### Curriculum aims

**Key Stage 3**

The KS3 French curriculum aims to give all students the ability to ask and answer questions in the target language, express opinions in a variety of ways and be able to talk about events in three tenses. Questioning is key as a starting point to the language as it gives students confidence to communicate, whilst developing a more explicit emphasis on tenses in year 9. Grammar is introduced implicitly first and revisited explicitly later on in the curriculum. This allows our students greater ownership of the language they create and ensure that they are ready to step into GCSE in year 10.

We strongly believe that learning French is a hugely enriching subject for all our learners. We think that a knowledge of French language and culture, our closest neighbours, is an essential part of a well-rounded education. French is also a demanding academic discipline and therefore it develops thinking skills, logic, attention to detail and quality of concentration in very specific ways. Those attributes prepare students to the world of work whichever area they will go into as we aim to provide a curriculum that enhances both students’ personal and professional lives.

### Curriculum Delivery

**Year 7**

Students learn sentences in French (a parallel text). Those sentences function as a model for all the key structures studied in the module. Students then learn how to substitute vocabulary and phrases using sentence builders and extensive practice. This will include developing listening and readings skills. In doing so, they progressively develop independence from all support in order to produce accurate independent French in both speaking and writing from memory.

### Curriculum Content

**Year 7**

**Students have 5 lessons a fortnight in year 7**

**Students in the support group have 2 lessons a fortnight and follow a cultural pathway into the language.**

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Focus Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introducing myself and talking about my new schools.</td>
<td>• Daily Routine, Time and reflexive verbs.</td>
</tr>
<tr>
<td>• Expressing opinions about my school.</td>
<td>• Where you go in town</td>
</tr>
<tr>
<td>• Family members</td>
<td>• The verb ‘aller’</td>
</tr>
<tr>
<td>• Physical descriptions</td>
<td>• Learning about Paris</td>
</tr>
<tr>
<td>• The verbs ‘avoir’ and ‘être’</td>
<td>• Expressing future plans</td>
</tr>
<tr>
<td>• Adjectival agreements</td>
<td>• Talking about holiday plans</td>
</tr>
<tr>
<td>• Free-time activities</td>
<td></td>
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<tr>
<td>• Present tense of regular verbs and ‘faire’</td>
<td></td>
</tr>
<tr>
<td>• Asking more complex questions</td>
<td></td>
</tr>
</tbody>
</table>

- The verbs ‘avoir’ and ‘être’
- Adjectival agreements
- Free-time activities
- Present tense of regular verbs and ‘faire’
- Asking more complex questions
### Curriculum Delivery

**Year 8**

Students learn sentences in French (a parallel text). Those sentences function as a model for all the key structures studied in the module. Students then learn how to substitute vocabulary and phrases using sentence builders and extensive practice. This will include developing listening and reading skills. In doing so, they progressively develop independence from all support in order to produce accurate independent French in both speaking and writing from memory.

#### Curriculum Content

**Year 8**

- Invitations. Asking someone out.
- Using modal verbs.
- Accepting and refusing.
- Talking about clothes.
- The future tense - saying what you are going to wear.
- Week-end plans
- Explicit learning of the near future tense.
- Using comparatives and superlatives.

**Year 9**

- Describing what you did at Christmas
- Introduction to the Perfect tense.
- Festivals
- Food and Drink
- Describing co-occurring actions.
- Mes Vacances: Talking about holiday destinations. Starting to use three tenses with support.

**Students have 3 - 6 lessons a fortnight in year 8**

### Curriculum Delivery

**Year 9**

Students learn sentences in French (a parallel text). Those sentences function as a model for all the key structures studied in the module. Students then learn how to substitute vocabulary and phrases using sentence builders and extensive practice. This will include developing listening and reading skills. In doing so, they progressively develop independence from all support in order to produce accurate independent French in both speaking and writing from memory.

#### Curriculum Content

**Year 9**

- Talking about myself, the qualities of a good friend and family relationships.
- Using three tenses more independently.
- Introduction of the imperfect tense

**Free time:**

- Talking about the benefits of sports.
- Talking about cinema and TV
- Talking about an evening out.

**My future plans:**

- Careers and choices.
- Expressing intentions and giving reasons.

**Daily life & Celebrations:**

- Revision of food, meals, clothes, modal and reflexive verbs
- Talking about Festivals in France.

**Students have 3 - 6 lessons a fortnight in year 9**
### Curriculum aims

**Key Stage 4**

The KS4 curriculum builds on the foundations of communication established in KS3. Students will study more contemporary issues, allowing them to develop their ability to express opinions and points of view on increasingly mature topics.

A gradual increase in the sophistication of students’ written work is also something we believe to be vital elements of our KS4 curriculum. This is underpinned by a more acute focus on grammatical accuracy as well as developing students’ ability to narrate and describe in the target language.

Over the course of the two years student study modules covering the following three GCSE themes:

- **Theme 1:** Identity and culture
- **Theme 2:** Local, national, international and global areas of interest.
- **Theme 3:** Current and future study and employment.

### Curriculum Delivery

**Years 10 & 11**

Students learn sentences in French (a parallel text). Those sentences function as a model for all the key structures studied in the module. Students then learn how to substitute vocabulary and phrases using sentence builders and extensive practice. This will include developing listening and readings skills. In doing so, they progressively develop independence from all support in order to produce accurate independent French in both speaking and writing from memory.

Students benefit from a range of supportive grammar and revision resources including online access in order to enhance and develop independent work and self-study skills.

### Curriculum Content

**Year 10 & 11**

**Students have 5 lessons a fortnight for GCSE French.**

<table>
<thead>
<tr>
<th>AQA GCSE French</th>
<th>Holidays</th>
<th>Employment</th>
<th>Personal, social and global issues</th>
<th>Examination Revision</th>
</tr>
</thead>
</table>
| **Free time**   | • Dream holiday destinations  
• Transactional role plays  
• Writing an extended essay | • Discussing career choices, hopes and wishes.  
• Talking about work experience.  
• Applying for jobs and understanding case studies. | • Relationships  
• Marriage & partnerships  
• Environment protection at home  
• Global issues  
• Voluntary work  
• Poverty/homelessness | |
| **Music**       |          |            |                                   |                     |
| **Reading**     |          |            |                                   |                     |
| **Local Area**  |          |            |                                   |                     |
| • House & Home  |          |            |                                   |                     |
| • Describing my region | | | | |
| • Talking about past events | | | | |
| • Transactional role-plays | | | | |
| • Directions    |          |            |                                   |                     |
| • Action on local issues | | | | |