



YEAR 7 FRENCH CURRICULUM

Subject Intent - Our ambitious languages curriculum inspires all students to become confident, global citizens. Through rigorous teaching of key skills, coherent progression, and engaging, culturally rich content, learners build linguistic mastery and curiosity. With a focus on inclusivity and developing lifelong language learners, all students thrive, building resilience, independence, and future readiness.

	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	7.1 On y va!	7.2 Je me présente!			7.3 Je suis citoyen(ne) du monde!	
Topic	Le navet énorme	Je me présente	Ma famille et moi		Les fêtes en famille	Le monde francophone
Links to Prior Learning	- Conduct a baseline audit at the start of Year 7 to assess students' prior KS2 experience. - Identify and build on KS2 knowledge of parts of speech.	KS2 French learning (where taught) should include: - Greetings - Saying your name - Asking how someone is - Numbers 1–20 - Asking and giving age	KS2 students should have learned: - Family members: <i>mère, père, frère, sœur</i> - Using <i>j'ai</i> to say who is in their family		- Names of key French festivals: <i>Noël, Pâques, la Chandeleur, la fête nationale</i> - Basic traditions or foods linked to festivals (e.g. <i>crêpes, galette des rois</i>)	- Awareness that French is spoken in countries beyond France (e.g. Canada, Senegal, Belgium) - Ability to identify French-speaking countries on a map or globe - Exposure to French songs, stories, or cultural facts from other Francophone countries
Substantive knowledge headlines	- Parts of speech - Nouns - Definite/indefinite articles - Adjectives	- Introducing yourself (name, age, birthday) - Numbers 1-31 - Months of the year - Stating likes and dislikes	- Family members - Possessive adjectives (mon/ma/mes) - Domestic pets - The verb phrase <i>j'ai</i> to describe family and pets - Physical descriptions (hair/eye) - The verb <i>être</i>	- Festivals - Giving and receiving presents (<i>donner and recevoir</i>) - Places in town - <i>Il y a... où on peut</i> - <i>Il n'y a pas de</i> - Prepositions (<i>au/à la/aux</i>)	- Recall verb <i>habiter</i> - Different habitats - Geography of France - Describe what you can do in town/countryside - Application of comparisons to	
Knowledge						



YEAR 8 FRENCH CURRICULUM

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	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Theme 3: Communication and the world around us		Theme 1: People and lifestyle	Theme 2: Popular culture		Theme 1: People and lifestyle/ Theme 2: Popular culture
Topic	8.1 J'adore Paris !		8.2 Au collège	8.3 On s'amuse		8.4 Les célébrités
Links to Prior Learning	- Family members - Giving opinions in <i>je</i> form - Qualifying opinions + nouns with reasons using <i>parce que c'est...</i> - Adjectival agreement - Applying qualifiers - Applying connectives		- Giving opinions and justifications - Forming comparisons - Describing somebody else using <i>il est/elle est</i> - <i>Il y a...où on peut</i>	- Using opinions and infinitives to describe what one likes or does not like to do - Qualifying opinions using connectives, qualifiers and adjectives - <i>Il y a...où on peut</i> - Using <i>je vais</i> to form the near future tense		- Physical descriptions in Y7 - Describing teachers in Y8 - Exposure to the French-speaking world in Year 7
Substantive knowledge headlines Knowledge	- Identify places in town - Activities in town - <i>Il y a ... où on peut...</i> - Opinions + infinitive with activities in Paris - Transport on holiday - <i>Je vais</i> - The near future tense using <i>je vais</i> - Adjectives to describe town - Comparisons - Infinitival constructions : <i>au lieu de/ avant de*</i> *MA pupils only		- Recognise school subjects - Apply time phrases - <i>Il y a ... où on peut...</i> to describe the school building - Opinions + infinitive - Recalling comparisons to justify opinions - <i>Il faut</i> + infinitive to describe school rules - Describe school uniform using <i>je porte</i> - Recognise differences between British and French schools - Using key verbs in the conditional tense to discuss dream school - To describe aspirations	- Recall time phrases and adverbs of frequency - Sports and hobbies which use <i>jouer/faire</i> - Recognise free-time activity verbs - Opinions + infinitives to describe interests in the context of free-time - Reflexive verbs to describe daily routine - Places in town - <i>aller + au/à la/aux</i> - Weather - <i>Si</i> clause + near future tense		- Recall physical descriptions in third person - Give opinions about a favourite celebrity using adjectives - Give opinions about different genres of music/ TV/ Film - Recognise French speaking celebrities



Disciplinary knowledge headlines Skill	- Agreements and adjectival word order - Decode authentic material - Accurate application of present tense and infinitival form of verb - Recognise differences between present and near future tense in <i>je form</i> - Apply 5-4-3-2-1 when producing a piece of writing - Access a range of texts, including authentic material, with greater independence, using dictionaries and glossaries to develop understanding of Paris. - Opportunities for real life links and exposure to authentic materials: Virtual trip to Paris/ organising a school trip to Paris (numeracy task)/ Un lion à Paris - Silent final consonant- change in pronunciation with feminine form. - Present tense silent verb ending in <i>je form</i> v. [ay] sound for infinitival constructions. - [ee] sound - [oo] sound - [eu] sound	- Apply appropriate adjectival agreements for masculine and feminine forms when describing teachers and school subjects - Writing using correct word order and identifying when adjectives change position (adjectival position). - Recalling and applying third person to produce descriptions - Applying infinitival constructions - Identify and apply the correct verb form depending on tense (conditional/near future/ present) Application of <i>je voudrais/ ce serait</i> - Silent final consonant- change in pronunciation with feminine form. - Present tense silent verb ending in <i>je form</i> v. [ay] sound for infinitival constructions. - [in] sound - [ais] sound - [i] sound	- Recognising when to use <i>jouer</i> and when to use <i>faire</i> - Applying the correct preposition following the verb - Applying free-time activity verbs in present and near future tenses - Apply reflexive verbs in <i>je form</i> Extension: <i>il/elle form/</i> near future tense application of reflexive verbs - Using impersonal pronoun when describing weather (not <i>c'est</i>) - Grammar-based gap-fills - Apply 5-4-3-2-1 when producing a piece of writing - [ou] - [ai] - [e] - [è] - [en] - [i] - [au] - [er] v [e] when differentiating between present and near future tenses.	- Apply appropriate adjectival agreements for masculine and feminine forms when describing celebrities - Use QACNOT to produce developed opinions with justifications - Describing photos
Links to knowledge in future units	- Students will be expected to apply present and near future tenses across a range of topics in Y8 and beyond. - Reading aloud skill is a key feature of speaking. - Key content to support Theme 3 at GCSE level.	- Key content to support Theme 1 at GCSE – School and future aspirations - Describing others in more detail using adjectives and agreement. - Discussing future aspirations.	- Key content for Theme 2- Popular culture – student will revisit free-time topic. - Students will revisit sport and lifestyle in Year 9 to discuss healthy lifestyles.	-Revisited in <i>la dimension internationale</i> in Year 9, topic of family at GCSE when describing celebrities and role models.
Key Vocabulary	Knowledge Organiser 8.1	Knowledge Organiser 8.2	Knowledge Organiser 8.3	Knowledge Organiser 8.3/7.2



YEAR 9 FRENCH CURRICULUM

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	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Theme 3: Communication and the world around us/ Theme 2: Popular culture	Theme 1: People and lifestyle	Theme 1: People and lifestyle		Theme 3: Communication and the world around us	Theme 3: Communication and the world around us/ Theme 2: Popular culture
Topic	<i>Les vacances</i>	<i>Travail et plan de vie</i>	<i>En bonne santé</i>		<i>Les médias et les réseaux sociaux</i>	<i>La dimension internationale</i>
Links to Prior Learning	- Awareness of French speaking countries - Using <i>je vais</i> to state where we are going - Giving opinions and forming comparisons of where we live - Modes of transport - <i>Il y a... où on peut</i>	- Personal qualities (Revision from Year 7/8) - Application of the comparative/superlative forms (Revision from Year 7/8) - Stating future aspirations using <i>je voudrais</i> (Y8- Au collège)	- Free-time activities - <i>Aller</i> (<i>je</i> form in 3 tenses) - <i>je voudrais</i> - Awareness of food and drinks from indirect teaching - Time phrases and adverbs of frequency.		- Time phrases and adverbs of frequency. - Opinions + infinitive - Comparisons - <i>Il y a...où on peut</i> - <i>Il faut</i>	- Awareness that French is spoken in countries beyond France (e.g. Canada, Senegal, Belgium) - Ability to identify French-speaking countries on a map or globe - Exposure to French customs and traditions from KS2/KS3 - <i>Habiter</i> - Opinions to describe where we live - <i>Il y a... où on peut</i>



Substantive knowledge headlines Knowledge	- Aller/voyager - Countries + prepositions - Cardinal points - Modes of transport - Comparative/superlative - Accommodation - Describing resorts using <i>il y a ... où on peut</i> - Near future tense - Conditional tense to describe dream holiday - Introduction and application of past tense to discuss a past holiday	- Adverbs of frequency - Part-time jobs - Money – how much you earn/how you spend your money - Personal qualities - Imperfect tense (GCSE introduction) – what were you like when you were younger* - Aspirations (using conditional tense) - Household jobs (modal verb <i>je dois</i>) - *MA pupils only	- Recall sports and hobbies using <i>jouer/faire</i> - Items of food and drink - Partitive articles (<i>du/de la/des</i>) - Opinions + <i>le/la/les</i> v. partitive articles - Adjectives to describe food and drink - Quantifiers - Adverbs of frequency - Negatives (<i>ne...pas/ ne...plus/ ne...rien/ ne...ni...ni</i>) - <i>Il faut/Il ne faut pas</i> linked to healthy lifestyles - Imperfect tense to describe habits when younger - Body parts - Illnesses - <i>Si j'étais olympien(ne) ... + je voudrais</i>	- Opinions + infinitive - <i>pour</i> + infinitive to discuss reasons for using the internet - Applying comparisons to compare different forms of technology - State the dangers of the internet - Apply <i>il faut/ modal verbs devoir/ pouvoir</i> to discuss how to stay safe online	- Recall verb <i>habiter</i> - Different habitats - Geography of France - Describe what you can do in town/countryside - Application of comparisons to compare different regions - Recognise key traditions and festivals in France
Disciplinary knowledge headlines Skill	- Build on understanding of present, near future and conditional tenses - Grammar-based gap-fills - Role-play skills: holiday/ restaurant/ at the hotel - Photo card strategies - Recognising the perfect tense and applying the auxiliary verb accurately in <i>je</i> form - Phonemes: <i>j/ai/e/ é/ et/ an/air/en</i> - Silent h	- Applying correct word order when using adverbs of frequency - Application of 3 tenses (key verbs- blue/purple) Up to 5 tenses (including imperfect and conditional key verbs for orange) - PASSED reading strategy to decode higher-level GCSE texts - Recognising the format of different writing questions using 5-4-3-2-1 checklists - Extend written and spoken responses using a range of QACNOT to form justified opinions	- Recognising when to use <i>jouer</i> and when to use <i>faire</i> - Applying the verbs <i>jouer/ faire / manger/boire/ prendre</i> across three time frames in <i>je/ il / elle/ on/ nous/ ils/ elles</i> forms (HA only) - Applying the correct preposition following the verb - Accurate application of <i>du/de la/des</i> v. <i>de</i> when using quantifiers and negatives - Apply correct word order when extending using adverbs of frequency	- PASSED reading strategy to decode higher-level GCSE texts - Recognising the format of different writing questions using 5-4-3-2-1 checklists - Extend written and spoken responses using a range of QACNOT to form justified opinions - Identifying when to use the infinitive form and present tense form of the verb accurately	- Application of 3 tenses (key verbs- blue/purple) Up to 5 tenses (including imperfect and conditional key verbs for orange) - PASSED reading strategy to decode higher-level GCSE texts - Recognising the format of different writing questions using 5-4-3-2-1 checklists - Extend written and spoken responses using a range of



		MA (orange)- express other people's opinions - Recognising and applying the modal verb <i>devoir</i> accurately when describing jobs and household chores - Recognising verb endings and applying the correct phoneme. Strong focus on je form (e.g. present/past/ infinitival constructions) Silent letters on end of words [aye] – travail [i] – suis/ économiser [gn] – gagne [oi] – je dois	- Apply a greater range of negative phrases in writing and speaking to produce positive and negative statements. - Distinguishing between <i>tu/vous</i> – applying polite address in a restaurant/market. - Construct sentences using <i>il faut</i> to discuss what you should/should not eat and drink. - Working accurately in two tenses (present tense and near future tense) across <i>je, nous, il/elle, ils/elles</i> forms. - Silent final consonant-change in pronunciation with feminine form. - [oi] sound (boire)/ [e] [u] [ay] sound (de v. du/de la/des) - er verbs -> silent final e - Contrast between infinitival ending er sound and present tense silent e (to differentiate between tenses)	- Recognising and applying the modal verbs <i>falloir, devoir, pouvoir</i> accurately when describing staying safe online - [oo] – utilise - [ey] – infinitives	QACNOT to form justified opinions HA (orange)- express other people's opinions - [ay] - [ee] Paris - [uh] - Recognising verb endings and applying the correct phoneme. Strong focus on je form (e.g. present/past/ infinitival constructions) - Silent letters on end of words
Links to knowledge in future units	- Students will be expected to apply present, past and near future tenses across a range of topics. - Describing a photo forms part of written and spoken assessment - Key content to support Theme 3 at GCSE in the topic of holidays.	- Describing oneself and others, Theme 1 at GCSE- Personal identity and relationships in Year 10. - Describing aspirations in Year 10 school topic and Year 11 jobs topics.	- Key content to support Theme 1 at GCSE – to discuss healthy lifestyles as well as Theme 2 to discuss free-time activities. - Expressing opinions and using reflexive verbs.	- Key content for Theme 2- Popular culture – student will revisit festivals topic. - Students will revisit food and lifestyle in Year 9 to discuss healthy lifestyles.	- Key content for Theme 3- town, travel and tourism which will be revisited in Y10 and Y11. - Students will describe where they live in Y10. - Students will revisit festivals in Y11 and describe what they do during different festivals.
Key Vocabulary	Knowledge Organiser 9.1	Knowledge Organiser 9.2	Knowledge Organiser 9.3/8.3	Knowledge Organiser 9.4	Knowledge Organiser 9.5



YEAR 10 FRENCH CURRICULUM

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	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Theme 1: People and lifestyle / Theme 2: Popular culture	Theme 2: Popular culture	Theme 3: Communication and world around us	Theme 1: People and lifestyle		Theme 2: Popular culture
Topic	<i>Identity and relationships/ Describing celebrities</i>	<i>Free-time activities</i>	<i>Where people live</i>	<i>Education and future plans</i>		<i>Media and celebrity culture</i>
Links to Prior Learning	- Y7- describing family members - Y7/Y9- describing self - Giving opinions and forming comparisons - Using 3rd person <i>il/elle est...</i> - Awareness of French-speaking celebrities from introductory unit in Y8	- Y8/Y9- discussing hobbies and lifestyle - Adverbs of frequency - <i>Aller/faire/jouer</i> in three tenses in <i>je</i> form - Awareness of French sporting events from Y7/Y8 cultural units	- <i>Habiter</i> as seen in Y7, Y8 and Y9 - Giving opinions and forming comparisons - <i>Il y a...où on peut</i> revisited across topics in Y8/Y9 - Using <i>je voudrais</i> and <i>ce serait</i> to describe an ideal situation.	- School subjects - Descriptions of teachers - Giving opinions - Justifying opinions using comparisons - <i>Il y a ... où on peut</i> - Using <i>je voudrais</i> and <i>ce serait</i> to discuss aspirations - Awareness of why language learning is important from KS3.	- Awareness of French-speaking celebrities from introductory unit in Y8 - Descriptions of others in both KS3 and topic 1 of Y10 - Y9 technology explored uses and dangers	
Substantive knowledge headlines	- Describe a person's nationality, character, personality and physical appearance. - Describe a person's sexual orientation. - Describe relationships with friends and family. - Describe qualities of a good friend.	- Express positive and negative opinions about own and other people's hobbies. - Extend sentences with justified reasons. - Add details regarding when, where, how often and who with.	- Describe town/village/neighbourhood of residence. - Refer to period of time in residence. - Describe local area, buildings. - Describe activities and facilities in area.	- Express opinions about school subjects, homework, school rules, uniform, exams and teachers. - Describe weekly routine including school day, activities in school including	- Refer to internet, describe how it is used/its importance to young people and society, frequency of use, preferences, advantages/disadvantages.	



	- Describe ideal partners and why. - Describe different types of partnerships - pros and cons. - Give opinions and personal details on a variety of celebrities/famous people. - Refer to celebrity magazines/articles/ reviews, podcasts, social media, reality TV involving famous people and influencers, with opinions. - Give opinions about celebrities' activities/influences on young people and wider society.	- Use a variety of adverbs and connectives. - Include opinions and justifications with preceding direct objects. - Use comparatives to compare activities/give preference. - Refer to past activities and future plans. - Refer to sporting events and favourite sports personalities/teams.	- Give opinions including advantages/disadvantages for young people/tourists. - Describe an ideal home and area, future intentions on where to live with reasons. - Understanding/giving directions	timetable, sporting activities and clubs. - Refer to primary school days. - Refer to education post-16: options available, advantages and disadvantages, future intentions and plans.	- Refer to social media, including reasons for and frequency of use, different apps/platforms, advantages/disadvantages. - Describe mobile technology, including computers, phones, tablets and other devices, reasons for personal use with advantages/disadvantages. - Refer to celebrity magazines/articles / reviews, podcasts, social media, reality TV involving famous people and influencers, with opinions. - Give opinions about celebrities' activities/influences on young people and wider society. - Refer to events involving famous people e.g. music, film, TV, fashion, culture and technology.
Disciplinary knowledge headlines	- PASSED reading strategy to decode higher-level GCSE texts	- PASSED reading strategy to decode higher-level GCSE texts	- PASSED reading strategy to decode higher-level GCSE texts	- PASSED reading strategy to decode higher-level GCSE texts	- Refer to internet, describe how it is used/its importance to



Skill	- Recognising the format of writing questions (5-4-3-2-1) - Decoding listening extracts - Responding spontaneously to spoken language - Formation of nouns (feminine/plural) - Indefinite articles - Definite articles - Subject pronouns (je, il, elle) - Avoir (present tense) - Être (present tense) - Expressing age - Reflexive verbs in the present tense (je m'appelle, il/elle s'appelle, je m'entends bien avec, on s'entend bien) - Conditional tense (je voudrais) - Higher tier only (il/elle serait and il/elle aurait) - Possessive adjectives (mon, ma, mes, ton, ta, tes) - Adjectival agreements - Adjectival positioning (including more than one) - Adverbs of intensity	- Recognising the format of writing questions (5-4-3-2-1) - Decoding listening extracts - Responding spontaneously to spoken language - Present tense (-ER regular verbs) - Jouer au, à la, à l', aux + sports activities - Jouer du, de la, de l', des + instruments - Aller (present) - Partitive article with uncountable nouns (faire du, de la, de l', des + hobbies) - Perfect tense (with avoir, regular and irregular verbs: je/on form) - Perfect tense (with être - je suis allé(e), on est allé) - Imperfect (c'était) - Periphrastic future (near future tense - je vais aller) - Negatives (ne... personne) - Modal verbs (je veux, on veut) - Adverbs of time and frequency (demain, hier, d'habitude) - Prepositions of place (à) with activity locations (eg sports centre, cinema, park) - Pour + infinitive	- Recognising the format of writing questions (5-4-3-2-1) - Decoding listening extracts - Responding spontaneously to spoken language - Aller (present, perfect, near future) - Faire (present, perfect, near future) - Être (present, past, near future) - Prepositions of place (towns, areas, neighbourhoods, countries eg devant, derrière) - Adverbs of place (loin/près) - Imperatives (eg allez, tournez, prenez, continuez) - Imperfect (il y avait) - Interrogatives (où... ?) Foundation Tier- Photo-card/ 40-word/ 90-word / Gap-fill grammar - Higher tier only - Depuis - Il y en a, il y en avait - Negatives (ne...plus, ne... ni... (ni...), ne... pas encore, ne que) - Impersonal verbs (Il manque) - Inflectional (simple) future (regular -ER verbs, 1st, 2nd, 3rd person singular and plural, irregular verbs in 1st, 2nd, 3rd person singular - aller, avoir, faire, être) - Être (inflectional (simple) future - ce sera, conditional - ce serait) - Emphatic pronouns (chez nous, vous)	- Recognising the format of writing questions (5-4-3-2-1) - Decoding listening extracts - Responding spontaneously to spoken language - Irregular (eg écrire) and regular (eg entendre, traduire) -RE verbs (past, present, periphrastic (near future)) - Present tense - Perfect tense - Modal verbs revision (present tense) - Reflexive verbs (1st, 2nd, 3rd person singular present and perfect - daily routine: se lever, se laver, se coucher) - Impersonal verbs (il est interdit/essentiel/important de, il (ne) faut (pas), Il y a/il n'y a pas de) - Impersonal verbs (il est + time) - Imperfect tense (1st, 2nd, 3rd person singular) - Preverbal singular direct object pronouns (me, te, vous, le, la) - Adverbs of sequence - Conditional (je voudrais, il/elle/on voudrait)	- young people and society, frequency of use, preferences, advantages/disadvantages. - Refer to social media, including reasons for and frequency of use, different apps/platforms, advantages/disadvantages. - Describe mobile technology, including computers, phones, tablets and other devices, reasons for personal use with advantages/disadvantages. - Refer to celebrity magazines/articles / reviews, podcasts, social media, reality TV involving famous people and influencers, with opinions. - Give opinions about celebrities' activities/influences on young people and wider society. - Refer to events involving famous people eg music, film, TV, fashion,
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		- Comparatives (plus... que, moins... que, aussi...que) - Interrogatives (avec qui, qu'est-ce que... ?) - Higher tier only - Regular superlative adjective and adverb structures - Conditional (ce serait) - Inflectional (simple) future (ce sera) - Depuis	- Relative pronoun (où) - Higher Tier- 150-word/ Translation		culture and technology.
Links to knowledge in future units	- Describing teachers and celebrities using adjectives and third person - Discussing familial activities in festivals	- Activities during festivals - Free time activities on holiday in 3 tenses - Sports and healthy living	- Local issues in the topic of environment in Y11 - Use of conditional tense to discuss ideal town/environment	- Future aspirations and plan in Year 11 - Use of conditional tense to describe ideal holiday/festival/town	- Exposure to culture related topics found in festivals Y11.
Key Vocabulary	GCSE FRENCH – 8652 – KS4 VOCABULARY LIST Unit 1: Identity and relationships with others Unit 2: Celebrity culture	GCSE FRENCH – 8652 – KS4 VOCABULARY LIST Unit 3: Free time activities	GCSE FRENCH – 8652 – KS4 VOCABULARY LIST Unit 7: Where people live	GCSE FRENCH – 8652 – KS4 VOCABULARY LIST Unit 6: Education and work	GCSE FRENCH – 8652 – KS4 VOCABULARY LIST Unit 2: Media and technology Unit 2: Celebrity culture



YEAR 11 FRENCH CURRICULUM

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	Autumn Term 1	Autumn Term 2	Spring 1		Spring 2	Summer 1
Theme	Theme 3: Communication and world around us	Theme 2: Popular culture	Theme 1: People and lifestyle	Theme 3: Communication and world around us	Theme 1: People and lifestyle	
Topic	<i>Travel and tourism</i>	<i>Customs, festivals and celebrations</i>	<i>Jobs</i>	<i>Environment</i>	<i>Healthy Living and Lifestyle</i>	
Links to Prior Learning	- Places in town - Directions and transport - Facilities and attractions - Free-time activities	- Family and relationships – talking about who you celebrate with - Free-time activities - Daily life - Food and drink	- Personal descriptions - School subjects - Discussing future aspirations - Applying conditional tense - Importance of language learning	- Home and local area – discussing local issues - Giving opinions with justifications	- Builds on prior learning in healthy lifestyles topic (Y9) - Daily routine - Food and drink - Free time activities - Modal verbs	
Substantive knowledge headlines Knowledge	- Aller/voyager - Countries + prepositions - Modes of transport - Discuss holiday preferences - Justifying opinions using comparisons - Accommodation - Describing resorts using <i>il y a ... où on peut</i> - Near future tense	- Recall items of food and drink across three tenses using <i>manger/boire/prendre</i> - Apply the partitive article accurately - Revise quantifiers - Revisit direct object pronouns - Revise items of clothing - Apply reflexive verbs to describe daily routine - Recall French-speaking festivals and activities	- Recognise jobs in masculine and feminine forms - Revise opinion + infinitive to describe what you like to do - Applying the conditional tense to discuss future aspirations - Using comparatives &	- Recall local issues - Discuss global problems - HA only- use of imperfect tense to describe what the region used to be like - Recognise environmental problems - Apply <i>devoir/pouvoir/</i>	- Give preferences for food and drink, attitudes to fast-food, cooking, smoking/vaping, drugs, alcohol, including consequences. - Refer to physical and mental well-being, reasons	



	- Conditional tense to describe dream holiday - Perfect tense to discuss a past holiday - Revision of activities/ describing towns - Three-time frames to describe school trips/excursions		- superlatives to justify opinions - Using the perfect tense to discuss work experience. - Recognise opportunities to work abroad/use language skills and give opinions. - HA only - applying modal verbs in the past tense -	- <i>falloir</i> to discuss actions to protect the environment - Recall and apply the future tense to discuss future problems - Recall and apply the past tense to discuss how we have helped the environment/in the community	- for staying healthy and consequences of not staying healthy. - Describe sporting activities and ways of keeping fit. - Compare past and present lifestyle choices and future intentions.	
Disciplinary knowledge headlines Skill	- PASSED reading strategy to decode higher-level GCSE texts - Recognising the format of writing questions (5-4-3-2-1) - Decoding listening extracts - Responding spontaneously to spoken language - Discussing holiday preferences - revise present tense verbs/ QACNOT producing developed responses on the photo card - Application of perfect tense to describe a past holiday - Addressing misconceptions and revising exam skills/ speaking and role-play strategies	- PASSED reading strategy to decode higher-level GCSE texts - Applying 5-4-3-2-1 checklist for key writing questions - Revise use of adjectival agreements when describing clothing - Apply three tenses in the context of food/clothing/celebrations - Recognise and apply irregular verbs in present and perfect tenses - Recall and apply <i>pouvoir</i> & <i>devoir</i> - Articulating questions - Distinguish between <i>tu</i> & <i>vous</i> when asking questions - Translation skills - Higher tier only – recognise and apply	- PASSED reading strategy to decode higher-level GCSE texts - Unpicking bullet points - Applying 5-4-3-2-1 checklist for key writing questions - Remove the indefinite article before jobs - HA only - Apply <i>avant de</i> + infinitive when discussing future aspirations - HA only- Use the perfect infinitive after <i>après</i> - HA only – recognising the subjunctive form - Role-play skills - Photo-card skills to maximise marks on	- Apply a range of reading strategies to break down unknown words & texts. - PASSED reading strategy to decode higher-level GCSE texts - Applying 5-4-3-2-1 checklist for key writing questions - Apply the present, perfect, near future (Foundation tier) + imperfect & conditional tenses accurately (Higher tier) - Use <i>pouvoir</i> / <i>devoir</i> in the	- PASSED reading strategy to decode higher-level GCSE texts - Applying 5-4-3-2-1 checklist for key writing questions - Present tense - Imperfect tense (1st, 2nd, 3rd person singular) - Perfect tense (with <i>avoir</i> and <i>être</i>) - Modal verbs (present tense - <i>pouvoir</i>, <i>vouloir</i>, <i>savoir</i>, <i>devoir</i>) - Negatives (ne... rien) - Reflexive verbs (1st, 2nd, 3rd person singular present and imperfect -	



		<i>venir de</i> when translating into English - Prepositions of place (à) with activity locations (eg sports centre, cinema, park) - Pour + infinitive - Comparatives (plus... que, moins... que, aussi...que) - Interrogatives (avec qui, qu'est-ce que... ?) Higher tier only - Regular superlative adjective and adverb structures - Conditional (ce serait) - Inflectional (simple) future (ce sera) - Depuis	speaking (Foundation: ensure success on photocard question) -	conditional tense + infinitive. - Developing speaking responses and ensuring opinions are justified	s'inquiéter de, s'intéresser...) - Avoir phrases (j'ai faim/soif) - Imperatives (2nd person singular and plural, including <i>aller</i> and <i>faire</i>) - Impersonal verb forms (il me faut) - Infinitive used as a noun, ie as equivalent of -ing	
Links to knowledge in future units	- Free time activities in healthy lifestyles revision unit - Conditional tense when discussing aspirations	- Items of food and drink, daily routine when discussing healthy living and lifestyles	- Use of <i>il faut</i> to discuss environment and healthy lifestyles	- Use of <i>il faut</i> and modal verbs to discuss healthy lifestyles		
Key Vocabulary	GCSE FRENCH – 8652 – KS4 VOCABULARY LIST Unit 8: Travel and tourism	GCSE FRENCH – 8652 – KS4 VOCABULARY LIST Unit 4: Customs, festivals and celebrations	GCSE FRENCH – 8652 – KS4 VOCABULARY LIST Unit 6: Education and work	GCSE FRENCH – 8652 – KS4 VOCABULARY LIST Unit 9: The environment	GCSE FRENCH – 8652 – KS4 VOCABULARY LIST Unit 5: Healthy living and lifestyle	



		- Giving physical descriptions about ourselves - Stating where we live	- Adjectives to describe personality - Opinions - Opinions + infinitive - Activities around the house using -er verbs - Time phrases - Justifying opinions recycling connectives, qualifiers and adjectives - Negatives (ne...pas)	- The verb <i>aller</i> (focus on <i>je vais</i>) - Near future tense in <i>je</i> form - Music - Adjectives to describe music - Recall dates - State hours	compare different regions
Disciplinary knowledge headlines Skill	- Introduction to phonics/French intonation - Recognise how word families and cognates help us learn new words - Decode an authentic French story - Bilingual dictionary skills - Adapting an authentic text - Writing using correct word order (adjectival position). - Phonemes: et/ ère/ ille/ ils/ ième	- Application of <i>je suis/j'ai/ j'habite/ j'adore/ j'aime/ je n'aime pas/ je déteste</i> - Writing using correct word order and identifying when adjectives change position (adjectival position). - Phonemes: j/ai/e/ é/ et/ ille/ Silent h	- Develop concept of gender/agreements in French - Differentiate between <i>je</i> (first person) and <i>il/elle</i> - Recognise elements QACNOT to extend written responses - Apply 5-4-3-2-1 to a short written response - Introduction of common -er verbs and how to conjugate in the present tense predominantly in first and third person which will be recycled throughout the learning journey - Differentiate between present tense and infinitival form - Recognise reciprocal reading format - Decode authentic materials - Phonemes: j/ai/e/ é/ ère/ et/ ille/ Silent h - er verbs -> silent final e	- Compare cultural aspects of the target language with my own (festivals) - Differentiating between present and future time markers in reading, listening and writing - Recalling and applying infinitives to form the near future tense and apply with construction <i>on peut</i> - Recognising positive and negative sentences - Applying numbers across all skills to state the time and reading an analogue clock - Apply 5-4-3-2-1 to a writing exam-style question - Phonemes: i/ y sound / ille sound/ où sound - Key sounds in numbers: eu/eux oi s I s e silent h	- Recall and use basic high-frequency vocabulary seen in Year 7 - Compare cultural aspects of the target language with my own - Understand main points from short written or spoken texts. - Use clues to help decode more complex texts. - Speak and write using short phrases and sentences from memory.



Links to knowledge in future units	- Students will be expected to apply correct word order when writing across all topics. - Reading aloud skill is a key feature of speaking.	- Key content to support Theme 1 at GCSE- Personal identity and relationships in Year 10.	- Key content to support Theme 1 at GCSE - Personal identify and relationships - Describing family in more detail using adjectives and agreement. - Talking about relationships and activities: <i>Je m'entends bien avec...</i> - Using possessive adjectives: <i>mon, ma, mes</i> - Expressing opinions and using reflexive verbs.	- Key content for Theme 2- Popular culture – student will revisit festivals topic. - Students will revisit food and lifestyle in Year 9 to discuss healthy lifestyles.	-Revisited in Paris in Year 8, topic of holidays in Year 9 and Year 11
Key Vocabulary	Knowledge Organiser 7.1	Knowledge Organiser 7.2	Knowledge Organiser 7.2	Knowledge Organiser 7.3	Knowledge Organiser 7.3