

Curriculum Overview – French

Introduction

This document outlines the curriculum and key considerations including:

- Aims and purpose
- Alignment with the whole school provision and curriculum intent
- A summary programme of study which includes sequencing of taught content

We use the National Curriculum as our statutory foundation and broadly share its principles and aims including:

- ‘To provide pupils with an introduction to the essential knowledge that they need to be educated citizens. To introduce pupils to the best that has been thought and said; and help engender an appreciation of human creativity and achievement’.
- To prepare students to be confident in themselves, to have a fulfilled and successful life beyond our school – one where they contribute positively to society.
- Our statutory curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond statutory specifications.
- Provision of a framework of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.
- The wider school curriculum includes an extensive range of opportunities and activities that are routinely available to students, are inclusive and reflect our diverse community.

Numeracy and literacy

Teachers should take opportunities to develop pupils’ mathematical fluency, spoken language, reading, writing and vocabulary within their specific discipline and in line with the expectations laid out in our school curriculum statement.

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

DFE 2013

Wolfreton Curriculum Intent

Our Modern Foreign Languages curriculum is underpinned by our Intent statement:

Your passport to the world!

To inspire a passion for and create awareness of different cultures. To develop resilience, confidence and courage and enable you to stand out from the crowd and to embrace difference.

Curriculum Aims

The Wolfreton School curriculum for Modern Foreign Languages aims to ensure that all pupils:

- Develop proficiency in listening, speaking, reading, and writing in at least one foreign language, with a focus on effective communication and real-world application.
- Gain a deep understanding of the cultures, customs, and values of the countries where the target language is spoken, fostering respect and appreciation for cultural diversity.
- Build critical thinking and problem-solving skills by using language in new contexts, interpreting meaning, and adapting to different communication styles.
- Explore connections between their own language and the foreign language, enhancing their understanding of both linguistic systems.
- Develop confidence to engage in authentic conversations, express opinions, and articulate ideas in a range of contexts, from everyday situations to complex discussions.
- Cultivate a lifelong curiosity and passion for language learning, empowering them to explore new languages and cultures throughout their lives.
- Understand the importance of languages in the modern world, including how multilingualism opens opportunities for travel, work, and global collaboration, and how [they have a role to play as informed global citizens](#).

Building on prior learning

By the end of Key Stage 2, students should be able to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. They should be developing the ability to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*

- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing

What are the knowledge and skills gaps?

- Vocabulary gaps – student knowledge of vocabulary can vary due to previous exposure and ability to retain new information.
- Grammatical knowledge – Student understanding of grammatical terms and their application.
- Verb formation – conjugating verbs in a variety of tenses.
- Use of complex language structures.

Curriculum Structure

Teaching of French or Spanish focuses on developing the breadth and depth of pupils’ competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It enables pupils to understand and communicate personal and factual information beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy.

Discipline	Communication Skills	Grammatical Skills
Listening	Develop listening skills through: <ul style="list-style-type: none"> • Classroom conversations • Songs, poems, and stories • Exposure to native speech • Practicing comprehension with structured support • Authentic dialogues, podcasts, and news in the target language • Recognising vocabulary in formal and informal settings • Listening for detail vs. listening for gist • Listening to target language media outside the classroom • Developing exam techniques 	Verb Conjugations (Regular and Irregular) <ul style="list-style-type: none"> • Understand and use a range of common regular and irregular verbs in the present tense with accuracy. • Apply conjugation rules for key verbs in different tenses (e.g., past, future, conditional) to communicate about various timeframes. • Use correct verb forms in spoken and written sentences to describe actions and events. Gender and Number Agreement (Nouns, Articles, and Adjectives) <ul style="list-style-type: none"> • Recognise and apply gender and number agreement between nouns, articles, and adjectives in different contexts. • Use correct forms of adjectives and articles based on gender and number when describing objects, people, and places.
Speaking	Develop speaking skills through: <ul style="list-style-type: none"> • Use of modelled dialogue • Guided speaking practice • Dealing with spontaneous situations 	

	<ul style="list-style-type: none"> • Peer conversations • Engaging in classroom discussion • Asking and answering questions • Developing expressive language (e.g. opinions, emotions) • Debates and discussions • Mastering descriptive language • Narrating past, present and future events or plans • Practice of pronunciation and phonics • Developing confidence through simulating real life situations • Developing exam techniques 	<ul style="list-style-type: none"> • Ensure grammatical agreement in both spoken and written work by editing and self-correcting as needed. <p>Sentence Structure</p> <ul style="list-style-type: none"> • Construct accurate sentences following subject-verb-object word order, appropriate to the target language. • Expand sentences with additional phrases, including adjectives and prepositional phrases, to convey more complex ideas. • Manipulate word order to form questions, negatives, and statements, showing understanding of sentence structure variations. <p>Use of Tenses</p> <ul style="list-style-type: none"> • Use appropriate tenses (e.g., present, past, future, conditional) to communicate about different timeframes in everyday and formal situations. • Demonstrate fluency in switching between tenses when speaking or writing about a variety of topics. • Understand and apply tense rules to discuss past events, future plans, or hypothetical situations. <p>Prepositions and Conjunctions</p> <ul style="list-style-type: none"> • Incorporate prepositions of place, time, and movement correctly in sentences to give precise details. • Use conjunctions effectively to link ideas and create more cohesive sentences in spoken and written communication. • Apply a range of more complex conjunctions (e.g., although, because, if) to form compound and complex sentences. • Form accurate questions using appropriate question words and word order for the target language. <p>Questions and Negatives</p> <ul style="list-style-type: none"> • Create negative sentences using the correct negation structures to express refusal, disagreement, or absence.
<p>Reading</p>	<p>Develop reading skills through:</p> <ul style="list-style-type: none"> • Introduction to simple texts • Building a good knowledge of vocabulary • Focus on high-frequency words • Understanding paragraphs and short stories • Understanding formal and informal writing • Inferring meaning from context and using situational clues • Applying grammatical knowledge • Recognising patterns • Identifying tenses • Identifying distractors • Reading extended texts • Developing exam techniques 	
<p>Writing</p>	<p>Develop writing skills through:</p> <ul style="list-style-type: none"> • Understanding and applying simple and complex grammar structures • Developing high-frequency vocabulary • Use of scaffolding and support (e.g. writing frames, gap fill activities and sentence builders) • A focus on accurate spelling and punctuation • Correct use of accents • Developing use of conjunctions • Expressing opinions and justifications • Narrating past, present and future events or plans • Using formal and informal language • Using synonyms and idiomatic expressions 	

	<ul style="list-style-type: none"> • Writing extended passages • Acting on verbal and written feedback • Responding to prompts • Developing exam techniques 	<ul style="list-style-type: none"> • Respond to and ask questions fluently in both formal and informal contexts, using inversion or intonation where necessary.
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Cultural Knowledge - Our students develop cultural understanding of the target language speaking world through:

- introduction to everyday life and customs
- authentic media from the target language speaking world
- an understanding of festivals, holidays, celebrations and traditions
- key vocabulary relating to the target language speaking culture
- exploring historical contexts
- music and films
- researching and presenting
- learning about contemporary figures.
- exploring regional differences
- developing respect for diversity
- cultural reflection
- educational visits

Phonics - Our students develop knowledge of phonics and pronunciation through:

- introduction to key sound patterns and pronunciation
- introduction to the alphabet
- a range of phonics exercises
- demonstration and practice of correct pronunciation from the outset
- awareness of common sound-spelling correspondences
- exposure to different accents and dialects
- building confidence in pronunciation through speaking
- regular formative feedback
- understanding the role of stress and intonation
- reading aloud tasks
- dictation tasks

Vocabulary Development – Our students cumulatively acquire vocabulary through:

- learning essential everyday vocabulary
- using high-frequency words related to familiar topics
- regular vocabulary tests and retrieval activities
- expanding lexical knowledge through thematic learning
- use of authentic materials
- reinforcement through practice and repetition
- short written tasks designed to create opportunities to apply vocabulary actively
- developing strategies for independent vocabulary learning
- developing dictionary skills
- applying vocabulary in exam contexts.

Curriculum Sequencing

Key Stage 3: Year 7 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	Module 1 - Access Studio <ul style="list-style-type: none"> • Meeting and greeting people. • Counting to 21. • Saying how old you are. • Learning the days of the week and months of the year. • Saying when your birthday is. • Saying what is in your school bag. • Describing your classroom. • Talking about hobbies, likes and dislikes. • Using colours. • Talking about family and pets. • Use the connectives 'et', 'mais' and 'aussi'.Talk about what is in my survival kit. • Say what is important to me. • Describe myself • Use the intensifiers 'trés' and 'assez'. 	Module 3 - Mes pasetemps <ul style="list-style-type: none"> • Talk about computers and mobile phones. • Talk about which sports I play. • Give opinions about free time activities. • Say what I like and dislike doing. • Describe what other people do. Module 4 - Ma zone <ul style="list-style-type: none"> • Talk about my town or village. • Give directions. • Talk about where I go at the weekend. • Asking someone to go somewhere. • Saying what you can do in a town. 	Module 5 - 3..2..1 Partez! <ul style="list-style-type: none"> • Talking about my holidays. • Talking about getting ready to go out. • Buying drinks and snacks. • Talking about holiday plans. • Saying what I would like to do. Module 6 - Cultural Aspects (School life in France) Based around the film Le Petit Nicolas <ul style="list-style-type: none"> • Introduction to the Story and Characters of Le Petit Nicolas • Typical School Day in France vs. the UK: Timetables, Subjects, and School Hours • School Routines and Rules in French Schools

	<ul style="list-style-type: none"> Describe someone else. Describe a musician <p>Module 2- Mon collègue</p> <ul style="list-style-type: none"> Talk about school subjects. Ask which subjects other people like. Give my opinion about school subjects. Describe my school timetable. Use the 12 hour clock to say when my lessons are. Describe my school day. <p>Talk about food.</p>		<ul style="list-style-type: none"> French School Uniforms and Dress Code (or lack thereof) Structure of the French Education System: Primary, Collège, Lycée Comparison of French and UK School Traditions and Celebrations (e.g., La Rentrée, Fête de l'École) Friendships and Social Life in French Schools French Lunch Culture: The Importance of School Lunches and the Canteen Discipline and Teacher-Student Relationships in France vs. the UK Famous French Childhood Games and Hobbies Represented in Le Petit Nicolas
Grammar	<p>Module 1 - Access Studio</p> <ul style="list-style-type: none"> Spelling in French Phonics and sounds Using plurals Using le, la, les – the definite article 'the' Using adjectives. Using possessive adjectives Using the verb 'to be' Use regular –er verbs (je, tu, il/elle forms). Use 'ne...pas'. Use Qu'est-ce que... Use 'avoir' (je, tu, il/elle forms) Use 'être' (je, tu, il/elle forms) Use singular adjectives. Use plural adjectives. Use possessive adjectives. 	<p>Module 3 - Mes passetemps</p> <ul style="list-style-type: none"> Using regular -er verbs in the present tense Using jouer à Using the verb 'faire' Using 'aimer' + infinitive Talking about other people (ils/elles) Using possessive adjectives (son/sa/ses) <p>Module 4 - Ma zone</p> <ul style="list-style-type: none"> Using "il y a" (there is/are) and "il n'y a pas de" (there isn't/aren't) Reviewing the indefinite article Using "tu" and "vous" (informal and formal you) Using "à" + the definite article Present tense of "aller" (to go) Using "vouloir" (to want) + infinitive Formulating and responding to invitations 	<p>Module 5 - 3..2..1 Partez!</p> <ul style="list-style-type: none"> Writing skills: attaining a higher level by including a reason Writing skills: using expressions of time and frequency to improve sentences Reading strategies: using what you know Using a dictionary to find out gender Speaking skills: personalising a response by including opinions and reactions <p>Module 6 - Cultural Aspects (School life in France)</p> <p>No new grammatical concepts are introduced in this unit. Students will focus on reviewing, practising and bringing together the grammar they have learnt throughout the year to</p>

	<ul style="list-style-type: none"> Use 'je', 'tu', 'il' and 'elle' forms of regular -er verbs + 'avoir' and 'être'. <p>Module 2- Mon collègue</p> <ul style="list-style-type: none"> Asking Questions Agreeing and disagreeing Looking up new words in a dictionary Using the 12hour clock Using 'on' to describe 'we' Using the partitive article (du/de la/de l'/des) <p>Developing spontaneous speaking</p>	<ul style="list-style-type: none"> Using "pouvoir" (can) + infinitive <p>Using "si" clauses (if clauses)</p>	communicate accurately and in detail about school life in France.
Assessment	Listening assessment to check understanding of the above knowledge	Reading assessment on the topic of School. Writing assessment on the topic of Free Time	Writing Assessment on the topic of Town End of Year Exam – Listening reading and writing covering all Year 7 topics.

Key Stage 3: Year 8 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	<p>Module 1 T'es branché</p> <ul style="list-style-type: none"> Talking about television programmes. Talking about films. Giving opinions about reading. Talking about the internet Talking about what you do in different weather Talking about your favourite television programmes, films and books <p>Module 2 Paris je t'adore</p> <ul style="list-style-type: none"> Saying what you can do in Paris 	<p>Module 3 Mon identité</p> <ul style="list-style-type: none"> Talking about personality Talking about friendships Talking about music Talking about clothes Talking about last weekend <p>Module 4 Chez moi chez toi</p> <ul style="list-style-type: none"> Saying where you would like to live Describing your home Talking about meals 	<p>Module 5 Quel talent</p> <ul style="list-style-type: none"> Talking about talent and ambition Saying what you must and can do Telling someone what to do Describing people's personalities Showing how much you can do with the French language <p>Module 6 - Cultural Aspects: The Francophone World</p> <p>Based around the film Comme un Lion</p>

	<ul style="list-style-type: none"> • Saying what you like doing • Asking for tourist information • Saying what you visited and what it was like <p>Saying what you did</p>	<ul style="list-style-type: none"> • Discussing what food to buy <p>Talking about a forthcoming event</p>	<ul style="list-style-type: none"> • Geography of the Francophone World: Key Regions and Countries Where French Is Spoken • Senegal and West Africa: Introduction to the Setting of Comme un lion • Differences in French Accents and Vocabulary Across the Francophone World • Exploration of African Values in Comme un lion: Family, Community, and Tradition • Vocabulary Focus: Everyday French Phrases and Vocabulary in a Senegalese Context • Francophone Customs and Traditions: From Senegal to Canada, the Caribbean, and Beyond • Understanding Migration and the Theme of Opportunity in Francophone Cultures • Famous Francophone Festivals and Celebrations (e.g., Festival de Cannes, Montreal Jazz Festival)
Grammar	<p>Module 1 T'es branché</p> <ul style="list-style-type: none"> • Using subject pronouns: je, tu, il, elle • Using j'aime, j'adore and je déteste • Using un, une and le, la, les • Using the verb faire –er verbs (singular) • ne ... pas questions with Qu'est-ce que and Est-ce que • adjective agreement • present tense of être (singular) pronunciation: stressing all syllables equally – including intensifiers, connectives and opinions to improve writing 	<p>Module 3 Mon identité</p> <ul style="list-style-type: none"> • Adjectival agreement • More practice with the pronoun on • Giving opinions • Using the near future tense • Using the perfect tense • developing reading strategies: using questions • presentation skills • checking your work <p>Module 4 Chez moi chez toi</p> <ul style="list-style-type: none"> • Using j'habite and je voudrais habiter 	<p>Module 5 Quel talent</p> <ul style="list-style-type: none"> • Using the infinitive • Using devoir and pouvoir + infinitive • Using the imperative • Using more adjectives • Using a variety of structures • developing reading skills • developing writing skills <p>Module 6 - Cultural Aspects: The Francophone World</p>

	<ul style="list-style-type: none"> the definite article the indefinite article adjective agreement present tense of avoir (singular) the present tense: aller and faire on verb forms present tense of aller (singular) – getting details right <p>Module 2 Paris je t'adore</p> <ul style="list-style-type: none"> 'on peut' 'j'aime' + infinitive Question words The perfect tense Past participles Listening for gist Listening for detail Reading texts of varying length and style Reading for gist Reading for detail <p>Writing creatively</p>	<ul style="list-style-type: none"> Using prepositions Using du, de la, de l', des Using il faut + infinitive More practice with the near future developing listening skills: predicting developing writing skills: creating and using a checklist 	<p>No new grammatical concepts are introduced in this unit. Students will focus on reviewing, practising and bringing together the grammar they have learnt throughout the year to communicate accurately and in detail about the Francophone world.</p>
Assessment	<p>Reading assessment to check understanding of the above knowledge.</p> <p>Writing assessment describing your local area.</p>	<p>Listening assessment to check understanding of the above knowledge.</p> <p>Reading comprehension activities on the topic of house and home.</p>	<p>End of Year Exam – Listening, Reading and Writing assessment to check understanding of all Year 8 topics.</p>

Key Stage 3: Year 9 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	<p>Module 1 Ma vie sociale d'ado</p> <ul style="list-style-type: none"> Describing yourself 	<p>Module 3 A l'horizon</p> <ul style="list-style-type: none"> Discussing your future 	<p>Module 5 Moi dans le monde</p> <ul style="list-style-type: none"> Discussing what you are allowed to do

	<ul style="list-style-type: none"> • Talking about Facebook • Inviting someone out • Describing a date • Describing a music event • Finding out about music festivals around the world <p>Module 2 Bien dans sa peau</p> <ul style="list-style-type: none"> • Learning the parts of the body • Learning about sport • Talking about healthy eating • Making plans to get fit • Describing levels of fitness • Learning about French sportsmen and women 	<ul style="list-style-type: none"> • Learning languages • Talking about your job • Describing what your job involves • Talking about your ambitions • Investigating unusual jobs <p>Module 4 Spécial Vacances</p> <ul style="list-style-type: none"> • Saying what you did during the holidays • Describing a visit to a tourist attraction • Saying where you went and how • Giving opinions on holiday activities • Describing what you thought of a film 	<ul style="list-style-type: none"> • Explaining what's important to you • Talking about things you buy • Describing what makes you happy • Learning about human rights issues <p>Module 6 - Cultural Aspects: Celebrity Culture Based around documentaries on Mbappé (footballer) and Stromae (singer)</p> <ul style="list-style-type: none"> • Introduction to Kylian Mbappé and Stromae: Background, Achievements, and Impact • Vocabulary Focus: Key Terms Related to Sports, Music, and Fame • The Role of Football in French and Francophone Culture: Mbappé's Rise and Influence • The Influence of Francophone Music Worldwide • Discussion of Fame, Identity, and National Pride in Francophone Countries • Francophone Countries in the Spotlight: French, Belgian, and African Influences • Language Focus: Common French Expressions Used in Sports and Music Contexts • Exploration of Mbappé's Philanthropy and Social Impact in France and Abroad • Themes in Stromae's Music: Mental Health, Identity, and Societal Issues • Introduction to Other Francophone Celebrities: Musicians, Athletes, and Influencers • Francophone Celebrity Fashion and Cultural Trends: How Celebrities Influence Youth Culture
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Grammar	<p>Module 1 Ma vie sociale d'ado</p> <ul style="list-style-type: none"> Using present tense verbs Giving opinions Using direct object pronouns Developing writing skills Using adjectival agreements Using the near future tense Using the perfect tense Reading for gist Using three tenses Using expressions of frequency <p>Module 2 Bien dans sa peau</p> <ul style="list-style-type: none"> Using à + the definite article Giving opinions Using c'est / ce sont Using il faut + infinitive Using agreeing and disagreeing phrases Using the near future tense Using sequencers Using the present tense Using two tenses together Using negatives Using du / de la / de l' / des 	<p>Module 3 A l'horizon</p> <ul style="list-style-type: none"> Using the near future tense Developing speaking skills Using modal verbs and infinitive Developing writing skills Using a variety of adjectives Asking questions Identifying grammatical structures (gender) Developing listening skills Using common irregular verbs <p>Module 4 Spécial Vacances</p> <ul style="list-style-type: none"> Using the near future tense Developing speaking skills Using modal verbs and infinitive Developing writing skills Using a variety of adjectives Asking questions Identifying grammatical structures (gender) Developing listening skills Using common irregular verbs 	<p>Module 5 Moi dans le monde</p> <ul style="list-style-type: none"> Infinitives developing writing skills developing speaking skills developing reading strategies Irregular verbs using different time frames: which tense to use? <p>Module 6 - Cultural Aspects: Celebrity Culture</p> <p>No new grammatical concepts are introduced in this unit. Students will focus on reviewing, practising and bringing together the grammar they have learnt throughout the year to communicate accurately and in detail about celebrity culture in the Francophone world.</p>
Assessment	<p>Listening comprehension activities to check understanding of the above knowledge.</p> <p>Reading comprehension activities to check understanding of the above knowledge.</p>	<p>Speaking assessment on the topic of future plans.</p> <p>Writing assessment on the topic of holidays.</p>	<p>End of Year Exam – Listening, Reading and Writing assessment covering all Year 9 topics.</p>

Key Stage 4 Year 10 – Long Term Planning, AQA GCSE French

	Autumn term	Spring term	Summer term
Knowledge	<p>Module 1 – Free time and technology</p> <ul style="list-style-type: none"> • Exploring events in the Francophone world. • Talking about what you do online. • Saying what you do to stay active. • Talking about what you watch. • Making plans to go out. <p>Module 2 – Family and Relationships</p> <ul style="list-style-type: none"> • Talking about your identity. • Discussing friends and friendship. • Talking about weekend routines. • Describing a favourite celebrity. 	<p>Module 3 – School Life</p> <ul style="list-style-type: none"> • Learning about school life in Francophone countries. • Talking about school subjects and school life. • Discussing achievements. • Talking about school in the past. <p>Module 4 – Healthy Living</p> <ul style="list-style-type: none"> • Describing and giving opinions about dishes. • Talking about meals and mealtimes • Talking about good mental health • Talking about healthy lifestyle choices. • Discussing ways to improve life. 	<p>Module 5 - Holidays</p> <ul style="list-style-type: none"> • Talking about holidays and booking accommodation. • Discussing what you can see and do on holiday • Describing an ideal holiday. • Giving advice for holidays. • Talking about festivals. • Talking about staycation activities. <p>Module 6 – Environmental Issues</p> <ul style="list-style-type: none"> • Understanding infographics about the environment. • Talking about geography and the climate. • Talking about environmental problems. • Discussing what we can do together to protect nature. • Discussing school environmental projects.
Grammar	<p>Module 1 – Free time and technology</p> <ul style="list-style-type: none"> • Using aimer + noun and aimer + infinitive. • Using the present tense of regular -er verbs and irregular verbs. • Discussing pros and cons. • Using the near future tense. • Understanding and making invitations. • Using the perfect tense. • Pronouncing g, c, r, and é correctly 	<p>Module 3 – School Life</p> <ul style="list-style-type: none"> • Describing photos. • Giving opinions with reasons. • Using il faut + infinitive. • Agreeing and disagreeing. • Using regular verbs in the present and imperfect tense. • Using pronouns y and en. • Translating into French 	<p>Module 5 - Holidays</p> <ul style="list-style-type: none"> • Using pour + infinitive. • Using the conditional of vouloir. • Giving reasons for preferences. • Forming different types of questions. • Using il faut, on doit, and on peut. • Using the perfect and imperfect tenses together.

	Module 2 – Family and Relationships <ul style="list-style-type: none"> Using emphatic pronouns. Using reflexive verbs in the present tense. Extending sentences with sequencers and connectives. Making adjectives agree. Understanding the position of adjectives. Talking about positive role models. Using the present and perfect tenses. 	Module 4 – Healthy Living <ul style="list-style-type: none"> Using the vous-form imperative. Using partitive articles (du, de la, de l', des). Using present and perfect tenses in translations. Using ne...plus and moins. Using modal verbs (devoir, vouloir, pouvoir). Distinguishing between tenses when listening. Using the perfect tense (with both être and avoir). 	<ul style="list-style-type: none"> Using si + the present tense + the near future tense. Module 6 – Environmental Issues <ul style="list-style-type: none"> Practicing numbers and percentages. Using comparative adjectives. Talking about future weather. Using the imperfect tense to describe past actions. Using the present, perfect, imperfect, and near future tenses. Answering questions using a variety of tenses.
Assessment	Exam Style Listening Assessment – Foundation and Higher Tier Exam Style Reading Assessment – Foundation and Higher Tier	Exam Style Speaking Assessment – Foundation and Higher Tier Exam Style Writing Assessment – Foundation and Higher Tier	End of Year Exam – Listening, Reading and Writing Assessment Year 10 Mock Speaking Examination

Key Stage 4: Year 11 – Long Term Planning, AQA GCSE French

	Autumn term	Spring term	Summer term
Knowledge	Module 7 – Town and Shopping <ul style="list-style-type: none"> Understanding adverts Describing your town or village Asking for and understanding directions Talking about shopping for clothes Describing your ideal home Talking about visiting another town or city Module 8 – Jobs and Future Plans	Module 1-4 Exam Skills <ul style="list-style-type: none"> Talking about family, friends and relationships. Making arrangements to go out. Talking about someone I admire. Talking about leisure time activities. Talking about food preferences. Describe what clothes I wear. Describe my daily routine. 	Module 5-8 Exam Skills <ul style="list-style-type: none"> Describing holidays Ordering food and drink in a restaurant. Talking about school Give a range of views on how to live healthily. Talk about vices and give advice. Talking about jobs Talking about plans, hopes and wishes

	<ul style="list-style-type: none"> • Talking about summer plans • Talking about future plans and hopes • Talking about reality TV and influencers • Expressing opinions on reality TV and influencers • Talking about possible future career paths • Looking up words for possible future jobs • Discussing different jobs 	<ul style="list-style-type: none"> • Use subject specific vocabulary for shops. • Talk about traditions and festivals in France. • Describe family celebrations. <p>Revision</p> <ul style="list-style-type: none"> • Exam preparation and Revision 	<ul style="list-style-type: none"> • Talking about how you earn money • Discussing work experience • Discussing the weather and natural disasters • Talking about protecting the environment • Discussing ethical shopping • Talking about volunteering • Discussing big events <p>Revision</p> <ul style="list-style-type: none"> • Exam preparation and Revision
Grammar/Skills	<p>Module 7 – Town and Shopping</p> <ul style="list-style-type: none"> • Using demonstrative adjectives (ce, cet, cette, ces) • Using indefinite adjectives (chaque, tous, tout(e)(s)) • Using the correct preposition for ‘in’ • Using à and de with the definite article • Using negatives to talk about your town • Using de to indicate possession • Practising shopping role plays • Working out if adjectives go before or after the noun • Using si clauses • Translating questions in different tenses • Spotting different tenses from verb endings <p>Module 8 – Jobs and Future Plans</p> <ul style="list-style-type: none"> • Using two different tenses to express the future • Using a range of structures followed by the infinitive • Using sequencers • Using verbs that take être in the perfect tense 	<ul style="list-style-type: none"> • Listening for gist. • Listening for detail. • Dictation • Listening for distractors <ul style="list-style-type: none"> • Preparing a role-play. • Answering the photo description task • Practising dictation • Pronunciation, phonics and read aloud task. • Answering follow up questions in three tenses. . • Strategies for spontaneity. <ul style="list-style-type: none"> • Reading for gist. • Reading for detail. • Looking for distractors. • Translation into English <ul style="list-style-type: none"> • Writing about a photo. • Answering the 50 word question. • Answering the 90 word question. • Answering the 150 word question. • Translation into Spanish 	<ul style="list-style-type: none"> • Listening for gist. • Listening for detail. • Dictation • Listening for distractors <ul style="list-style-type: none"> • Preparing a role-play. • Answering the photo description task • Practising dictation • Pronunciation, phonics and read aloud task. • Answering follow up questions in three tenses. . • Strategies for spontaneity. <ul style="list-style-type: none"> • Reading for gist. • Reading for detail. • Looking for distractors. • Translation into English <ul style="list-style-type: none"> • Writing about a photo. • Answering the 50 word question. • Answering the 90 word question. • Answering the 150 word question. • Translation into Spanish

	<ul style="list-style-type: none"> • Forming feminine nouns • Using verbs followed by à or de • Translating into French using a range of time frames 		
Assessment	Listening and Reading Past Paper Writing Past Paper	Listening, Reading and Writing Past Paper Mock Speaking Exam	