



French Curriculum Plan (From 2025)

Year 7

	Autumn	Spring	Summer
Unit/Topics	Tout sur Moi (All about me) Vocabulary: - Meeting & greeting people. - Classroom instructions. - Days of the week, months and numbers up to 31. - School equipment. - Classroom objects. - Colours. - Age and birthday. - Personality. - Where I live. - What I like. Grammar: - The indefinite articles: “un, une, des”. - Using plurals. - The definite articles: “le, la, l’, les”. - Adjective agreements. - The verb “avoir”: “je/tu”. - The verb “être”: “je/tu”. - Asking questions. - Intensifiers (“très, assez”). - The negative forms. -ER verbs in the present tense. - Connectives (et, mais, car/ parce que). Phonics are taught in an embedded approach in all stages of the learning journey.	Ma famille (My family) Vocabulary: - Pets. - Family. - Physical description. Grammar: - The indefinite articles. - The verbs “avoir” and “être” : “Je, tu, il, elle”. - Negative forms. - Adjective agreements. Au collège (At school) Vocabulary: - School subjects. - Opinions and reasons. - Time (12-hour clock). - School activities. - Food at the canteen. Grammar: - The definite articles. - Asking questions. -ER verbs in the present tense: “Je, tu, il, elle, nous”. - Negative forms. - The partitive articles: “du, de la, de l’, des”. - Intensifiers (“trop, un peu”). Cultural content: School in France. Phonics are taught in an embedded approach in all stages of the learning journey.	Mes passe-temps (My free-time activities) Vocabulary: - Sports. - Other free-time activities. - Technology. - Adverbs of frequency. - Opinions and reasons. - Weather. Grammar: - The definite articles. - The verb “jouer”: “Je, tu, il, elle, nous”. - The verb “faire”: “Je, tu, il, elle, nous”. - Negative forms. - Aimer + the infinitive. - Complex sentences beginning with “Quand”. En ville (In town and on holiday) Vocabulary: - Places in a town. - Weekend activities. - The verb “aller”: “Je, tu, il, elle, nous”. - À + a location. - Drinks and food. - Holiday plans. Grammar: - The indefinite articles. - Il y a / il n’y a pas de... - The near future tense. Cultural content: Map of France. Phonics are taught in an embedded approach in all stages of the learning journey.

Key Assessment	- A mid-term assessment (multi-choice questions, listening, reading and translation tasks). - A writing assessment.	- A mid-term assessment (multi-choice questions, listening, reading and translation tasks). - A speaking assessment.	- A mid-term assessment (multi-choice questions, listening, reading and translation tasks). - An End of Y7 assessment.
Why is it studied?	It is worth noting that not all Year 7 students have studied the same language at KS2. This first unit “Tout sur Moi” gives our Year 7 students the skills to introduce themselves in French.	The first unit “Ma famille” allows students to build on their previous learning in the Autumn term. Students should be able to talk about themselves and then someone else. The second unit “Au collège” gives students the opportunity to develop their sentences with the introduction of the present tense for -ER verbs and opinions/reasons.	These two units allow students to further develop the complexity of their sentences by learning the irregular verbs “faire” and “aller”, practising sentences with “<i>quand</i>” and the introduction of the near future tense.



Year 8

	Autumn	Spring	Summer
Unit/Topics	Ce que j’aime faire (What I like to do) Vocabulary: - Introducing yourself and other people. - TV programmes & films. - The internet. - Activities in the past. Grammar: - The verbs “avoir” and “être” : “Je, tu, il, elle”. - Adjective agreements. -ER verbs in the present tense : “Je, tu, il, elle, nous”. - The verbs “faire” and “aller” : “Je, tu, il, elle, nous”. - Negative forms (“ne... plus / ne ... jamais”). - Connectives (“ou, aussi, comme”). - Complex sentences with “quand/si”. - The perfect tense (regular -ER verbs). - Expressions of time (“D’abord, ensuite, après, puis, avant de, plus tard”). A Paris Vocabulary: - Activities in Paris. - Opinions about a visit. - Means of transports. Grammar: “On peut”/“j’aime” + infinitive. - The perfect tense (regular -ER verbs). - The perfect tense (irregular verbs). - The perfect tense with “être”. - Negative sentences in the perfect tense.	Chez moi (At home) Vocabulary: - Different types of accommodation and landscapes. - Rooms in a house/flat. - Food and drinks. - Celebrating special occasions. Grammar: - Adjective agreements. - Comparative adjectives. - Je voudrais + the infinitive. - Prepositions (location) - Il y a / il n’y a pas de... -RE verbs in the present tense. - The partitive articles: “du, de la, de l’, des”. - The near future tense. - Combining 3 tenses. Cultural content: French food. Mon style Vocabulary: - Items of clothes and different styles. - Colours. - Genres of music. - Activities (last weekend). Grammar: - Adjective agreements. - The near future tense. - The perfect tense (all verbs). - Negative sentences in all tenses. - Time expressions (“en general, normalement, ce week-end, le week-end dernier”). - Using 3 tenses.	Les voyages (Travels) Vocabulary: - School holidays. - Holiday activities. - Transports. - Future trips. Grammar: - Verbs “être” and “avoir”. - Perfect tense of regular and irregular verbs. - Perfect tense with “être”. - Negative sentences in the perfect tense. - Opinions in the perfect tense. - Near future. Cultural content: Asterix et Obelix. (Theme Park and comic books). Résumé de l’année (Retrieval of key knowledge and skills) - Mon interview par vidéo: Speaking skills. - Une drôle de famille: Writing skills. - Mon voyage extraordinaire: Listening and reading skills. - Normalement, Hier et demain: Writing skills.

	• Expressions of time (<i>"D'abord, ensuite, après, puis, finalement"</i>) • Intensifiers (<i>"très, assez, un peu"</i>). • Time expressions (<i>"hier, la semaine dernière, l'année dernière"</i>). Cultural content: The city of Paris. Phonics are taught in an embedded approach in all stages of the learning journey.	Phonics are taught in an embedded approach in all stages of the learning journey.	
Key Assessment	- A mid-term assessment (multi-choice questions, listening, reading and translation tasks). - A writing assessment.	- A mid-term assessment (multi-choice questions, listening, reading and translation tasks). - A speaking assessment.	- A mid-term assessment (multi-choice questions, listening, reading and translation tasks). - An End of Y8 assessment.
Why is it studied?	These units have been carefully sequenced to introduce the perfect tense and to develop it throughout the whole term. The tenses are an essential part of learning a language.	This term, we are developing the use of three tenses together (the present, the perfect and the near future tenses). This constitutes the foundation of the GCSE in languages.	



Year 9

	Autumn	Spring	Summer
Unit/Topics	Ma vie d’ado (My life as a teenager) Vocabulary: - Physical description and personality. - Relationships. - Technology. - Adverbs of frequency. - Arranging to go out. - Genres of films. - A special day. Grammar: - The verbs “avoir” and “être”. - Adjective agreements. - Negative sentences. - Direct object pronouns. - Intensifiers /qualifiers. - Reflexive verbs. - Adverbs of frequency. - The near future tense. - The perfect tense. Cultural content: French TV programmes and films. La forme (Healthy living) Vocabulary: - Sport. - Reasons. - Healthy eating. - Making Plans for the future. Grammar: “Il faut” + the infinitive. “Jouer” and “faire”. - Depuis. - The imperfect tense. (“avant ... maintenant ...”) - The partitive articles : “du, de la, de l’, des”. - The future tense (all verbs including the irregular verbs “aller, faire, être, avoir”. - Negative sentences in the future tense.	Les Vacances (Holidays) Vocabulary: - Holiday destinations and activities. - Past holidays and disasters. - Dream holidays. Grammar: - Asking questions using inversion and question words. - The perfect tense. - Opinions with “quel/quelle”. - The conditional tense (“je voudrais / j’aimerais...”) - Giving opinions in the conditional tense. - Combining different tenses. Cultural content: Tourist attractions in France or French speaking countries. Moi dans le monde (Me in the world) Vocabulary: - Food and eating habits. - What is important to me. - The environment. - Changing the world. Grammar: - The partitive articles : “du, de la, de l’, des”. - Comparative adjectives. - A variety of negative sentences. - Referring to different time frames. - The conditional tense (“je voudrais / j’aimerais...”) - including opinions and negative sentences.	Projets d’avenir (Future plans) Vocabulary: - Earning money. - Jobs and reasons. - Future plans in general. Grammar: - Modal verbs : “devoir, pouvoir and vouloir”. “Pour” + the infinitive. - Masculine and feminine forms of nouns. - The near future tense and/or the future tense. - Complex sentences with “si” and the conditional tense. Phonics are taught in an embedded approach in all stages of the learning journey. Résumé de l’année (Retrieval of key knowledge and skills) - A la découverte d’une nouvelle région: Writing skills. - La santé des jeunes: Listening and reading skills. - Mes vacances de Rêve: Speaking skills. - La fête de la Musique: Listening and Reading skills. - Profil d’un inventeur ou inventrice: Writing skills.

	• Using the different tenses together. Phonics are taught in an embedded approach in all stages of the learning journey.	Phonics are taught in an embedded approach in all stages of the learning journey.	
Key Assessment	- A listening and reading assessment (including a translation task). - A speaking assessment.		- A listening and reading assessment (including a translation task). - An End of Y9 assessment.
Why is it studied?	The topics chosen at the beginning of Y9 allow a review of key knowledge and skills in French such as the verbs “avoir” and “être” and a variety of tenses. It is an opportunity to introduce the imperfect tense. The vocabulary has been selected to increase the motivation of Y9 students.	The sequence of these two topics has been thoroughly planned as it allows students to develop their knowledge and skills further with the conditional tense.	Before Key Stage 4, it is important to look at the modal verbs more in depth and to ensure that tenses are well understood. The topic of “future plans” perfectly fits with the reality of Y9 students moving on to Y10 and thinking about what they are going to do next.



Year 10 (Pearson Edexcel)

	Autumn	Spring	Summer
Unit/Topics	Term 1.1: Tu as du temps à perdre ? <u>My Personal World.</u> <u>Media and Technology.</u> Vocabulary: • What you do online. • What you do to stay active. • What you watch. • Making plans to go out. • Last weekend. Grammar: • <i>Aimer</i> + noun • <i>Aimer</i> + infinitive • Present tense of regular -ER verbs. • Present tense of irregular verbs. • Forming and answering questions. • The near future tense. • The perfect tense. • Using two tenses together. Term 1.2: Mon clan, Ma tribu. <u>My Personal World.</u> Vocabulary: • Your identity. • Your weekend routine. • Friends and friendship. • What people look like. • Positive role models. • Celebrations. Grammar: • Emphatic pronouns. • Reflexive verbs in the present tense. • Sequencers and connectives. • Adjectives. • Direct object pronouns. • Present and perfect tenses. • Using 3 tenses.	Term 2.1: En Pleine Forme. <u>Lifestyle and Wellbeing.</u> Vocabulary: • Food and drinks. • Mealtimes. • A good mental health. • Illness and accidents. • Lifestyle changes. Grammar: • Vous- form imperative. • Partitive article. • Modal verbs. • Perfect tense of reflexive verbs. • The simple future tense. • Using 3 tenses. Term 2.2: Mon Petit Monde à Moi. <u>My Personal World.</u> <u>My neighbourhood.</u> Vocabulary: • Your town/village. • Directions. • Shopping for clothes. • Your ideal home. • Visiting another town or city. Grammar: • Demonstrative adjectives. • The pronoun “y”. • <i>Depuis</i>. • À or de + the definite article. • “De” to indicate possession. • “Si” clauses. • Questions in different tenses. • Phonics are taught in an embedded approach in all stages of the learning journey.	Term 3.1: Notre Planète <u>My neighbourhood.</u> Vocabulary: • The environment. • Numbers and percentages. • Geography and climate. • New technologies. Grammar: • Comparatives and superlatives. • The present tense of the passive voice. • The nous-form imperative. • En + present participle. • <i>En train de // venir de...</i> Exam techniques and preparation for End of Y10 assessments.

	Phonics are taught in an embedded approach in all stages of the learning journey.		
Key Assessment	- Vocabulary tests built in the curriculum. (Learning vocabulary is crucial for students to become proficient in languages). - A listening and reading assessment: it includes a translation task, French to English and a dictation. - A speaking assessment.	- Vocabulary tests built in the curriculum. (Learning vocabulary is crucial for students to become proficient in languages). - A listening and reading assessment: it includes a translation task, French to English and a dictation. - A writing assessment. (My neighbourhood).	- Vocabulary tests built in the curriculum. - End of Year 10 assessments: A listening and reading assessment. (all topics studied from the beginning of Year 10) and a writing assessment including a translation task, English to French).
Why is it studied?	We are following the thematic contexts by the exam board (Pearson Edexcel). A relevant and logical sequencing of the topics within each topic has been planned to ensure that the range and complexity of vocabulary and grammatical features increase over the time. There are many opportunities to revisit the foundation content learnt at KS3. The topics chosen for Term 1 create a relevant transition between KS3 and KS4. Within each topic, students are practising their comprehension (listening and reading) and productive skills (speaking and writing).	During this term, the complexity of grammatical and lexical contents increases. Students are systematically working on their comprehension (listening and reading) and productive skills (speaking and writing) for each topic.	



Year 11 (Pearson Edexcel)

	Autumn	Spring	Summer
Unit/Topics	Term 1.1: Numéro Vacances. <u>Travel and Tourism.</u> Vocabulary: • Holidays and accommodation. • Your ideal holiday. • What you can do on holiday. • Festivals. • Staycation activities. Grammar: • <i>Je voudrais // j’aimerais...</i> • The conditional tense. • Different types of questions. • The perfect and imperfect tenses. • Complex sentences with relative pronouns. • The perfect tense of modal verbs. • “si” clauses. Term 1.2: Ma vie scolaire <u>Studying and my Future.</u> Vocabulary: • School life. • Opinions with reasons. • School subjects. • Making progress at school. • What school used to be. • Learning languages. Grammar: • Comparative adjectives. • Impersonal verb structures. • Irregular verbs in the perfect tense. • The imperfect tense. • Using 3 tenses. Phonics are taught in an embedded approach in all stages of the learning journey.	Term 2.1: Mes projets d’avenir. <u>Studying and my future.</u> Vocabulary: • Summer plans. • Future plans and hopes. • Travelling and earning money. • Future career paths. • Jobs. Grammar: • 3 different tenses to express the future. • Avoir + a past participle. • “être” in the perfect tense. • Using infinitive as nouns. • Verbs followed by “à” or “de” Phonics are taught in an embedded approach in all stages of the learning journey. Preparation for Speaking Prep examination.	Exam techniques and preparation for Speaking examination. (Read aloud, Role-play cards and photocards, conversation). Exam practice for listening, reading and writing examinations.

Key Assessment	- Vocabulary tests built in the curriculum. (Learning vocabulary is crucial for students to become proficient in languages) - A writing assessment. (Travel and Tourism). - Y11 prep examinations (Listening, reading papers).	- Vocabulary tests built in the curriculum. (Learning vocabulary is crucial for students to become proficient in languages) - A listening and reading assessment. It includes a translation task, French to English and a dictation. - Speaking prep examination (Read aloud, Role-play, photo card and conversation practice).	- Speaking GCSE examination. (April) - Listening and Reading GCSE Examinations. - Writing GCSE Examination
Why is it studied?	Whilst planning the curriculum, we make sure that the learning experience is relevant to students. It is easier to talk or write down about holidays after the summer break. Then, we move on to the last theme. Complex features such as the imperfect tense are revisited.	Once again, as Year 11 are deciding what they will be doing after their GCSE, it seems logical to talk or write down about jobs and future plans in French. This unit gives students an opportunity to revisit some very difficult features of the language and to achieve the highest grades.	