

French Curriculum Overview

	Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Topic	INTRODUCING MYSELF	SELF AND FAMILY	FREE TIME	TOWN	SCHOOL	HOLIDAY PLANS
	Key concepts/ideas	<ul style="list-style-type: none"> Greetings and Introductions Alphabet Numbers and age Months and birthdays Colours Where you live 	<ul style="list-style-type: none"> Personality Physical descriptions Likes and dislikes Family members Pets 	<ul style="list-style-type: none"> Computers and mobile phones Sports Other activities 	<ul style="list-style-type: none"> Places in town Directions Weekend plans 	<ul style="list-style-type: none"> Giving opinions and reasons about subjects Telling the time School timetables School uniform Food in the canteen 	<ul style="list-style-type: none"> Weather Leisure activities
	Key skills	<ul style="list-style-type: none"> Pronunciation, intonation and phonics. Responding to different types of spoken/written target language Ask and answer questions Initiate and develop conversations Use the present tense of s'appeler and avoir 	<ul style="list-style-type: none"> Using the present tense of the verb être and avoir Understanding and using adjective agreement Using j'aime plus a noun with the definite article Genders of nouns and plural forms Using my – mon/ma/mes 	<ul style="list-style-type: none"> Using j'aime plus an infinitive Giving opinions and reasons Present tense of regular er verbs Using jouer à and faire de with sports and activities Adverbs of frequency 	<ul style="list-style-type: none"> Using il y a and il n' y a pas de Using à plus the definite article Using on peut plus infinitive Using the present tense of the verb aller Using the near future 	<ul style="list-style-type: none"> Using linking words to extend sentences Revising opinions and reasons Telling the time Using "on" to mean "we" Using the partitive article 	<ul style="list-style-type: none"> Using quand and si Using the near future tense Using the words for to and in
	Key terms/vocab	<p>Je m'appelle – I am called Ça va bien – I am fine J'ai onze ans – I am eleven years old Mon anniversaire c'est le... – My birthday, it's the ... Bleu, rouge, orange, noir, blanc, jaune, marron, violet etc. (colours) J'habite à - I live in</p>	<p>Je suis – I am il/elle est – he/she is branché, poli, intelligent, charmant, curieux, gentil, généreux etc. Je suis grand(e), petit(e), de taille moyenne - I am tall/small/of medium height J'ai les yeux bleus/verts/gris/marron I have blue/green/grey/brown eyes J'ai les cheveux longs/courts/raides blonds/bruns/noirs/roux etc. I have long, short, straight, blond, brown, black, red hair J'ai un frère et une sœur – I have a brother and a sister etc. Mon/ma/mes - My J'ai un un chat, chien, cheval, lapin, oiseau, serpent, poisson rouge, hamster, une souris, une tortue I have a cat, dog, horse, rabbit, bird, snake, goldfish, hamster, mouse, tortoise.</p>	<p>Mon ordinateur/mon portable – My computer/my mobile phone Je joue – I play Je surfe sur internet – I surf the internet Je tchatte sur MSN – I chat on MSN Je regarde des clips video - I watch video clips Je télécharge de la musique – I download music J'envoie des SMS – I send texts Je parle avec mes ami(e)s/mes copains/mes copines – I speak to my friends J'envoie des e-mails I send emails Je joue au basket, billard, foot etc. Je fais du parkour, patin à glace, de la natation, de l'équitation etc. J'aime regarder la télé, jouer sur ma PlayStation, écouter de la musique (Sports and activities)</p>	<p>Dans ma ville/mon village il y a ... In my town/my village there is Il n'y a pas de ... there isn't ... un château – a castle un centre de loisirs – a leisure centre un centre commercial – a shopping centre un marché – a market un stade – a town une église – church une piscine – a swimming pool une patinoire – an ice rink des magasins – shops des musées - museums à mon avis – in my opinion je pense que – I think that C'est à gauche – it's left C'est à droite – it's right C'est tout droit – straight on C'est au carrefour – at the crossroads Je vais au/à l'/à la/aux – I go to the ..</p>	<p>J'adore – I love J'aime beaucoup – I like ...a lot J'aime – I like J'aime assez – I quite like Je n'aime pas – I don't like Je déteste – I hate C'est ma matière préférée – It's my favourite subject le français – French le théâtre – theatre la géographie – geography la musique – music la technologie – technology l'anglais – English l'EPS – PE l'histoire – history l'informatique – ICT les arts plastiques – art les mathématiques – maths les sciences – science Il est neuf heures etc. It is 9 o'clock Je porte – I wear Je mange – I eat</p>	<p>Tous les ans/normalement Every year/normally Nous allons ... We go ... en France – to France en Espagne – to Spain en Grèce – to Greece en Italie – to Italy aux États-Unis – to the USA au Portugal – to Portugal à la mer – to the seaside à la montagne – to the mountains à la campagne – to the countryside Nous allons au restaurant – We go to the restaurant Nous visitons des monuments – We visit monuments. Nous faisons du camping – We go camping. Nous faisons de la rando – We go hiking. Nous faisons de la natation – We go swimming.</p>
	Independent learning / wider reading	Students can find out more about the culture of France by researching a Famous French person. They can write simple sentences about them eg. their names and birthdays.	Students learn about Christmas, Noël, in France and do wider reading on the subject.	Students research popular sports in France and famous French sportsmen and women.	Students research how Easter, Pâques, is celebrated in France.	Students produce a copy of their timetable in French. Students research the differences between British and French schools.	Students research the 14 th of July, "Bastille Day" in France.
	Assessment	Speaking assessment conducted by the teacher. Listening assessment.	Reading assessment. Writing assessment.	Listening assessment. Reading assessment.	Speaking assessment with peers. Listening assessment.	Writing assessment Speaking assessment with peers.	Reading assessment
	Careers links	The TGV train occurs in the French Introductory quiz. Link to the fact that Eurostar train drivers in Britain can speak French.	Looking at French speaking musicians and pop bands eg. Les BB Brunos.	Looking at French speaking sportspeople and English footballers who have learnt languages when playing for French teams.	Learning about different towns and cities in French-speaking countries, improving cultural understanding for future interactions and thinking about where you want to live.	Giving opinions about different subjects and thinking about which subjects link to future careers	Awareness of careers in the tourist industry.

Year 8

Focus	Autumn 1	Autumn 2	Spring 1	Spring 2 and Summer 1	Summer 2
Topic	REVISION OF YEAR 7	TOWN	SCHOOL	MEDIA	HOLIDAYS
Key concepts/ideas	<ul style="list-style-type: none"> Greetings and Introductions Alphabet Numbers and age Months and birthdays Colours Where you live Personality and physical descriptions Family members Free time activities 	<ul style="list-style-type: none"> Places in town Directions Weekend plans 	<ul style="list-style-type: none"> Giving opinions and reasons about subjects Telling the time School timetables School uniform Food in the canteen 	<ul style="list-style-type: none"> Giving opinions about TV programmes and films Saying what books we like to read Talking about online activities Saying what we did yesterday evening 	<ul style="list-style-type: none"> Naming countries Talking about holiday activities Learning about tourist attractions/monuments in Paris Talking about transport Discussing future holiday plans
Key skills	<ul style="list-style-type: none"> Asking and answering questions Introducing yourself Giving simple opinions 	<ul style="list-style-type: none"> Using il y a and il n' y a pas de Using à plus the definite article Using on peut plus infinitive Using the present tense of the verb aller Using the near future 	<ul style="list-style-type: none"> Using linking words to extend sentences Revising opinions and reasons Telling the time Using "on" to mean "we" Using the partitive article 	<ul style="list-style-type: none"> Present tense revision Using negatives Using irregular verbs in present tense (avoir, être, faire, lire) Using adverbs of frequency to extend sentences Forming the perfect tense with avoir Using time sequencers for narration 	<ul style="list-style-type: none"> Revision of three tenses Understanding information from authentic signs/posters etc. at tourist attractions
Key terms/vocab	<p>Je m'appelle J'ai onze ans Mon anniversaire c'est le... J'habite à J'ai Je suis Un frère / une soeur J'adore/ j'aime / je n'aime pas / je déteste</p>	<p>Dans ma ville/mon village il y a ... In my town/my village there is Il n'y a pas de ... there isn't ... un château – a castle un centre de loisirs – a leisure centre un centre commercial – a shopping centre un marché – a market un stade – a town une église – church une piscine – a swimming pool une patinoire – an ice rink des magasins – shops des musées - museums à mon avis – in my opinion je pense que – I think that C'est à gauche – it's left C'est à droite – it's right C'est tout droit – straight on C'est au carrefour – at the crossroads Je vais au/à l'/à la/aux – I go to the ..</p>	<p>J'adore – I love J'aime beaucoup – I like ...a lot J'aime – I like J'aime assez – I quite like Je n'aime pas – I don't like Je déteste – I hate C'est ma matière préférée – It's my favourite subject le français – French le théâtre – theatre la géographie – geography la musique – music la technologie – technology l'anglais – English l'EPS – PE l'histoire – history l'informatique – ICT les arts plastiques – art les mathématiques – maths les sciences – science Il est neuf heures etc. It is 9 o'clock Je porte – I wear Je mange – I eat</p>	<p>J'adore – I love J'aime beaucoup – I like ...a lot J'aime – I like J'aime assez – I quite like Je n'aime pas – I don't like Je déteste – I hate La télé / les émissions / le cinéma / les films La lecture / les livres / les magazines / les BDs avoir, être, faire, lire, regarder</p>	<p>Tous les ans/normalement Every year/normally Nous allons ... We go ... en France – to France en Espagne – to Spain en Grèce – to Greece en Italie – to Italy aux États-Unis – to the USA au Portugal – to Portugal à la mer – to the seaside à la montagne – to the mountains à la campagne – to the countryside Nous allons au restaurant – We go to the restaurant Nous visitons des monuments – We visit monuments. Nous faisons du camping – We go camping. Nous faisons de la rando – We go hiking. Nous faisons de la natation – We go swimming.</p>
Independent learning / wider reading	Students can find out more about the culture of France by researching a Famous French person. They can write simple sentences about them eg. their names and birthdays.	Students research how Easter, Pâques, is celebrated in France.	Students produce a copy of their timetable in French. Students research the differences between British and French schools.	Students can look at French comic books, TV programmes and film clips.	Students research Francophone holiday destinations.
Assessment	Speaking assessment conducted by the teacher. Listening assessment.	Speaking assessment with peers. Listening assessment.	Writing assessment Speaking assessment with peers.	Reading Assessment Listening Assessment	Writing assessment Speaking assessment with peers.
Careers links	Developing communication skills and recognising the value of speaking a second language	Learning about different towns and cities in French-speaking countries, improving cultural understanding for future interactions and thinking about where you want to live.	Giving opinions about different subjects and thinking about which subjects link to future careers	Awareness of careers in the media	Awareness of careers in the tourist industry.

Year 9

	Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	My identity	Jobs/future plans	GCSE THEME 1: IDENTITY AND CULTURE Me, my family and friends (based on Foundation book p18-29)	GCSE THEME 2: LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST Home, town, neighbourhood and region (based on Foundation book p84-93)	GCSE THEME 1: IDENTITY AND CULTURE Free-time activities (based on Foundation book p48-61)	GCSE THEME 2: LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST Travel and tourism (based on Foundation book p84-93)
	Key concepts/ideas	<ul style="list-style-type: none"> • Personality • Relationships • Music • Clothes • Free time activities 	<ul style="list-style-type: none"> • Reasons for studying a language • Plans for after Y11 • Jobs and ambitions 	<ul style="list-style-type: none"> • Describing family members • Family relationships • Friendships • Marriage • Future plans 	<ul style="list-style-type: none"> • Describing a house • Describing the local area • Advantages and disadvantages of different locations 	<ul style="list-style-type: none"> • Hobbies and interests • Music/film/TV • Food/eating out • Sport 	<ul style="list-style-type: none"> • Holiday destinations • Modes of transport • Describing a past holiday • Describing a future/ideal holiday
	Key skills	<ul style="list-style-type: none"> • Adjective agreement • Reflexive verbs • Revision of three tenses 	<ul style="list-style-type: none"> • On peut + infinitive • Near future • Je voudrais + infinitive • Ce serait 	<ul style="list-style-type: none"> • Avoir and être • Reflexive verbs • Near future, future and conditional tenses 	<ul style="list-style-type: none"> • Use of adjectives – position and agreement • On peut + infinitive 	<ul style="list-style-type: none"> • Present tense • Complex opinions • Perfect tense 	<ul style="list-style-type: none"> • Prepositions • Revision of tenses
	Key terms/vocab	Je suis – I am il/elle est – he/she is branché, poli, intelligent, charmant, curieux, gentil, généreux etc. La télé / la musique / le cinéma, Regarder / écouter, Le sport / les passe-temps, Jouer / faire, Manger / boire, Avoir / être, Le weekend dernier, Le weekend prochain,	On peut Je vais Je voudrais Ce serait	J’ai un frère et une sœur – I have a brother and a sister etc. Je m’entends bien avec Je me dispute avec Je voudrais	Habiter, Vivre, La ville / le village, La campagne / la montagne / le bord de la mer, La maison / l’appartement, C’est, Il y a, On peut	La télé / la musique / le cinéma, Regarder / écouter, Le sport / les passe-temps, Jouer / faire, Manger / boire, Avoir / être, Le weekend dernier, Le weekend prochain, Quand / lorsque / si,	Aller / voyager / rester, La campagne / la montagne / le bord de la mer, Les pays / les régions, L’année dernière / l’année prochaine, Jouer / faire, Manger / boire,
	Independent learning / wider reading	Students find out more about Francophone countries and research French music.	Students find out more about careers directly/indirectly linked to languages.	Students find out more about cultural differences in French wedding celebrations.	Students research housing in different areas of France/French speaking countries.	Students research French TV channels, French films, French food and recipes.	Students research Francophone holiday destinations.
	Assessment	Speaking assessment (TEACHER/PEER) Listening assessment	Reading assessment Writing assessment	Writing assessment (Foundation Q1, 2 and 3) Listening assessment	Speaking assessment (photo card) Reading assessment	Writing assessment (Foundation paper) Listening assessment	Speaking Assessment (general conversation) Reading assessment
	Careers links	Students will learn about different countries where French is spoken, helping them to see the breadth of opportunity for using their language skills in future careers.	Awareness of different career opportunities inherent in this topic. Breaking down gender stereotypes for career choices.	Considering work/life balance between work and family commitments.	Links to estate agent jobs. Awareness of similarities and differences between French and British housing/lifestyles.	Awareness of careers in the media and also in catering and food industries. Links to farming of foods.	Awareness of careers in the tourist industry.

Year 10

	Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	GCSE THEME 2: LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST Home, town, neighbourhood and region	GCSE THEME 1: IDENTITY AND CULTURE Free-time activities	THEME 3: CURRENT AND FUTURE STUDY AND EMPLOYMENT My studies, Life at school and college	GCSE THEME 2: LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST Healthy and unhealthy living	GCSE THEME 2: LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST Travel and tourism	GCSE THEME 1: IDENTITY AND CULTURE Customs and festivals
	Key concepts/ideas	<ul style="list-style-type: none"> Describing a home Describing what a place is like and what there is to see and do 	<ul style="list-style-type: none"> Giving opinions about television, music and films Talking about sport Describing leisure activities in different time frames 	<ul style="list-style-type: none"> Giving opinions about school subjects Describing a school day Comparing school life in Britain and France Talking about school rules and uniform Describing an ideal school 	<ul style="list-style-type: none"> Describing eating habits Comparing old and new health habits Describing health resolutions 	<ul style="list-style-type: none"> Describing holiday destinations and preferences Talking about holiday activities in different time frames 	<ul style="list-style-type: none"> Talking about celebrations and festivals
	Key skills	<ul style="list-style-type: none"> Recognising key topic words in listening and reading tasks Using adjectives to enhance descriptions Building longer sentences Describing a photo 	<ul style="list-style-type: none"> Using the present tense of regular verbs Using the perfect tense of regular verbs Using the near future tense Adding reasons to produce more complex sentences Reading and listening for detail 	<ul style="list-style-type: none"> Using adverbs and forming longer sentences Revision of the perfect tense Using comparatives and superlatives Using modal verbs Using the conditional tense Responding to prepared and unprepared questions 	<ul style="list-style-type: none"> Using the imperfect tense Using il faut + infinitive Using negatives to add complexity Using il vaut/vaudrait mieux 	<ul style="list-style-type: none"> Using prepositions for countries and modes of transport Using perfect and imperfect tenses together Using sequencing words and phrases Revision of future and conditional tenses 	<ul style="list-style-type: none"> Using reflexive verbs in the perfect tense Making use of social and cultural context when reading
	Key terms/vocab	Habiter, Vivre, La ville / le village, La campagne / la montagne / le bord de la mer, La maison / l'appartement, C'est, Il y a, On peut	La télé / la musique / le cinéma, Regarder / écouter, Le sport / les passe-temps, Jouer / faire, Manger / boire, Avoir / être, Le weekend dernier, Le weekend prochain, Quand / lorsque / si,	Le college, Les matières, A mon avis / je pense que, Plus ... que / moins ... que, La journée / l'emploi du temps, Les règles / l'uniforme, Il faut / il ne faut pas, On peut / on doit, Je voudrais / j'améliorerais	Manger / boire, Etre / avoir / faire, Les cigarettes / fumer, L'alcool / les drogues, On peut / on doit, Il faut / il ne faut pas, Il vaut mieux / il vaudrait mieux, Bon pour la santé / mauvais pour la santé	Aller / voyager / rester, La campagne / la montagne / le bord de la mer, Les pays / les régions, L'année dernière / l'année prochaine, Jouer / faire, Manger / boire,	Les fêtes / les jours fériés, Les festivals / les traditions, Manger / boire / célébrer, Noël / Pâques/ la fête nationale, La Francophonie
	Independent learning / wider reading	Students find out more about Francophone countries around the world. They also have exam style questions to practise and a list of useful websites for revision.	Students listen to music by French speaking artists and watch clips from French films/TV. They also have exam style questions to practise and a list of useful websites for revision.	Students research differences between French and British schools. They also have exam style questions to practise and a list of useful websites for revision.	Students look at authentic resources on mangerbouger.fr. They also have exam style questions to practise and a list of useful websites for revision.	Students research Francophone holiday destinations and tourist attractions. They also have exam style questions to practise and a list of useful websites for revision.	Students research Francophone festivals. They also have exam style questions to practise and a list of useful websites for revision.
	Assessment	Speaking assessment (photo card on this topic) – Foundation level Writing assessment (full paper with 90 word question on this topic) – Foundation level	Reading assessment – mix of Foundation and Higher questions covering all topics studied so far Listening assessment – mix of Foundation and Higher questions covering all topics studied so far	Speaking assessment (general conversation on the topic of school) Writing assessment (full paper with longer question on this topic) – Higher or Foundation level	Reading assessment – mix of Foundation and Higher questions covering all topics studied so far Listening assessment – mix of Foundation and Higher questions covering all topics studied so far	Speaking assessment (all elements) Writing assessment (full paper with longer question on this topic) – Higher or Foundation level	Reading assessment – mix of Foundation and Higher questions covering all topics studied so far Listening assessment – mix of Foundation and Higher questions covering all topics studied so far
	Careers links	Students will learn about different countries where French is spoken, helping them to see the breadth of opportunity for using their language skills in future careers.	Looking at French speaking musicians/actors/sports people and how they use languages in their careers.	Discussion of subjects needed for different career pathways.	Looking at careers in hospitality.	Looking at careers related to tourism.	Students will learn about different countries where French is spoken, helping them to see the breadth of opportunity for using their language skills in future careers.

Year 11

	Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	GCSE THEME 2: LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST Healthy and unhealthy living	THEME 3: CURRENT AND FUTURE STUDY AND EMPLOYMENT My studies, Life at school and college	THEME 3: CURRENT AND FUTURE STUDY AND EMPLOYMENT: Jobs, career choices and ambitions	Revision of Theme 1 and Theme 2	Revision of all themes	
	Key concepts/ideas	<ul style="list-style-type: none"> Describing eating habits Comparing old and new health habits Describing health resolutions 	<ul style="list-style-type: none"> Giving opinions about school subjects Describing a school day Comparing school life in Britain and France Talking about school rules and uniform Describing an ideal school 	<ul style="list-style-type: none"> Talking about future studies Discussing university and apprenticeships, Talking about job preferences and part-time work Discussing how to get a job Talking about the advantage and disadvantages of jobs 	<ul style="list-style-type: none"> Revision of vocabulary from previous topics Practise of exam skills 	<ul style="list-style-type: none"> Revision of vocabulary from previous topics Practise of exam skills 	
	Key skills	<ul style="list-style-type: none"> Using the imperfect tense Using il faut + infinitive Using negatives to add complexity Using il vaut/vaudrait mieux 	<ul style="list-style-type: none"> Using adverbs and forming longer sentences Revision of the perfect tense Using comparatives and superlatives Using modal verbs Using the conditional tense Responding to prepared and unprepared questions 	<ul style="list-style-type: none"> Using ce qui and ce que Using quand and si Revision of the future tense Revision of the conditional tense Using idioms 	<ul style="list-style-type: none"> Developing extended pieces of writing Preparing to talk about a range of topics for the speaking exam 	<ul style="list-style-type: none"> Practise listening and reading skills 	
	Key terms/vocab	Manger / boire, Etre / avoir / faire, Les cigarettes / fumer, L'alcool / les drogues, On peut / on doit, Il faut / il ne faut pas, Il vaut mieux / il vaudrait mieux, Bon pour la santé / mauvais pour la santé	Le college, Les matières, A mon avis / je pense que, Plus ... que / moins ... que, La journée / l'emploi du temps, Les règles / l'uniforme, Il faut / il ne faut pas, On peut / on doit, Je voudrais / j'améliorerais	Etudier/ travailler, Le collège / le lycée, L'université / l'apprentissage, Les petits boulots, Je voudrais / j'aimerais, Les avantages / les inconvénients			
	Independent learning / wider reading	Students look at authentic resources on mangerbouger.fr. They also have exam style questions to practise and a list of useful websites for revision.	Students research differences between French and British schools. They also have exam style questions to practise and a list of useful websites for revision.	Students look at authentic job adverts online. They also have exam style questions to practise and a list of useful websites for revision.			
	Assessment	Reading assessment – mix of Foundation and Higher questions covering all topics studied so far Listening assessment – mix of Foundation and Higher questions covering all topics studied so far	Mock exams in listening, reading and writing. Foundation or Higher as appropriate.	Mock exam in speaking. Foundation or Higher as appropriate.	Mock exam in writing.	Final exams.	
	Careers links	Looking at careers in hospitality.	Discussion of subjects needed for different career pathways.	Discussion of subjects needed for different career pathways.			