

## Curriculum Summary French

<b>Overall curriculum intent</b>	To develop students' understanding and appreciation of other cultures and languages, to build their communication skills and transferable language skills to support them in future employment, and to continue to improve outcomes at GCSE for all.
<b>Culture</b>	All years will focus on aspects of the culture of France and French-speaking countries. We use authentic videos and texts. Also, when possible, we run a trip to France in Year 7 and take part in the annual Have Your Say competition with other Essex schools.
<b>Skills</b>	All years will regularly cover the skills of listening, speaking and pronunciation, reading, writing and translation, with an additional focus on these skills in an exam context for years 9-11.
<b>Assessment</b>	Years 7-10 will have summative assessment at the end of the year. There will also be end of unit assessments. Year 11 will have mocks in November and March, with a speaking mock in January.
<b>Cumulative learning</b>	Lessons will link to prior recent learning, with regular revisiting of past material, for example, through vocabulary tests. Grammar is taught explicitly in lessons, and builds on each pupil's cumulative grammar knowledge.
<b>Sequenced learning</b>	Learning is sequenced as summarised below, but there are variations in Years 7-8 as lower sets have more lessons in French. Progress through the sequence may occasionally vary due to the needs of the class.

<b>Year 7</b>	<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
All pupils study French, and sets 1-4 will also study Spanish.	We use the Accès text book course introducing the topics of greetings, birthdays, numbers, the alphabet, classroom, hobbies, opinions, colours, animals, family, where we live, and Christmas. In terms of grammar, we cover the gender of nouns, words for 'the' and 'a' and plurals. We also look at adjectives and agreement, basic connectives, asking simple questions and learn how to give our opinions and reasons for them. Phonics is another important aspect of learning a language and we focus	We continue with the Accès book looking at what we eat and drink, countries and the weather. We also introduce time phrases to add complexity to work. Then we move to the Studio 1 text book and look at personal description and begin the school topic, including telling the time and food. We look at the patterns of regular verbs and the verbs 'avoir' (to have) and 'être' (to be), working with the pronouns I, you (tu), he, she and we (on). Pronunciation and	Finishing the school topic, we introduce the partitive article (some) and new question forms, while doing further work on verbs. Some classes will move on to free time, sports, hobbies and technology, including the verb 'faire' and 'jouer à' and using two verbs together. We continue to focus on learning the sounds of French as we learn vocabulary.

	on the pronunciation of new sounds and words.	intonation remain a focus in each lesson.	
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<b>Year 8</b>	<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
All pupils study French. Sets 1-4 also study Spanish. At the end of Year 8, pupils who have studied both languages will be asked to express their preferred language to study to GCSE. Progress will be taken into account and places will be subject to staff availability.	We use the Studio 2 Rouge and Vert text books according to the class. We start with the topic of free time, including TV, cinema, reading, technology and activities with friends. Grammar topics include a revision of regular -er verbs (some will cover -ir and -re verbs), negatives, and the verbs 'avoir', 'être', 'aller' and 'faire'. We then begin the Paris topic, looking at what tourists can do. Phonics remains a key aspect of learning throughout year 8 and most lessons will include speaking activities.	Within the Paris topic we introduce the perfect tense to talk about a past visit and new question forms in the context of visiting monuments. Some will cover irregular perfect tenses and verbs which take 'être'. We also consider famous Paris landmarks and cultural events.	We move on to the topic of identity, including personality, clothes style, friendship, music and favourite activities. Grammar topics revise adjective agreement, present tense with 'on', the near future tense and further aspects of the perfect tense. Some will cover reflexive verbs. Some pupils will also cover the topic of local area (where I live or would like to live, my house, meals, pancake day and carnival). This includes further work on the near future tense, prepositions and quantities. Some pupils will also study comparatives. If time permits, we often do a French film project at the end of the summer term.

<b>Year 9</b>	<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
All students continue to study one language in year 9. We use the Pearson Edexcel Studio text books (Foundation and Higher Tier books). All classes follow the 'Identity and culture' theme, covering three GCSE modules (Who am I?	The topics in Module 1 include friendship, family relationships, personal description, planning trips out, trips out in the past, and role models. In terms of grammar, pupils revise the verb 'aller', near future and perfect tenses, reflexive verbs, and adjective	Module 2 covers free time including cinema, TV, sport, and technology. Grammar topics include 'depuis', irregular verbs in the present tense, negatives, comparatives and the perfect tense. Some will study superlatives, relative pronouns, the	Module 3 looks at food, clothing, daily routine, shopping and shopping dialogues, celebrations and cultural festivals. Grammar topics include the partitive article (some), adjective agreement, modal verbs, questions including

Leisure time, and Daily routine, food and festivals). Each module includes links to prior learning, revision and exam skills.	agreement. Some pupils will learn a new tense, the imperfect.	imperfect tense and direct object pronouns.	use of 'quel', the near future tense and irregular perfect tense. Some will cover polite forms of address, the pronoun 'en', and 'venir de'. Some will be able to work in four tenses.
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<b>Year 10</b>	<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
We continue to use the Studio text books for Foundation and Higher Tier as appropriate. A few pupils (usually fewer than 10%) will take Additional Studies instead of a language. Each module includes work on exam skills.	We look at our town and local area in Module 4. This includes description of the area, its attractions and climate, dialogues connected with visiting places of interest, and giving advantages and disadvantages of the area. Some will also look at local action projects to improve the area. Grammar topics include superlatives, irregular adjectives, saying what we would like to do, negatives and basic imperfect tenses. Some will also learn the simple future tense.	Module 5 covers travel and tourism. This includes holiday vocabulary, hotel, travel and restaurant dialogues and describing holiday disasters. Grammar topics include 'nous' and 'vous' forms, further work on comparatives and reflexive verbs and working in three time frames. Some will learn the conditional tense, reflexive verbs in the perfect tense and the pluperfect tense.	In the summer term we move to the school theme, Module 6. We look at school subjects, opinions and the school environment, differences between the education system in France and England, school rules, achievements and trips. Grammar topics include verbs in the third person plural, 'il faut', and basic imperfect (Foundation). Some pupils will study the imperative and working in multiple time frames.

<b>Year 11</b>	<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
We continue to use the Studio text books for Foundation and Higher Tier as appropriate. We cover the themes of work and future ambitions, and the environment, before	Module 7 covers work and future plans, including higher education. The Foundation Tier book introduces the simple future and conditional tenses, long adverbs and using the perfect	We begin this term with preparation for speaking mocks and these take place in January. Then we move onto topic, grammar and skills revision, with further mocks in March.	Speaking exams take place soon after Easter, followed by targeted revision for listening, reading and writing exams.

<p>moving on to revision. Students with a home language which in which GCSE exams are offered are able to sit an additional GCSE in this language.</p>	<p>and imperfect tenses together. Those studying for Higher Tier will also cover the perfect infinitive, the subjunctive and direct objects in the perfect tense. Most of Module 8 will also be covered before mock exams. This includes looking at global issues and personal actions we can take to protect the environment, ethical shopping, volunteering and big events. Grammar includes revising tenses, saying what we can do, and the passive. Some pupils will cover how to say what we could and should do and indirect object pronouns.</p>		
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