

Curriculum Summary French

Overall curriculum intent	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.
Culture	All years will focus on aspects of the culture of France and French-speaking countries. We use authentic videos and texts. We also run a trip to France in Year 7 and in Y8 and take part in the National Languages Competition to inspire language learning.
Skills	All years will regularly cover the skills of listening, speaking, reading, writing and translation, with an additional focus on these skills in an exam context for years 9-11. Moreover, pronunciation, dictation and spelling will be at the core of our teaching for years 7-8 and 9, to reflect the changes of the New Specification.
Assessment	Years 7-10 will have a summative assessment at the end of the year. There will also be end of unit assessments and regular vocabulary and spelling tests. Year 11 will have mocks in November and March, with a speaking mock in January.
Cumulative learning	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.
Sequenced learning	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.

Year 7	Autumn term	Spring term	Summer term
All pupils study French, and sets 1-3 will also study Spanish.	We use the Dynamo 1 textbook course introducing the topics of greetings, numbers, the alphabet, family, classroom, opinions, hobbies and describing oneself. In terms of grammar, we cover the gender of nouns, words for 'the' and 'a' and plurals. We also look at adjectives and agreement, the verbs to have, to be and to like, qualifiers and negatives. Phonics is another important aspect of learning a language and we focus on the	Within the topic of school, we look at subjects, the time, colours, uniform, and the school day. We then move onto the free time topic, weather, sports and activities. We learn the verbs 'jouer' and 'faire' and combine an opinion with an infinitive verb. We practise basic connectives and how to ask questions in French. Pronunciation and intonation remain a focus in each lesson.	Within the family topic, we learn about family members, where we live, animals and what we eat. Then, we move onto the topic of my town and where we go, and eat out. We introduce the verb 'aller' and the future tense to talk about future activities. Also, we look at how to say what we want to do. We continue to focus on learning the sounds of French as we learn vocabulary.

	pronunciation of new sounds and words.		
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Year 8	Autumn term	Spring term	Summer term
<p>All pupils study French. Sets 1-3 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 for GCSE. Progress will be taken into account and places will be subject to staff availability.</p> <p>In Y8 we use the Dynamo 2 Rouge and Vert textbooks according to the class.</p>	<p>We start with the topic of holidays and a grammar focus on revising the auxiliary verbs “to be” and “to have” in the present tense, to then build on the past tense. We then move on to celebrations and explore French and French speaking countries’ festivities, including traditional foods. Grammar topics include a revision of regular -er verbs, using the partitive article (du, de la, des), and the near future tense. Phonics remains a key aspect of learning throughout year 8 and most lessons will include speaking activities as well as reading out and dictation tasks.</p>	<p>We then move on to talk about free time, including TV programs, actors and actresses, talking about digital technology and arranging to go to the cinema. This module focuses on using adjective agreement, using the 24h clock, using negatives and recognising the perfect tense in French. We then move on to talking about where we live, helping out at home and daily routine. In terms of grammar, the module covers the use of the modal verbs “to be able to” and “to have to” in French as well as the use of reflexive verbs.</p>	<p>We move on to the topic of sport, including giving directions, injuries and illnesses. We express opinions about sports and talk about sports people. Grammar topics go over the verbs “to do” and “to play” a sport in French, using the “vous” form in the imperative and practising translations skills, with a focus on cognates.</p>

Year 9	Autumn term	Spring term	Summer term
<p>All students continue to study one language in year 9. We use the Pearson Edexcel Studio textbooks (Foundation and Higher Tier books). Sets 1-6 follow the ‘Identity and culture’ theme, covering three GCSE modules (Who am I? Leisure time, and Daily routine, food</p>	<p>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 agreement. Some pupils will learn a new tense, the imperfect.</p>	<p>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 imperfect tense and direct object pronouns.</p>	<p>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 use of ‘quel’, the near future tense and irregular perfect tense. Some will</p>

and festivals). Each module includes links to prior learning, revision and exam skills.			cover polite forms of address, the pronoun 'en', and 'venir de'. Some will be able to work in four tenses.
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Year 10	Autumn term	Spring term	Summer term
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 will be working using multiple time frames.

Year 11	Autumn term	Spring term	Summer term
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 moving on to revision. Students with a home language	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 and imperfect tenses together. Those studying for Higher Tier will also	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>which in which GCSE exams are offered are able to sit an additional GCSE in this language.</p>	<p>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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