	To be able to say what they do to keep fit and healthy Giving advice and instructions Make a fitness video	initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address	Topic vocabulary Infinitive structures Il faut/on doit And negatives		Imperative Modal verbs	Infinitive Role play structure	Listening and Reading Translation Writing
<b>Year 8</b>	6	End of year revision and project	Revision of year 7 and 8 topics Cultural project on festival/francophonie	use accurate grammar, spelling and punctuation	Year 7 and 8 topic vocab and structures			All topic vocabulary and grammar	Listening and Reading across topic Writing articles for a magazine
<b>Year 9</b>	1	Environment	To discuss global Environmental issues and local problems Individual actions	read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material develop and use a wide-ranging and deepening vocabulary that goes	Quels sont les plus grands problèmes pour la planète ? Qu'est-ce qu'on peut faire pour protéger pour la planète ? Que fais tu pour l'environnement Qu'est ce que tu as fait pour aider l'environnement? Qu'est ce que tu vas faire à l'avenir?		Il faut/on doit + iinfinitives	Recall regular verb patterns	Topic based Listening and Reading tasks Translation Writing a letter

				beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues read literary texts in the language [such as stories, songs, poems and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture	Extended opinions Using infinitive structures Il faut + infinitive On doit Present tense -set verbs Time phrases 3 tense recognition of patterns				
2	Tourism and holidays	Discussing holidays in different tenses and giving opinions GCSE style describing a picture		Picture description technique Décris l'image Quelles sortes de vacances aimes tu? Pourquoi? Où es tu allé l'année dernière? Qu'est ce que tu as fait? Où iras tu l'année prochaine?  Adjective endings( rev) En train de + infinitive justified opinions On pourrait J'aimerais Tu aimerais.. Use of past tense of regular and irregular verbs Expressing justified opinions in the past Future tense of regular and irregular verbs Using chatty mat PALMS		Simple future GCSE photo description technique Infinitive phrases eg en train de	Tense patterns	Topic based Listening and Reading tasks Translation based on 3 vocab lists Picture description	
3	Cinema and film study	Character description Opinions on film les choristes making predictions	listen to a variety of forms of spoken language to obtain information and respond appropriately	Film review phrases from vocab lists  Opinion phrases Future je vais aimer ..car  Near future		Tense consolidation Expressing opinions	Tense patterns Opinion starters Adjective agreement	Topic based Listening and Reading tasks Translation based on 3 vocab lists Writing a film review	

	4	Jobs and careers	What jobs you would like to do and why What sort of person you are Why study a language – link to options choices and Careers week Link to take your child to work	read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material	What skills you develop through language learning. No noun for jobs F/M jobs		Avoir phrases eg j'ai de l'ambition	3 tense patterns Adjectives and agreement	Topic based Listening and Reading tasks Translation based on 3 vocab lists Job interview
	5	Relationships and friends	Ideal friend/partner Flirting and asking somebody out speaking and writing Spontaneous role play	initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address	Vocab from lists Conditional - serait/aurait		Spontaneous speech development	Adjective agreement Question words	Topic based Listening and Reading tasks Translation based on 3 vocab lists Writing a letter
	6	End of Keystage 3 revision and magazine project	Creating a Teenage magazine	write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language	Revision of Keystage 3 topics				Cross topic Listening and Reading tasks Translation Producing a magazine
<b>Year</b>	<b>Term</b>	<b>UNIT</b>	<b>Content</b>	<b>Links to GCSE themes</b>	<b>Subject specific /key questions</b>		<b>Grammar and Key skills</b>	<b>Prior Knowledge</b>	<b>ASSESSMENT and HW</b>
<b>Year 10</b>	1	Who am I?:	relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models	GCSE theme 1Identity and culture	Parle-moi de ta famille. Décris-toi un peu. Comment t'entends-tu avec tes parents? Parle-moi de ton/ta meilleur(e) ami(e). C'est quoi n bon ami pour toi? Fais-moi unedescription de quelqu'un dans ta famille. L'année prochaine, qu'est-ce que tu vas faire pour fêter ton anniversaire? Qu'est-ce que tu as fait avec tes amis le week-end dernier?		Present tense Possessive adjectives Reflexive verbs gender Adjectives Picture description Grammar pattern spotting /awareness and self correction Conversation question preparation technique	Present tense retrieval and paradigm taught at KS3 Topic vocab from KS3	Weekly vocab translation GCSE Style Reading and Listening questions – topic based. 90 word writing Picture description Topic conversation

	2	Daily Life	customs and everyday life; celebrations and festivals; reading; music; sport; film and television	GCSE Theme 1 Identity and culture	Qu'est-ce que tu fais pour fêter ton anniversaire? Tu es allé à une fête récemment? Quelle sorte d'émission préfères-tu à la télévision et pourquoi? Qu'est-ce que tu aimes faire quand tu es avec tes amis? Qu'est-ce que tu as fait le week-end dernier avec tes amis? Tu fais quel sport?		Past tense 3 tense consolidation Pronouns le/la/les Depuis Future tense 90 word writing Giving extended opinions Translation	Past tense patterns of regular verbs KS3 topic vocab	Weekly vocab translation Reading and Listening past papers Exam style writing on topic Picture and conversation
	3	School	What school is like: school types; school day; subjects; rules and pressures; celebrating success School activities: school trips; events and exchanges	GCSE Theme 3 School	Parle-moi de ton collège. Quelle est ta matière préférée et pourquoi? Que penses-tu de ton uniforme scolaire et pourq Qu'est-ce que tu as fait pendant la récréation hier? Comment trouves-tu la nourriture à? la cantine Qu'est-ce que tu vas faire comme A levels? A ton avis, quelles sont les qualités d'un bon prof? Si tu étais le directeur/la directrice de ton collège, qu'est-ce que tu changerais?		Imperfect Conditional Comparative and superlative <i>il faut and il est interdit de + infinitive</i> – consolidation of the imperative – using a combination of tenses		Weekly vocab translation GCSE Style Reading and Listening questions – topic based. 90 word writing Picture description Topic conversation
	4	Technology and music	social media and technology (use of, advantages and disadvantages) shopping	GCSE theme 1 Cultural Identity	Comment utilises-tu internet ? Est-ce que tu utilises les réseaux sociaux comme facebook? Tu pourrais vivre sans ton portable? Est-ce que la mode est importante ? Quelle sorte de musique aimes -tu ?		Tense consolidation Negatives  the present tense of <i>pouvoir and devoir</i> – using <i>en</i> – using <i>tu and vous</i> appropriately – forming questions	KS3 topic vocab year 8	Weekly vocab translation Reading and Listening past papers

					Quelle invention sera utile pour toi à l'avenir ?		<ul style="list-style-type: none"> <li>- <i>venir de</i> + infinitive</li> <li>- using a combination of tenses</li> </ul> Speaking spontaneously		Exam style writing on topic Picture and conversation
	5	Holidays	Holidays: preferences; experiences; destinations Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems directions; eating out; shopping	GCSE Theme 2 Holidays	Où es-tu allé l'année dernière ? C'était comment ? Tu préfères rester dans un hôtel ou faire du camping ? Pourquoi ? • Qu'est-ce que tu vas faire cet été ? Avec qui ? Parle-moi de tes vacances idéales		Pluperfect – Subj – recognition and set patterns Avant de Après avoir Role play – forming questions Mark example mocks – past exam recordings	Tense patterns Role play structures Question words	Weekly vocab translation Year 10 exam Full past paper in all 4 skills Chosen topic holidays + unseen from year 10
	6	Health/lifestyle	Healthy lifestyle Cross topic revision and end of year exams research cultural aspect	Theme 1			Consolidation Exam technique		Weekly vocab translation
<b>Year 11</b>	1	Local area	Town, region and country: weather; places to see; things to do  being 'green'; access to natural resources	Theme 2 local area	Décris-moi ta ville ? Qu'est-ce qu'on peut faire dans ta région ? Que penses-tu de ta ville / région et pourquoi ? Quels sont les problèmes dans ta région ? Qu'est-ce que tu as fait le week-end dernier dans ta ville / région ? C'était comment ? Quels sont les avantages et les inconvénients de ta ville / région ? Qu'est-ce qui a changé récemment dans ta ville / région ?		<ul style="list-style-type: none"> <li>- il y a and il n'y a pas de</li> <li>- using y</li> <li>- negatives (ne ... pas, ne ... rien, ne ... personne, ne ... jamais, ne ... plus, ne ... que, ne ... aucun, ne ... ni ... ni...)</li> <li>- the imperative</li> <li>- the simple future tense</li> </ul>	Revision of negatives Modal verbs Revision of tenses	Weekly vocab translation Topic based Listening and Reading questions Tiered writing question on local area

					Que changerais-tu dans ta ville pour l'améliorer et pourquoi?				Speaking topic local area
	2	Global events	Bringing the world together: sports events; music events; campaigns and good causes	GCSE Theme 5 International and global events	Que fais-tu pour aider l'environnement? What do you do for the environment? Qu'est-ce que tu as fait récemment pour l'environnement Quels sont les problèmes les plus importants là où tu habites Peux-tu me parler d'une association humanitaire que tu connais? Que penses-tu de l'aide internationale? Qu'est-ce que le gouvernement devrait faire pour encourager les gens à être plus écolos? Es-tu déjà allé(e) à un grand événement sportif Qu'est-ce que tu penses des événements sportifs À la télévision, est-ce que tu as déjà vu un événement sportif À quel événement sportif / musical international / régional voudrais-tu aller et pourquoi		the passive voice – the conditional of modal verbs	KS3 topic vocab/opinion phrases	Weekly vocab translation Full past paper in all 4 skills (usually most recent paper)
	3	Jobs and future plans	Using languages beyond the classroom: forming relationships; travel; employment ● Ambitions: further study; volunteering; training ● Work: jobs; careers and professions	Theme 4 Jobs and future plans	Quels sont tes projets pour l'année prochaine Tu as l'intention d'aller à l'université? Quels pays voudrais-tu visiter plus tard et pourquoi Quelle serait ta carrière de rêve? Quels seraient les avantages et les		Comparative /superlative – <i>si</i> clauses – <i>ce qui...</i> and <i>ce que...</i> – adverbs – using a combination of tenses	Tense patterns	Weekly vocab translation Weekly writing tasks



					inconvéniens de travailler à l'étranger Où as-tu fait ton stage en entreprise Tu veux te marier/ avoir des enfants?				
	4	Revision and Exam focus			All topic questions		Exemplar material in all skills Use exam reports – more able		Weekly writing assessments
	5								EXAMS
	6								
Year 12	1	Aspects of French-speaking society: current trend	<p><b>Teacher 1</b> <b>The changing nature of family (La famille en voie de changement)</b> •• Grands-parents, parents et enfants – soucis et problèmes •• Monoparentalité, homoparentalité, familles recomposées •• La vie de couple – nouvelles tendances</p> <p><b>Teacher 2</b> <b>The 'cyber-society' (La « cyber-société »)</b> Qui sont les cybernautes ? •• Comment la technologie facilite la vie quotidienne •• Quels dangers la « cyber-société » pose-t-elle</p>				<p>Teacher 1 GCSE grammar intensive revision and bridging the gap This first phase of grammar provides intensive practice to help post-GCSE learners to acquire the tools they need for AS/A-level course. They would be able to express themselves without first having memorised what to say or write.</p> <p>Regular and common irregular verbs in present tense Using 2 verbs together including verb + <i>à</i> and <i>de</i> Perfect Tense: <i>avoir/ être/ reflexives</i></p> <p>Teacher 2 Negative forms of verbs in present tense Imperfect tense – how things used to be Pronouns: direct/ indirect object and disjunctive/ emphatic</p>	GCSE tenses Retrieval of how to form tenses using knowledge of patterns	Topic based AS past questions in all skills
	2	Aspects of French-speaking	<b>The place of voluntary work (Le rôle du bénévolat)</b>	exam type tasks Topic specific vocabulary based on exam board lists			Teacher 1  Connectives – temporal, and causal	Application of exam skills to different topic areas as they develop	Topic based AS past

		society: current trend	<ul style="list-style-type: none"> <li>•• Qui sont et que font les bénévoles ?</li> <li>•• Le bénévolat – quelle valeur pour ceux qui sont aidés ?</li> <li>•• Le bénévolat – quelle valeur pour ceux qui aident?</li> </ul>				Conditional and <i>si</i> sentences (Imp / Cond) Future Tense		questions in all skills
3	Artistic culture in the French-speaking world	Film study Au revoir les enfants or La Haine	<b>A culture proud of its heritage (Une culture fière de son patrimoine)</b> <ul style="list-style-type: none"> <li>•• Le patrimoine sur le plan national, régional et local</li> <li>•• Comment le patrimoine reflète la culture</li> <li>•• Le patrimoine et le tourisme</li> </ul>	exam type tasks Topic specific vocabulary based on exam board lists			Teacher 1 Focus on characters and themes. Essay writing skills Teacher 2 Adjective agreements, comparatives and superlatives Subjunctive: doubt, uncertainty, necessity <i>Si</i> sentences (Pres/ Future)  Key structures for oral exam	Application of speaking technique and fact file research to all topic areas	Topic based AS past questions in all skills
4	Artistic culture in the French-speaking world		<b>Contemporary francophone music (La musique francophone contemporaine)</b> <ul style="list-style-type: none"> <li>•• La diversité de la musique francophone contemporaine</li> <li>•• Qui écoute et apprécie cette musique ?</li> <li>•• Comment sauvegarder cette musique ?</li> </ul>	Practice of exam-specific skills and assessment tasks in speaking, essay writing, listening, reading, summary writing and translation into and from target language.			Teacher 1  Question forms and commands Subjunctive: possibility, verbs of wishing, emotional reaction Conditionals of modal verbs		MOCK full pat paper
5	Artistic culture in the French-speaking world		<b>Cinema: the 7th art form (Cinéma : le septième art)</b> <ul style="list-style-type: none"> <li>•• Pourquoi le septième art ?</li> <li>•• Le cinéma – une passion nationale ?</li> <li>•• Evolution du cinéma – les grandes lignes</li> </ul>	EXAM skills			Use of infinitive and infinitive structures Subjunctive: connectives followed by <i>Si</i> sentences (Pluperfect/ Past Conditional)		AS exam

	6	Literature study NO et Moi or Un sac de Billes  Introduction to IRP	Focus on characters and themes  Research project				Study skills required for independent research and the development of an independent research action plan ☑ setting targets, milestones and deadlines for the Summer holiday and beyond.		Weekly targets for research
<b>Year 13</b>	1	Aspects of French- speaking society: <b>current issues</b>  Finish Book	<b>How criminals are treated (Comment on traite les criminels)</b> Quelles attitudes envers la criminalité ? La prison – échec ou succès ? D'autres sanctions  <b>Positive features of a diverse society (Les aspects positifs d'une société diverse)</b> L'enrichissement dû à la mixité ethnique Diversité, tolérance et respect Diversité – un apprentissage pour la vie				Teacher 1 Essay writing on Book and analysis  Teacher 2  listening and reading comprehension skills  vocabulary and grammar  speaking skills based on stimulus cards  translation into and from the target language summary writing	Application of essay writing skills from film study	Weekly exam past paper questions in all 4 skills Wider research and topic knowledge.
	2	Aspects of French- speaking society: <b>current issues</b>  <b>Aspects of political life in the French- speaking world</b>	Quelles attitudes envers les marginalisés ? Life for the marginalised (Quelle vie pour les marginalisés ? ) Qui sont les marginalisés ? Quelle aide pour les marginalisés ? Politics and immigration (La politique et l'immigration) Solutions politiques à la question de l'immigration L'immigration et les partis politiques L'engagement politique chez les immigrés				Teacher 1 Essay writing on Book and analysis  Teacher 2  listening and reading comprehension skills  vocabulary and grammar  speaking skills based on stimulus cards  translation into and from the target language summary writing		Weekly exam past paper questions in all 4 skills Wider research and topic knowledge

