



FRENCH CURRICULUM MAP

Intent:

In the Modern Foreign Languages Faculty, we will inspire our students to be passionate learners of foreign languages. Through the teaching of vocabulary and grammar, we will teach them not only how the foreign language works, but also give them a greater understanding of their own home language. By giving them an insight into the culture of the Target Language countries in lessons, and outside of the classroom when possible, we hope to encourage their inquisitive minds to not only learn about other countries and their languages, but also to enjoy the exposure to new ideas and traditions, fostering a stance of openness and curiosity towards the world. Finally, we will seek to equip them with the courage, flexibility and interpersonal skills that will help them thrive in the 21st century.

Key stage 3

YEAR 7	La rentrée (Back to school)	En classe (In the classroom)	Mon temps libre (My free time)
Key Knowledge	<ul style="list-style-type: none"> • Learning to pronounce key French sounds: alphabet and phonemes • Saying your name and how you feel • Learning numbers, days, months, dates and birthday. • Talking about brothers, sisters and age • Describing a classroom • Saying what there is / isn't • Talking about likes and dislikes • Describing yourself and others 	<ul style="list-style-type: none"> • To introduce the infinitive form of verbs • Talking about colours • Telling the time • Saying what you think of your school subjects and why • Talking about likes and dislikes using –er verbs • Talking about what you wear to school • Using adjectives after nouns • Talking about your school day • Using new –er verbs 	<ul style="list-style-type: none"> • Talking about weather and seasons • Learning more key French sounds • Talking about which sports you play using <i>jouer à</i> • Talking about activities you do using the verb <i>faire de</i> • Talking about what you like doing using <i>aimer + the infinitive</i> • Creating an interview with a celebrity forming and answering questions
Key Subject Skills	<p>The four key skill areas in foreign language learning are listening, reading, speaking and writing. Our curriculum gives students plentiful opportunities to practise these. Additionally, learning a foreign language develops a range of other cognitive and social skills. Among others, it requires learners to train their memories, pushes them to find ways to communicate effectively in different situations, and teaches them to understand and manipulate language. People who learn one foreign language find it easier to learn another afterwards, so studying a language in school can provide students with a platform for future language learning.</p>		
Personal development:	<p>Studying a foreign language can challenge both self-centredness and small-mindedness. It helps us to see that our language and culture are not preeminent, and fosters a stance of openness, inquisitiveness and empathy towards others. When we study another culture, we learn that there are different ways of doing things – from preparing food to celebrating festivals – and when we study another language we can see that there are different ways of conceiving things. Learning a language also challenges students to be courageous as they take small (but ultimately safe) risks by trying to communicate even when they are not sure about how to say something. It can involve hard work, which provides an opportunity for learners to build resilience and gain a sense of achievement.</p>		
Connections with careers	<p>The National Language Strategy highlighted that whilst languages ‘are strategically vital for the future of the UK’, ‘there is overwhelming evidence of an inadequate, longstanding, and worsening supply of the language skills needed by the UK to meet future needs.’ In this context, the ability to speak one or more foreign languages can set students apart from others who lack these skills. Learning a foreign language also fosters the communication skills, confidence and flexibility of thought that will continue to be relevant as AI replaces many traditional jobs. At its heart, language learning is social and interpersonal, and it can therefore help prepare learners for a labour market in which the demand for social and emotional skills is only expected to increase.</p>		

Home support	Parents and carers can speak to their children positively about the value of their language studies, encourage them to believe that they can achieve highly, and help them organise themselves. These things are part of ‘academic socialisation’, identified by Harvard professor Nancy Hill as the most important thing that parents do to boost their children’s achievement in school.
---------------------	--

YEAR 8	Ma famille, ma maison, ma ville (My family, my house, my town)	Les vacances (holidays)	La nourriture et les fêtes (food and celebrations)
Key Knowledge	<ul style="list-style-type: none"> • Talking about animals • Using higher numbers • Describing your family • Using the possessive adjectives ‘my’ and ‘your’ • Describing where you live • Using the nous form of –er verbs • Talking about places in a town or village • Saying where you go at the weekend using the verb <i>aller à</i> (to go to) • Saying what you are going to do using the near future tense (aller + infinitive) • Talking about plans for a special weekend using two tenses together 	<ul style="list-style-type: none"> • Inviting someone out using the verb <i>vouloir</i> (to want) • Talking about school holidays revising the verbs <i>avoir</i> and <i>être</i> • Saying what you did during the holidays using the perfect tense of regular –er verbs • Describing a visit to a theme park using the perfect tense of irregular verbs • Saying where you went and how using the perfect tense of verbs that take <i>être</i> 	<ul style="list-style-type: none"> • Listening for negatives in the perfect tense and reading to spot the perfect tense in a text • Asking and answering questions using the present and perfect tenses together • Talking about breakfast using the partitive article (<i>du / de la / de l' / des</i>) • Buying food at a market using transactional language • Talking about festivals and celebrations saying what you like and dislike • Describing festivals and special days using the present tense of regular –ir and –re verbs • Using prediction to help with challenging listening passages
Key Subject Skills	The four key skill areas in foreign language learning are listening, reading, speaking and writing. Our curriculum gives students plentiful opportunities to practise these. Additionally, learning a foreign language develops a range of other cognitive and social skills. Among others, it requires learners to train their memories, pushes them to find ways to communicate effectively in different situations, and teaches them to understand and manipulate language. People who learn one foreign language find it easier to learn another afterwards, so studying a language in school can provide students with a platform for future language learning.		
Personal development: • RSE • Online safety • Enrichment	Studying a foreign language can challenge both self-centredness and small-mindedness. It helps us to see that our language and culture are not preeminent, and it fosters a stance of openness, inquisitiveness and empathy towards others. When we study another culture, we learn that there are different ways of doing things – from preparing food to celebrating festivals – and when we study another language we can see that there are different ways of conceiving things. Learning a language also challenges students to be courageous as they take small (but ultimately safe) risks by trying to communicate even when they are not sure about how to say something. It can involve hard work, which provides an opportunity for learners to build resilience and gain a sense of achievement.		

Connections with careers	The National Language Strategy highlighted that whilst languages ‘are strategically vital for the future of the UK’, ‘there is overwhelming evidence of an inadequate, longstanding, and worsening supply of the language skills needed by the UK to meet future needs.’ In this context, the ability to speak one or more foreign languages can set students apart from others who lack these skills. Learning a foreign language also fosters the communication skills, confidence and flexibility of thought that will continue to be relevant as AI replaces many traditional jobs. At its heart, language learning is social and interpersonal, and it can therefore help prepare learners for a labour market in which the demand for social and emotional skills is only expected to increase.
Home support	Parents and carers can speak to their children positively about the value of their language studies, encourage them to believe that they can achieve highly, and help them organise themselves. These things are part of ‘academic socialisation’, identified by Harvard professor Nancy Hill as the most important thing that parents do to boost their children’s achievement in school.

YEAR 9 <small>*Will be amended next year to include changes due to reduced hours in MFL curriculum for current cohort</small>	Là où j’habite (Where I live)	Les vacances (Holidays)	Le monde est petit (The world is small)	Le sport en direct (Live sport)	Mon monde à moi (My own world)	Le passé et l’avenir (Past and future)
Key Knowledge	<ul style="list-style-type: none"> Talking about animals Using higher numbers Describing your family Using the possessive adjectives ‘my’ and ‘your’ Describing where you live Using the nous form of –er verbs Talking about places in a town or village Saying where you go at the weekend using 	<ul style="list-style-type: none"> Talking about plans for a special weekend using two tenses together Talking about school holidays revising the verbs <i>avoir</i> and <i>être</i> Saying what you did during the holidays using the perfect tense of regular –er verbs Describing a visit to a theme park using the perfect tense of irregular verbs 	<ul style="list-style-type: none"> Listening for negatives in the perfect tense and reading to spot the perfect tense in a text Asking and answering questions using the present and perfect tenses together Countries and weather Describing where you live using <i>pouvoir</i> + infinitive use of <i>devoir</i> + infinitive to talk 	<ul style="list-style-type: none"> Talking about daily routine using reflexive verbs Talking about sports using <i>jouer à</i> and <i>faire de</i> Giving opinions about sports using the comparative Asking the way and giving directions using the imperative Using <i>il faut</i> to say ‘you must’ Talking about injuries and illness 	<ul style="list-style-type: none"> Talking about likes and dislikes using <i>aimer</i> (etc.) + noun or infinitive Talking about after-school clubs and activities using verbs in the present tense Describing your friends using reflexive verbs Describing birthday celebrations using the perfect tense 	<ul style="list-style-type: none"> Discussing what you are going to wear Talking about earning money using <i>pouvoir</i> and <i>devoir</i> Talking about what you want to do when you are older using <i>vouloir</i> Talking about what you will do in the future using the future tense Describing what you used to be like using the imperfect tense Comparing your primary and secondary schools using the comparative

	<p>the verb <i>aller à</i> (to go to)</p> <ul style="list-style-type: none"> Saying what you are going to do using the near future tense (<i>aller</i> + infinitive) 		<p>about chores at home</p>	<ul style="list-style-type: none"> Taking part in a conversation with the doctor 		
Key Subject Skills	<p>The four key skill areas in foreign language learning are listening, reading, speaking and writing. Our curriculum gives students plentiful opportunities to practise these. Additionally, learning a foreign language develops a range of other cognitive and social skills. Among others, it requires learners to train their memories, pushes them to find ways to communicate effectively in different situations, and teaches them to understand and manipulate language. People who learn one foreign language find it easier to learn another afterwards, so studying a language in school can provide students with a platform for future language learning.</p>					
Personal development:	<p>Studying a foreign language can challenge both self-centredness and small-mindedness. It helps us to see that our language and culture are not preeminent, and it fosters a stance of openness, inquisitiveness and empathy towards others. When we study another culture, we learn that there are different ways of doing things – from preparing food to celebrating festivals – and when we study another language we can see that there are different ways of conceiving things. Learning a language also challenges students to be courageous as they take small (but ultimately safe) risks by trying to communicate even when they are not sure about how to say something. It can involve hard work, which provides an opportunity for learners to build resilience and gain a sense of achievement.</p>					
Connections with careers	<p>The National Language Strategy highlighted that whilst languages ‘are strategically vital for the future of the UK’, ‘there is overwhelming evidence of an inadequate, longstanding, and worsening supply of the language skills needed by the UK to meet future needs.’ In this context, the ability to speak one or more foreign languages can set students apart from others who lack these skills. Learning a foreign language also fosters the communication skills, confidence and flexibility of thought that will continue to be relevant as AI replaces many traditional jobs. At its heart, language learning is social and interpersonal, and it can therefore help prepare learners for a labour market in which the demand for social and emotional skills is only expected to increase.</p>					
Home support	<p>Parents and carers can speak to their children positively about the value of their language studies, encourage them to believe that they can achieve highly, and help them organise themselves. These things are part of ‘academic socialisation’, identified by Harvard professor Nancy Hill as the most important thing that parents do to boost their children’s achievement in school.</p>					

Key stage 4: GCSE

YEAR 10 *New Edexcel GCSE	Module 1: Tu as du temps à perdre?	Module 2: Mon clan, ma tribu	Module 2: Mon clan, ma tribu Module 3: Ma vie scolaire	Module 3: Ma vie scolaire Module 4: En pleine forme	Module 4: En pleine forme	Module 5: Numéro vacances
Key Knowledge	<ul style="list-style-type: none"> • Exploring events in the francophone world using aimer + noun and aimer + infinitive • Talking about what you do online using the present tense of regular -er verbs • Saying what you do to stay active using the present tense of irregular verbs • Talking about what you watch forming and answering questions • Making plans to go out using the near future tense • Saying what you did last weekend using the perfect tense 	<ul style="list-style-type: none"> • Talking about your identity using emphatic pronouns • Talking about your weekend routine using reflexive verbs in the present tense and extending sentences using sequencers and connectives • Discussing friends and friendship making adjectives agree • Talking about what people look like understanding the position of adjectives • Describing a photo • Talking about positive role models using direct object pronouns • Using the present and perfect tenses 	<ul style="list-style-type: none"> • Talking about celebrations using the perfect, present and near future tenses • Recognising adverbs • Learning about school life in francophone countries • Talking about school subjects and school life using comparative adjectives • Discussing school rules using impersonal verb structures followed by infinitives • Talking about making progress at school using irregular verbs in the perfect tense 	<ul style="list-style-type: none"> • Talking about what school used to be like when you were younger using verbs in the imperfect tense • Talking about learning languages using the imperfect, present and near future tenses • Recognising a wider range of negatives • Describing and giving opinions about dishes • Understanding advice in the <i>vous</i> - form imperative • Talking about meals and mealtimes using the partitive article (<i>du, de la, de l', des</i>) and <i>en</i> 	<ul style="list-style-type: none"> • Talking about good mental health using modal verbs (<i>devoir, vouloir, pouvoir</i>) • Describing illness and accidents using expressions with <i>avoir</i> • Saying what you will do to improve your life using the simple future tense • Talking about lifestyle changes using the imperfect, present and simple future tenses • Talking about holidays and accommodation saying what you would like to do using <i>je voudrais</i> and <i>j'aimerais</i> 	<ul style="list-style-type: none"> • Talking about your ideal holiday using the conditional tense • Discussing what you can see and do on holiday • Forming different types of questions • Giving advice with <i>il vaut la peine de</i> and <i>il vaut mieux</i> • Talking about festivals using the perfect and imperfect tenses together • Creating more complex sentences using relative pronouns • Reviewing and booking holiday accommodation using the perfect tense of modal verbs • Talking about staycation activities using <i>si</i> + the present tense +

						the simple future tense
Key Subject Skills	The four key skill areas in foreign language learning are listening, reading, speaking and writing. Our curriculum gives students plentiful opportunities to practise these. Additionally, learning a foreign language develops a range of other cognitive and social skills. Among others, it requires learners to train their memories, pushes them to find ways to communicate effectively in different situations, and teaches them to understand and manipulate language. People who learn one foreign language find it easier to learn another afterwards, so studying a language in school can provide students with a platform for future language learning.					
Personal development: • RSE • Online safety • Enrichment	Studying a foreign language can challenge both self-centredness and small-mindedness. It helps us to see that our language and culture are not preeminent, and it fosters a stance of openness, inquisitiveness and empathy towards others. When we study another culture, we learn that there are different ways of doing things – from preparing food to celebrating festivals – and when we study another language we can see that there are different ways of conceiving things. Learning a language also challenges students to be courageous as they take small (but ultimately safe) risks by trying to communicate even when they are not sure about how to say something. It can involve hard work, which provides an opportunity for learners to build resilience and gain a sense of achievement.					
Connections with careers	The National Language Strategy highlighted that whilst languages ‘are strategically vital for the future of the UK’, ‘there is overwhelming evidence of an inadequate, longstanding, and worsening supply of the language skills needed by the UK to meet future needs.’ In this context, the ability to speak one or more foreign languages can set students apart from others who lack these skills. Learning a foreign language also fosters the communication skills, confidence and flexibility of thought that will continue to be relevant as AI replaces many traditional jobs. At its heart, language learning is social and interpersonal, and it can therefore help prepare learners for a labour market in which the demand for social and emotional skills is only expected to increase.					
Home support	Parents and carers can speak to their children positively about the value of their language studies, encourage them to believe that they can achieve highly, and help them organise themselves. These things are part of ‘academic socialisation’, identified by Harvard professor Nancy Hill as the most important thing that parents do to boost their children’s achievement in school.					

YEAR 11 *Last year of old AQA GCSE	Module 5 Le grand large	Module 6 Au collège	Module 7 Bon travail	Module 8 Un œil sur le monde	Term 5 - Revisions
Key Knowledge	<ul style="list-style-type: none"> Talking about what you normally do on holiday Talking about holidays (past, present and future) Talking about an ideal holiday using the conditional 	<ul style="list-style-type: none"> Revising school subjects and talking about your timetable Talking about your school using the pronouns il and elle Comparing school in the UK and French-speaking 	<ul style="list-style-type: none"> Discussing jobs and work preferences Discussing career choices saying ‘better/worse’ and ‘the best/worst thing’ Talking about plans, hopes and wishes 	<ul style="list-style-type: none"> Talking about what makes you tick Discussing problems facing the world making connections between word types Talking about protecting the environment using 	<ul style="list-style-type: none"> Exam skills Speaking exam

	<ul style="list-style-type: none"> • Booking and reviewing hotels using reflexive verbs in the perfect tense • Ordering in a restaurant using <i>en</i> + the present participle • Talking about travelling using <i>avant de</i> + the infinitive • Buying souvenirs using demonstrative adjectives and pronouns • Talking about holiday disasters using the pluperfect tense 	<p>countries using the pronouns <i>ils</i> and <i>elles</i></p> <ul style="list-style-type: none"> • Discussing school rules using <i>il faut</i> and <i>il est interdit de</i> • Discussing healthy living using the imperative • Discussing vices using the present and future tenses • Talking about a school exchange using past, present and future timeframes 	<p>understanding the subjunctive</p> <ul style="list-style-type: none"> • Applying for jobs using direct object pronouns in the perfect tense • Understanding case studies using verbs followed by <i>à</i> or <i>de</i> 	<p>the modal verbs <i>pouvoir</i> and <i>devoir</i> in the conditional</p> <ul style="list-style-type: none"> • Discussing ethical shopping using the passive • Talking about volunteering using indirect object pronouns • Discussing big events giving arguments for and against 	
Key Subject Skills	<p>The four key skill areas in foreign language learning are listening, reading, speaking and writing. Our curriculum gives students plentiful opportunities to practise these. Additionally, learning a foreign language develops a range of other cognitive and social skills. Among others, it requires learners to train their memories, pushes them to find ways to communicate effectively in different situations, and teaches them to understand and manipulate language. People who learn one foreign language find it easier to learn another afterwards, so studying a language in school can provide students with a platform for future language learning.</p>				
Personal development: <ul style="list-style-type: none"> • RSE • Online safety • Enrichment 	<p>Studying a foreign language can challenge both self-centredness and small-mindedness. It helps us to see that our language and culture are not preeminent, and it fosters a stance of openness, inquisitiveness and empathy towards others. When we study another culture, we learn that there are different ways of doing things – from preparing food to celebrating festivals – and when we study another language we can see that there are different ways of conceiving things. Learning a language also challenges students to be courageous as they take small (but ultimately safe) risks by trying to communicate even when they are not sure about how to say something. It can involve hard work, which provides an opportunity for learners to build resilience and gain a sense of achievement.</p>				
Connections with careers	<p>The National Language Strategy highlighted that whilst languages ‘are strategically vital for the future of the UK’, ‘there is overwhelming evidence of an inadequate, longstanding, and worsening supply of the language skills needed by the UK to meet future needs.’ In this context, the ability to speak one or more foreign languages can set students apart from others who lack these skills. Learning a foreign language also fosters the communication skills, confidence and flexibility of thought that will continue to be relevant as AI replaces many traditional jobs. At its heart, language learning is social and interpersonal, and it can therefore help prepare learners for a labour market in which the demand for social and emotional skills is only expected to increase.</p>				
Home support	<p>Parents and carers can speak to their children positively about the value of their language studies, encourage them to believe that they can achieve highly, and help them organise themselves. These things are part of ‘academic socialisation’, identified by Harvard professor Nancy Hill as the most important thing that parents do to boost their children’s achievement in school.</p>				

Key Stage 5: A levels

YEAR 12 *AS AQA GCE	La famille en voie de changement La cybersociété Le patrimoine	Le role du bénévolat La musique francophone Le cinéma français	Film studies and Literature
Key Knowledge	<ul style="list-style-type: none"> • Theme 1 Unit 1 - La famille en voie de changement: Talking about changes in family situations • Theme 1 Unit 2 La cybersociété - Talking about new technology • Theme 2 Unit 4 Le patrimoine - Talking about Architecture and French heritage 	<ul style="list-style-type: none"> • Theme 1 Unit 3 Le role du bénévolat - Talking about volunteering • Theme 2 Unit 5 La musique francophone - Talking about French speaking music. • Theme 2 Unit 6 Le cinéma français - Talking about French cinema 	Film studies Entre les Murs de Laurent Cantet Literature Un Secret de Philippe Grimbert Exam skills: Essay writing IRP
Key subjects Skills	<p>The four key skill areas in foreign language learning are listening, reading, speaking and writing. Our curriculum gives students plentiful opportunities to practise these. Additionally, learning a foreign language develops a range of other cognitive and social skills. Among others, it requires learners to train their memories, pushes them to find ways to communicate effectively in different situations, and teaches them to understand and manipulate language. People who learn one foreign language find it easier to learn another afterwards, so studying a language in school can provide students with a platform for future language learning.</p>		
Personal development: <ul style="list-style-type: none"> • RSE • Online safety • Enrichment 	<p>Studying a foreign language can challenge both self-centredness and small-mindedness. It helps us to see that our language and culture are not preeminent, and it fosters a stance of openness, inquisitiveness and empathy towards others. When we study another culture, we learn that there are different ways of doing things – from preparing food to celebrating festivals – and when we study another language we can see that there are different ways of conceiving things. Learning a language also challenges students to be courageous as they take small (but ultimately safe) risks by trying to communicate even when they are not sure about how to say something. It can involve hard work, which provides an opportunity for learners to build resilience and gain a sense of achievement.</p>		
Connections with careers	<p>The National Language Strategy highlighted that whilst languages ‘are strategically vital for the future of the UK’, ‘there is overwhelming evidence of an inadequate, longstanding, and worsening supply of the language skills needed by the UK to meet future needs.’ In this context, the ability to speak one or more foreign languages can set students apart from others who lack these skills. Learning a foreign language also fosters the communication skills, confidence and flexibility of thought that will continue to be relevant as AI replaces many traditional jobs. At its heart, language learning is social and interpersonal, and it can therefore help prepare learners for a labour market in which the demand for social and emotional skills is only expected to increase.</p>		
Home support	<p>At this stage, students should be growing in independence and learning to take responsibility for their own studies. Parents and carers can still support their children through listening empathetically, encouraging them and helping them to reflect on what they are doing. Practically, parents can help students to organise their schedule so that they have plenty of time and energy for their studies.</p>		

YEAR 13 *A2 AQA GCE	Une société diverse + Literature	Les marginalisés + Literature	Les criminels + Literature	Les ados, le droit de vote et l'engagement politique Manifestations et grèves	politique et immigration
Key Knowledge	Theme 3 Unit 7 - Une société diverse Talking about diversity Literature Un Secret de Philippe Grimbert	Theme 3 Unit 8 - Les marginalisés Talking about exclusion Literature Un Secret de Philippe Grimbert	Theme 3 Unit 9 - Les criminels Talking about criminality Literature Un Secret de Philippe Grimbert	Theme 4 Unit 10 - Les ados, le droit de vote et l'engagement politique Theme 4 Unit 11 Manifestations et grèves Talking about demonstrations and strikes	Theme 4 Unit 12 - Politique et immigration Talking about politics and immigration Exam skills IRP
Key subjects Skills	<p>The four key skill areas in foreign language learning are listening, reading, speaking and writing. Our curriculum gives students plentiful opportunities to practise these. Additionally, learning a foreign language develops a range of other cognitive and social skills. Among others, it requires learners to train their memories, pushes them to find ways to communicate effectively in different situations, and teaches them to understand and manipulate language. People who learn one foreign language find it easier to learn another afterwards, so studying a language in school can provide students with a platform for future language learning.</p>				
Personal development: <ul style="list-style-type: none"> • RSE • Online safety • Enrichment 	<p>Studying a foreign language can challenge both self-centredness and small-mindedness. It helps us to see that our language and culture are not preeminent, and it fosters a stance of openness, inquisitiveness and empathy towards others. When we study another culture, we learn that there are different ways of doing things – from preparing food to celebrating festivals – and when we study another language we can see that there are different ways of conceiving things. Learning a language also challenges students to be courageous as they take small (but ultimately safe) risks by trying to communicate even when they are not sure about how to say something. It can involve hard work, which provides an opportunity for learners to build resilience and gain a sense of achievement.</p>				
Connections with careers	<p>The National Language Strategy highlighted that whilst languages ‘are strategically vital for the future of the UK’, ‘there is overwhelming evidence of an inadequate, longstanding, and worsening supply of the language skills needed by the UK to meet future needs.’ In this context, the ability to speak one or more foreign languages can set students apart from others who lack these skills. Learning a foreign language also fosters the communication skills, confidence and flexibility of thought that will continue to be relevant as AI replaces many traditional jobs. At its heart, language learning is social and interpersonal, and it can therefore help prepare learners for a labour market in which the demand for social and emotional skills is only expected to increase.</p>				
Home support	<p>At this stage, students should be growing in independence and learning to take responsibility for their own studies. Parents and carers can still support their children through listening empathetically, encouraging them and helping them to reflect on what they are doing. Practically, parents can help students to organise their schedule so that they have plenty of time and energy for their studies.</p>				