

The Quality of Education:  
**Modern Foreign Languages**  
**French Curriculum Map**

---



**St Christopher's:**  
A Church of England Academy

# Modern Foreign Languages - French Curriculum Map

## Key Stage 3: Year 7

**Year title / big question:** Je me présente – Introducing yourself and expressing opinions in French

Autumn Term Title: All about me	Spring Term Title: My family	Summer Term Title: My opinions
<b>Intent and composite knowledge (overview):</b>	<b>Intent and composite knowledge (overview):</b>	<b>Intent and composite knowledge (overview):</b>
<p><b>Personal Information</b></p> <ul style="list-style-type: none"> <li>how old you are and your birthday</li> <li>Describing what you look like</li> <li>Talking about your personality</li> </ul> <p><b>Situational French</b></p> <ul style="list-style-type: none"> <li>Asking and answering common ‘oui/non’ closed questions</li> </ul> <p>Students to develop language with the verbs ‘avoir’ and ‘être’ in order to give an account of their family, appearance, personality.</p> <p><b>Core Grammar</b></p> <p>Indefinite articles 1st, 2nd person of avoir and être 1st, 2nd person of reflexive verb “s’appeller” Possessive adjectives “mon/ma/mes” “ton/ta/tes” Question forming Agreement of adjectives Word order Numbers 1-31 Pronunciation : on/in</p>	<p><b>Describing where you live</b></p> <ul style="list-style-type: none"> <li>Talking about your house and your town</li> <li>Talking about your family and your pets</li> </ul> <p><b>Situational French</b></p> <ul style="list-style-type: none"> <li>Providing fully formed French answers to the same common questions</li> <li>Asking and giving directions in a town</li> </ul> <p>Students begin to expand both their descriptive and transactional language in the context of their local area. Pupils begin to translate French to English.</p> <p><b>Core Grammar</b></p> <p>Il y a + indefinite article 3rd person singular &amp; plural of avoir &amp; être</p> <p>Agreement of adjectives Negative (ne + pas n’ + pas) Connectives (et, mais) Intensifiers (un peu, très, assez) Pronunciation : consolidation of phonics</p>	<p><b>Giving your opinion about different foods</b></p> <ul style="list-style-type: none"> <li>Saying what you like to eat</li> </ul> <p><b>Talking about your school life</b></p> <ul style="list-style-type: none"> <li>Saying which subjects you like and why</li> <li>Talking about your favourite teacher</li> </ul> <p><b>Situational French</b></p> <ul style="list-style-type: none"> <li>Ordering at a restaurant</li> <li>Shopping in a French market</li> </ul> <p><b>Core Grammar</b></p> <p>Introduction of more verbs in the present tense (aimer, détester, préférer, adorer) Definite articles after “J’aime/J’adore” C’est + adjective</p> <p>In the second part of this term, pupils discuss common language related to school life and learn to tell the time in French, as well as giving more detailed descriptions about their school.</p>

<p><b>Reading:</b> Pupils to analyse target language accounts describing a range of people, in both the third and first person.</p> <p><b>Writing:</b> Pupils begin to learn word order and syntax in French sentences with particular reference to noun and adjective order and the use of the definite article with nouns.</p> <p><b>Speaking:</b> Pupils can respond to a range of question words, including combien, comment and as-tu? Es-tu? by giving simple responses regarding their appearance, family and personality.</p> <p><b>Listening:</b> Pupils hear target language and can pick out key details in descriptive language.</p>	<p><b>Writing:</b> Pupils begin to show an understanding of correct application of adjectival agreement. As the term develops, students are expected to link simple sentences with high frequency connective language. Pupils familiarise themselves with the 'il y a + noun' construction saying what there is in their town, as well as reinforcing 'il y a' to give a descriptive account of their local area, with a focus on adjectival agreement.</p> <p><b>Reading:</b> Pupils are able to work out who said what in a range of texts. Handling texts of 50-80 words and summarising in English.</p> <p><b>Speaking:</b> Pupils build on skills of answering to demonstrate understanding through role-plays, setting and responding to directions. Introduced to 'où?'</p>	<p><b>Reading:</b> Pupils deduce meaning from extended texts written in a range of pronoun perspectives, answering questions set in the target language using common structures such as 'est-ce que' Pupils can read for understanding including picking out when, why and how often people eat and drink certain foods, analysing differences between French and English dishes.</p> <p><b>Writing:</b> Pupils begin to use time phrases in their writing. Pupils can give an account of their eating habits as well as others, giving justified reasons for their choices.</p> <p><b>Speaking:</b> As the term progresses, pupils take part in exchange at the supermarket, building on language from Spring Term. Can answer and ask the common question words in relation to food choices, including quantities.</p> <p><b>Listening:</b> Pupils can work out key information about places in the town, including opening times, what there is to do. Pupils expected to analyse transcripts as well as answer standard set questions in both English and TL. Transcript analysis of dialogues presented here before listening tasks with students expected to use inference to 'guess' at what might come up.</p>
<p><b>Summative assessment:</b> Milestone 1 (dictation) and milestone 2 (translation Fr-En)</p>	<p><b>Summative assessment:</b> Milestone 3 (Grammar gap-fill) and milestone 4 (translation En-Fr)</p>	<p><b>Summative assessment:</b> Milestone 5 (reading listening comprehension)</p>
<p>Mid-Year Assessment</p>		<p>End of Year Assessment (either May or June)</p>

## Key Stage 3: Year 8

**Year title / big question:** La vie quotidienne en France (Talking about daily life in France)

Autumn Term Title: My free time	Spring Term Title: My style and interests	Summer Term Title: Understanding the French speaking world
<p><b>Intent and composite knowledge (overview):</b></p>	<p><b>Intent and composite knowledge (overview):</b></p>	<p><b>Intent and composite knowledge (overview):</b></p>
<p><b>Talking about a range of free time activities</b></p> <ul style="list-style-type: none"> <li>Saying when, why and with whom you like to do certain activities</li> <li>Discussing a range of sports and activities</li> <li>Talking about</li> <li>Exploring different weather related vocabulary</li> </ul> <p><b>Situational French</b> Introduced to common question words ‘Why, When, With whom?’ to improve conversational French</p> <p><b>Core Grammar</b> <b>Tell the time - numbers 1-60</b> <b>Intensifiers : beaucoup, tres,</b> <b>Adverbs of frequency: souvent, tous les jours, quelequfois</b> <b>Time phrases; le weekend, days of the week, quand + weather structure</b> <b>Full paradigm of ‘faire</b> <b>Recap of ‘avoir and ‘être’ from Year 7</b> <b>Sequencers (plus tard, apres,)</b> <b>1st, 2nd, 3rd forms of some “er” verbs (regarder jouer, manger,)</b> <b>Common Question words</b> <b>Likes &amp; dislikes (me chifla, me flipa, me mola)</b></p> <p>The focus throughout this topic is developing their knowledge of the present tense of irregular verbs by introducing patterns and linguistic rules regarding present tense of regular verbs to say what they do in their spare time. Pupils begin to translate English-French as well as French-English.</p>	<p><b>Discussing hobbies and French film and TV</b></p> <ul style="list-style-type: none"> <li>Giving extended opinions about different programmes, cortometrajes and types of films</li> <li>Comparing different styles of Spanish music</li> <li>Film analysis of ‘le petit Nicolas’</li> </ul> <p><b>Situational French</b> Build on skills from Autumn term</p> <p>Students begin to expand both their descriptive and transactional language in the context of their local area. Pupils begin to translate Spanish to English.</p> <p><b>Core Grammar</b> <b>desde mi punto de vista)</b> <b>Full paradigm of “er” verbs” e.g. regarder/aimer</b> <b>Sequencers (après ça, puis, ensuite)</b> <b>1st, 2nd, 3rd forms of some “i” verbs (finir/choisir)</b> <b>Comparatives : plus que / moins que</b></p> <p>Students to develop their use of the present tense with the key verbs ‘regarder, ‘écouter’ as well as other opinion phrases and adverbs of frequency. This topic will then allow pupils to follow trends in the French music industry through the application of grammatically sound language. Finally, students to develop language within the topic of fashion and their identity. They develop their opinions regarding styles of clothing by incorporating the comparison.</p>	<ul style="list-style-type: none"> <li><b>Taking about your holiday interests and plans</b></li> <li>- <b>Saying where you go and what you like to do there</b></li> <li><b>Talking about what you can do in te major Spanish cities of Paris and Lyon</b></li> <li>- <b>Comparing the best parts of the two biggest French cities</b></li> </ul> <p><b>Situational French</b> <b>Asking for help at a tourist information</b> <b>Revising directions and how to get about a city like Paris or Lyon</b></p> <p><b>Core Grammar</b> <b>Using modal structures (on peut, on doit, j’espere, + infinitives)</b> <b>Likes &amp; dislikes</b> <b>Comparatives : plus que, moins que, aussi que</b> <b>Near future tense: aller + infinitive</b></p> <p>The focus throughout this topic is introducing the future tense through the topic of a holidays. Pupils’ grammar progression is developed by recognising texts in two time frames alongside relevant time indicators. Pupils are exposed to the cultural differences between Lyuon and Paris and must be able to recount a past holiday in those cities with language presented in the sentence builders. Topic ends with an ‘Apprentice style’ tourist board activity whereby groups have to pitch why their particular city should host the Olympics. Pupils then spend a five-week period exploring the different culture and daily life of different Spanish speaking countries. Pupils exposed to authentic material from Canada, Switzerland, Morocco, and the Caribbean DOM-TOM. Language covered in the Year 8 course is introduced in a different context. New complex structures are introduced to the pupils at this point, including modal verbs.</p>

<p><b>Reading:</b> Pupils recognise adverbs of frequency and more complex negatives (jamais, ne pas, ne plus) in the present tense to spot common ‘exam tricks’ within the context of reading people’s accounts of their free time. Exposed to all verb endings.</p> <p><b>Writing:</b> Much greater focus on accurate translation with emphasis on correct formation of verb. In pupils’ own production of language, it is expected they become familiar with linguistic elements up to and including Time Phrases, Connectives, Opinions and Reasons. .</p> <p><b>Speaking:</b> Pupils can present a short presentation about their own interests and that of others.</p> <p>As the term progresses, pupils regularly take part in interviews and surveys with class members in order to practice conjugation of the present tense.</p> <p><b>Listening:</b> Pupils can work out how often and by whom certain habitual actions are completed, listening for verb endings..</p>	<p><b>Reading:</b> Pupils to analyse patterns of viewing behaviour as well as authentic texts such as TV Guides and cinema dialogues. Pupils to interpret magazine covers, authentic adverts in TL and analyse language for detail (not summary skills).</p> <p><b>Writing:</b> Pupils begin to show an understanding of correct application of adjectival agreement. As the term develops, students expected to link present tense sentences with connective language as well as be able to write from the third person. Pupils develop their use of the present tense whilst extending sentences with the use of contrasting connectives. Opportunity to extend writing by using topic focused language to describe clothes. Grammatical focus on adjectival agreement and using common verbs in the full paradigm.</p> <p><b>Speaking:</b> Pupils can respond to a range of question words, including ‘quand?’, ‘pourquoi?’ and ‘avec qui?’ by giving simple responses regarding their own viewing habits. Pupils can respond to a stimulus with spontaneous language. Pupils expected to be able to use everyday language required in conversations in shops, including but not limited to, buying and trying on clothes.</p> <p><b>Listening:</b> Pupils focus on identifying key distractors and listen for when events occur. Become aware of the importance of transcribing, image production, dictogloss and sequencing. Pupils hear target language and can pick out key details in descriptive language, including the P/ N and P/N style questions. Become familiar with synonyms for high frequency language</p>	<p><b>Reading:</b> Pupils deduce meaning from extended texts written in a range of pronoun perspectives, answering questions set in both English and the target language. Introduced to ‘tricky’ words in reading texts including qualifiers and intensifiers which change the meaning of texts. Finally, pupils begin to deduce information from temporal texts which relay information in a chronological order, including references to present and future. Continued use of French in responses and introduced to the open-ended answers in the TL.</p> <p><b>Speaking:</b> Pupils introduced to the photocard question and begin to develop spoken answers in present and future tenses.</p> <p><b>Listening:</b> Pupils can listen to extended recordings about past events and pick out the relevant information requested from a given stimulus.</p> <p>Can recognise tricks in listening transcripts and use qualifiers and superlatives to prioritise the importance of information.</p> <p><b>Reading:</b> Pupils improve their ability to recognise when different events happened, overcoming both the natural and intentional use of distractors when dealing with foreign texts.</p>
<p><b>Summative assessment:</b>  <b>Milestone 1 (dictation) and milestone 2 (translation Fr-En)</b></p>	<p><b>Summative assessment:</b>  <b>Milestone 3 (Grammar gap-fill) and milestone 4 (translation En-Fr)</b></p>	<p><b>Summative assessment:</b>  <b>Milestone 5 (reading listening comprehension)</b></p>
	<p>Mid-Year Assessment</p>	<p>End of Year Assessment (either May or June)</p>

## Key Stage 3: Year 9

**Year title / big question:** Le monde et moi (My role in the world)

Autumn Term Title: My area	Spring Term Title: My future	Summer Term Title: My lifestyle
<p><b>Intent and composite knowledge (overview):</b></p> <p><b>Discussing where I live</b></p> <ul style="list-style-type: none"> <li>• The pros and cons of your area</li> <li>• How to improve your town</li> <li>• Plans for next weekend with friends</li> <li>• Analysing different regions of Spain</li> <li>• Comparing different Hispanic cities, countries and regions</li> <li>• How places have changed</li> </ul> <p><b>Situational French</b> Asking for key information about cultural sites at a tourist office</p> <p><b>Core Grammar</b> <b>Imperfect tense with set structures; c'était. Il y avait</b> <b>Future tense : aller + infinitive + serait</b> <b>Agreement of adjectives</b> <b>si + weather</b></p>	<p><b>Intent and composite knowledge (overview):</b></p> <p><b>Talking about different jobs</b></p> <ul style="list-style-type: none"> <li>• role of languages in careers</li> <li>• understanding different industries</li> <li>• skills required and opportunities for young people</li> <li>• talking about how you help out at home</li> </ul> <p><b>Situational French</b> Completing a mock interview in French</p> <p><b>Core Grammar</b> <b>Past perfect tense</b> <b>Expressing opinions in the past</b> <b>Future tense : ir + infinitive + ce sera</b> <b>Direct object pronouns 'le, la'</b> <b>Future openers. Quand je serai (plus) grand</b></p> <p>This is the main topic for this Year group and is studied at a time when pupils consider their option choices at GCSE. Our students are expected to articulate their ambitions for their working lives and reflect on what they need to do to achieve these. They will revisit the future tense when talking about future plans but also apply their knowledge of both preterit and perfect tenses to say what they have already done which could help contribute to their work experience. After having considered in more detail the benefit of learning foreign languages in the world of work, pupils are expected to draw up a short CV and personal statement in French and practice their speaking in a short mock interview.</p>	<p><b>Intent and composite knowledge (overview):</b></p> <p><b>Saying what you do to keep healthy</b></p> <ul style="list-style-type: none"> <li>• giving health advice</li> <li>• reflecting on personal diet and exercise habits</li> <li>• comparing French to UK health issues including the Mediterranean Diet paradox</li> </ul> <p><b>Understanding the environment</b></p> <ul style="list-style-type: none"> <li>• recognising threats to different parts of the Francophone world</li> <li>• ways in which countries and government try to combat them</li> <li>• a reflection of our own individual responsibility in the face of environmental pressures</li> </ul> <p><b>Situational French</b> Going to the doctors in France</p> <p><b>Core Grammar</b> <b>Using modal structures</b> <b>Using me duele(n) + body parts</b></p> <p>As many pupils come to the end of their time learning French at St. Christopher's, it is important that they consider the wider implications and benefits of cultures working together to solve problems, equipping them with not only linguistic but also teamwork and problem-solving skills which they can draw on in later life. To that end, this final topic explores the role France and the UK have had in working together to help fight for global causes, such as health problems and environmental issues. It begins with pupil reflecting on their own diets and health choices before moving on to environmental discussions and how they can each play a role in becoming 'greener citizens.'</p>

<p><b>Reading:</b> Pupils are able to read extended texts which show how cities have changed over time. They will learn how different cities in France respond to social problems within their region.</p> <p><b>Writing:</b> Pupils are able to write not only about their own area and how it has changed over time, including the pros and cons of the place, but also use the third person to write about other areas.</p> <p><b>Speaking:</b> At this stage of Year 9 it is expected that pupils can engage in a conversation in which they can enquire about what to do in a certain city. It will follow a tourist information style conversation.</p> <p><b>Listening:</b> Pupils are able to listen to authentic language and decide which region or city of the French speaking world they would most like to visit.</p>	<p><b>Reading:</b> Pupils are expected to read and show comprehension of adapted material from both authentic and non-authentic sources.</p> <p><b>Listening:</b> Transcribing key information, listening for the gist. Multiple choice listening questions.</p> <p><b>Writing:</b> Translation into Target Language as well as an open 80-90 word answer which allows pupils to respond to a stimulus in order to express their own ideas and opinions</p>	<p><b>Speaking:</b> Pupils present to their classmates the most concerning issues facing different areas of the Francophone world. They use persuasive language to articulate the solutions to these problems.</p>
<p><b>Summative assessment:</b> Milestone 1 (dictation) and milestone 2 (translation Fr-En)</p>	<p><b>Summative assessment:</b> Milestone 3 (Grammar gap-fill) and milestone 4 (translation En-Fr)</p>	<p><b>Summative assessment:</b> Milestone 5 (reading listening comprehension)</p>
<p>Mid-Year Assessment</p>		

## Key Stage 4: Year 10

### Year title / big question: People and Lifestyle / Popular Culture

<b>Autumn Term 1 Title: Identity and relationships with others (Theme 1 Unit 1)</b>	<b>Spring Term 1 Title: Free time activities (Theme 2 Unit 1)</b>	<b>Summer Term 1 Title: Healthy living and lifestyle (Theme 1 Unit 2)</b>
<b>Intent and composite knowledge (overview):</b>	<b>Intent and composite knowledge (overview):</b>	<b>Intent and composite knowledge (overview):</b>
Describe a person's nationality, character, personality and physical appearance.	Express positive and negative opinions about own and other people's hobbies.	Give preferences for food and drink, attitudes to fast-food, cooking, smoking/vaping, drugs, alcohol, including consequences.
Describe a person's sexual orientation.	Extend sentences with justified reasons.	Refer to physical and mental well-being, reasons for staying healthy and consequences of not staying healthy.
Describe relationships with friends and family.	Add details regarding when, where, how often and who with.	Describe sporting activities and ways of keeping fit.
Describe qualities of a good friend.	Use a variety of adverbs and connectives.	Compare past and present lifestyle choices and future intentions.
Describe ideal partners and why.	Include opinions and justifications with preceding direct objects.	
Describe different types of partnerships - pros and cons.	Use comparatives to compare activities/give preference.	
	Refer to past activities and future plans.	
	Refer to sporting events and favourite sports personalities/ teams.	

<p><b>GRAMMATICAL KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Formation of nouns (feminine/plural)</li> <li>• Indefinite articles</li> <li>• Definite articles</li> <li>• Subject pronouns (je, il, elle)</li> <li>• Avoir (present tense)</li> <li>• Être (present tense)</li> <li>• Expressing age</li> <li>• Reflexive verbs in the present tense (je m'appelle, il/elle s'appelle, je m'entends bien avec, on s'entend bien)</li> <li>• Conditional tense (je voudrais)</li> <li>• Possessive adjectives (mon, ma, mes, ton, ta, tes)</li> <li>• Adjectival agreements</li> <li>• Adjectival positioning (including more than one)</li> <li>• Adverbs of intensity</li> <li>• Emphatic pronouns (avec moi, toi)</li> <li>• Negative (ne... pas)</li> <li>• De after negative</li> <li>• Cardinal numbers (1-30)</li> <li>• Impersonal verb phrase (il y a)</li> <li>• Interrogatives (comment...?)</li> </ul> <p><b>HIGHER TIER ONLY</b></p> <ul style="list-style-type: none"> <li>• Emphatic pronouns (avec lui, elle, eux, elles)</li> <li>• Conditional tense (il/elle aurait, ce serait)</li> </ul>	<p><b>GRAMMATICAL KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Present tense (-ER regular verbs)</li> <li>• Jouer au, à la, à l', aux + sports activities</li> <li>• Jouer du, de la, de l', des + instruments</li> <li>• Aller (present)</li> <li>• Partitive article with uncountable nouns (faire du, de la, de l', des + hobbies)</li> <li>• Perfect tense (with avoir, regular and irregular verbs: je/on form)</li> <li>• Perfect tense (with être - je suis allé(e), on est allé)</li> <li>• Imperfect (c'était)</li> <li>• Periphrastic future (near future tense - je vais aller)</li> <li>• Negatives (ne... personne)</li> <li>• Modal verbs (je veux, on veut)</li> <li>• Adverbs of time and frequency (demain, hier, d'habitude)</li> <li>• Prepositions of place (à) with activity locations (eg sports centre, cinema, park)</li> <li>• Pour + infinitive</li> <li>• Comparatives (plus... que, moins... que, aussi...que)</li> <li>• Interrogatives (avec qui, qu'est-ce que... ?)</li> </ul> <p><b>HIGHER TIER ONLY</b></p> <ul style="list-style-type: none"> <li>• Regular superlative adjective and adverb structures</li> <li>• Conditional (ce serait)</li> <li>• Inflectional (simple) future (ce sera)</li> <li>• Depuis</li> </ul>	<p><b>GRAMMATICAL KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Present tense</li> <li>• Imperfect tense (1st, 2nd, 3rd person singular)</li> <li>• Perfect tense (with avoir and être)</li> <li>• Modal verbs (present tense - pouvoir, vouloir, savoir, devoir)</li> <li>• Negatives (ne... rien)</li> <li>• Reflexive verbs (1st, 2nd, 3rd person singular present and imperfect - s'inquiéter de, s'intéresser...)</li> <li>• Avoir phrases (j'ai faim/soif)</li> <li>• Imperatives (2nd person singular and plural, including aller and faire)</li> <li>• Impersonal verb forms (il me faut)</li> <li>• Infinitive used as a noun, ie as equivalent of -ing (gerund) in English (eg vapoter n'est pas bon pour la santé...)</li> <li>• Preverbal singular direct object pronouns (me, te, vous, le, la)</li> <li>• Pour + infinitive</li> </ul> <p><b>HIGHER TIER ONLY</b></p> <ul style="list-style-type: none"> <li>• Aucun(e)</li> <li>• Negative (ne... ni... (ni... ))</li> <li>• Modal verbs (perfect tense - pouvoir, vouloir, savoir, devoir)</li> <li>• Preposition en + present participle (regular verbs + faire)</li> <li>• Imperative (être: sois, soyez)</li> <li>• Inflectional (simple) future (ce sera, je serai)</li> <li>• Preverbal plural direct object pronouns (nous, vous, les)</li> <li>• Present participle of regular (-er, and the nine 'anchor' verb patterns) verbs after en, including adjectival use where relevant</li> </ul>
<p><b>Summative assessment:</b></p>	<p><b>Summative assessment:</b></p>	<p><b>Summative assessment:</b></p>
<p>End of Unit 1 AQA Assessment Reading, Writing and Listening</p>	<p>End of Unit 3 AQA Assessment Reading, Writing and Listening</p>	<p>End of Unit 5 AQA Assessment Reading, Writing and Listening</p>

Autumn Term 2 Title: Media, technology and celebrity culture (Theme 3 Unit 2)	Spring Term 2 Title: Customs, festivals and celebrations (Theme 2 Unit 2)	Summer Term 2
<b>Intent and composite knowledge (overview):</b>	<b>Intent and composite knowledge (overview):</b>	<b>Intent and composite knowledge (overview):</b>
<p>Refer to internet, describe how it is used/its importance to young people and society, frequency of use, preferences, advantages/disadvantages.</p> <p>Refer to social media, including reasons for and frequency of use, different apps/platforms, advantages/disadvantages.</p> <p>Describe mobile technology, including computers, phones, tablets and other devices, reasons for personal use with advantages/disadvantages.</p> <p>Give opinions and personal details on a variety of celebrities/famous people.</p> <p>Refer to celebrity magazines/articles/ reviews, podcasts, social media, reality TV involving famous people and influencers, with opinions.</p> <p>Give opinions about celebrities' activities/influences on young people and wider society.</p> <p>Refer to events involving famous people eg music, film, TV, fashion, culture and technology.</p>	<p>Learn about local and national festivals in the UK and in French-speaking countries/communities.</p> <p>Refer to and give opinions on festivals and celebrations with family and friends such as birthday parties, weddings, religious events.</p> <p>Refer to food on special occasions and at celebrations.</p> <p>Refer to nationally renowned events such as sports (eg Tour de France, 14 juillet).</p> <p>Country traditions/customs focus, eg Senegal, Morocco.</p>	<p><b>This term's taught French is an opportunity to reflect on the five previous Units and work through the Higher Tier content whilst revising core grammar and vocabulary structures.</b></p>

<p><b>GRAMMATICAL KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Indefinite adjectives (chaque, plusieurs, autres, tout, quelques)</li> <li>• 24 hour clock (à 18 heures)</li> <li>• Possessive adjectives (son, sa, ses)</li> <li>• Interrogatives (qui, quel...?)</li> </ul> <p><b>HIGHER TIER ONLY</b></p> <ul style="list-style-type: none"> <li>• Time expressions (venir de, être en train de)</li> <li>• Relative clauses using que and quand</li> <li>• Preverbal plural direct object pronoun (les)</li> <li>• Relative pronoun (quand)</li> <li>• Modal verbs (pouvoir – full paradigm)</li> </ul>	<p><b>GRAMMATICAL KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Present tense (-ER/-IR/-RE regular verbs - full paradigm)</li> <li>• Present tense (high frequency irregular verbs in 1st, 2nd, 3rd person singular)</li> <li>• Perfect tense (with avoir and être, regular and irregular verbs)</li> <li>• Imperfect tense (1st, 2nd, 3rd person singular, regular and high frequency irregular verbs - aller, faire, être, avoir)</li> <li>• Periphrastic future (near future tense - aller + infinitive)</li> <li>• Conditional tense (je/tu voudrais, il/elle/on voudrait)</li> <li>• Impersonal verb (il faut, including negatives)</li> <li>• Modal verbs (pouvoir, vouloir – present tense + activities)</li> <li>• Possessive adjectives (notre, votre, nos, leur(s))</li> <li>• Interrogatives (quand, quelle... ?)</li> <li>• Reflexive verbs (present tense 1st, 2nd, 3rd person singular - eg s’amuser)</li> <li>• Contraction of pronouns (m à m’, te à t’, le/la à l’, se à s’)</li> <li>• Word order with de to indicate possession (eg l’anniversaire de mon père)</li> <li>• Emphatic pronouns (moi, toi)</li> </ul> <p><b>HIGHER TIER ONLY</b></p> <ul style="list-style-type: none"> <li>• Preverbal plural indirect object pronouns (nous, vous, leur)</li> <li>• Imperfect tense (singular and plural)</li> <li>• Reflexive verbs (present tense - 1st, 2nd, 3rd person singular and plural)</li> <li>• Conditional tense (ce serait)</li> </ul>	
<p><b>Summative assessment:</b></p>	<p><b>Summative assessment:</b></p>	<p><b>Summative assessment:</b></p>
<p>End of Unit 2 AQA Assessment Reading, Writing and Listening</p>	<p>End of Unit 4 AQA Assessment Reading, Writing and Listening</p>	<p>PPE including 1st Speaking PPE</p>

## Key Stage 4: Year 11

**Year title / big question:** Communication and the world around us

Autumn Term 1 Title: Education and work (Theme 1 Unit 3)	Spring Term 1 Title: Travel and tourism, including places of interest (Theme 3 Unit 1)	Summer Term 1
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):
<p>Express opinions about school subjects, homework, school rules, uniform, exams and teachers.</p> <p>Describe weekly routine including school day, activities in school including timetable, sporting activities and clubs.</p> <p>Refer to primary school days.</p> <p>Refer to education post-16: options available, advantages and disadvantages, future intentions and plans.</p> <p>Give opinions on different jobs, including advantages and disadvantages.</p> <p>Describe personal qualities, qualifications.</p> <p>Refer to ideal job/personal ambitions and skills required.</p> <p>Recognise opportunities to work abroad/use language skills and give opinions.</p>	<p>Refer to and give opinions on:</p> <ul style="list-style-type: none"><li>• holiday destinations</li><li>• holiday locations</li><li>• means of transport for holidays</li><li>• weather</li><li>• holiday activities</li><li>• holiday accommodation.</li></ul> <p>Refer to recent and future holidays.</p> <p>Places of interest locally and elsewhere, including descriptions and preferences.</p>	<p style="text-align: center;"><b>EXAM</b></p>

<p><b>GRAMMATICAL KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Irregular (eg écrire) and regular (eg entendre, traduire) -RE verbs (past, present, periphrastic (near future))</li> <li>• Present tense</li> <li>• Perfect tense</li> <li>• Modal verbs revision (present tense)</li> <li>• Reflexive verbs (1st, 2nd, 3rd person singular present and perfect - daily routine: se lever, se laver, se coucher)</li> <li>• Impersonal verbs (il est interdit/essentiel/important de, il (ne) faut (pas), Il y a/il n’y a pas de)</li> <li>• Impersonal verbs (il est + time)</li> <li>• Imperfect tense (1st, 2nd, 3rd person singular)</li> <li>• Preverbal singular direct object pronouns (me, te, vous, le, la)</li> <li>• Adverbs of sequence</li> <li>• Conditional (je voudrais, il/elle/on voudrait)</li> <li>• Avoir phrases (avoir l’occasion de...)</li> <li>• Interrogatives (pourquoi... ?)</li> </ul> <p><b>HIGHER TIER ONLY</b></p> <ul style="list-style-type: none"> <li>• Prepositions (avant de + infinitive, après avoir + past participle)</li> <li>• Inflectional (simple) future (1st, 2nd, 3rd singular, regular and irregular verbs: avoir, faire, être)</li> <li>• Inflectional (simple) future (je serai, ce sera)</li> <li>• Present participle of irregular verbs (étant, ayant, faisant)</li> <li>• Conditional tense (regular -ER verbs, 1st, 2nd, 3rd person singular and plural, singular irregular verbs: aller, avoir, faire, être)</li> <li>• Si + imperfect + conditional tense (1st, 2nd, 3rd person singular, regular verbs + irregular verbs: avoir, être, aller, faire, vouloir)</li> </ul>	<p><b>GRAMMATICAL KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Present tense</li> <li>• Perfect tense</li> <li>• Imperfect tense</li> <li>• Periphrastic future (near future tense)</li> <li>• Reflexive verbs (1st, 2nd, 3rd person singular perfect tense – daily routine)</li> <li>• Modal verbs (present tense)</li> <li>• Faire + activities (past, perfect)</li> <li>• Faire + weather phrases</li> <li>• Prepositions (countries) - à with masculine and plural countries, en with feminine countries</li> <li>• Prepositions (en + transport)</li> <li>• Use of article with dans; omission of article with en (eg dans les Alpes/en France)</li> <li>• Position of adverbs of time (l’année dernière, tous les jours)</li> <li>• Position of adverbs of manner (lentement, facilement, vite, rapidement)</li> <li>• Pronoun (y)</li> <li>• Interrogatives: que...?</li> <li>• Impersonal verbs (il fait + adjective for weather)</li> </ul> <p><b>HIGHER TIER ONLY</b></p> <ul style="list-style-type: none"> <li>• Inflectional (simple) future tense (ce sera)</li> <li>• Reflexives in the conditional tense and inflectional (simple) future (Regular -ER verbs in 1st, 2nd, 3rd person singular and plural)</li> </ul>	
<p><b>Summative assessment:</b></p>	<p><b>Summative assessment:</b></p>	<p><b>Summative assessment:</b></p>
<p>End of Unit 6 Assessment Reading, Writing and Listening</p>	<p>End of Unit 9 Assessment Reading, Writing and Listening</p>	

Autumn Term 2 Title: Where people live	Spring Term 2 Title: The environment 9Theme 3 Unit 3)	Summer Term 2
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):
<p>Describe town/village/neighbourhood of residence.</p> <p>Refer to period of time in residence.</p> <p>Describe local area, buildings.</p> <p>Describe activities and facilities in area.</p> <p>Give opinions including advantages/disadvantages for young people/tourists.</p> <p>Describe an ideal home and area, future intentions on where to live with reasons.</p> <p>Understanding/giving directions</p>	<p>Describe local environment, including environmental issues.</p> <p>Refer to activities to help/protect local area/environment in the past, present and future.</p> <p>Refer to and express opinions on wider global issues eg climate change, environmental damage.</p>	<p><b>EXAM</b></p>





<p><b>GRAMMATICAL KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Aller (present, perfect, near future)</li> <li>• Faire (present, perfect, near future)</li> <li>• Être (present, past, near future)</li> <li>• Prepositions of place (towns, areas, neighbourhoods, countries eg devant, derrière)</li> <li>• Adverbs of place (loin/près)</li> <li>• Imperatives (eg allez, tournez, prenez, continuez)</li> <li>• Imperfect (il y avait) Interrogatives (où... ?)</li> </ul> <p><b>HIGHER TIER ONLY</b></p> <ul style="list-style-type: none"> <li>• Depuis</li> <li>• Il y en a, il y en avait</li> <li>• Negatives (ne...plus, ne... ni... (ni...), ne... pas encore, ne que)</li> <li>• Impersonal verbs (Il manque)</li> <li>• Inflectional (simple) future (regular -ER verbs, 1st, 2nd, 3rd person singular and plural, irregular verbs in 1st, 2nd, 3rd person singular - aller, avoir, faire, être)</li> <li>• Être (inflectional (simple) future - ce sera, conditional - ce serait)</li> <li>• Emphatic pronouns (chez nous, vous)</li> <li>• Relative pronoun (où)</li> </ul>	<p><b>GRAMMATICAL KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Conditional tense (vouloir – 1st, 2nd, 3rd person singular)</li> <li>• Present tense</li> <li>• Perfect tense</li> <li>• Imperfect tense</li> <li>• Negatives</li> <li>• Periphrastic future (near future tense)</li> <li>• Reflexive verbs (1st, 2nd, 3rd person singular - revision of present, perfect, imperfect tense + introduction of periphrastic (near) future)</li> <li>• Modal verbs</li> <li>• Imperative (2nd person singular and plural, including aller and faire)</li> <li>• Impersonal verb forms (il faut)</li> <li>• Preverbal singular indirect object pronouns (me, te, vous, lui)</li> <li>• Pour + infinitive</li> <li>• Plus de, moins de + noun</li> <li>• Interrogatives (quoi...?)</li> </ul> <p><b>HIGHER TIER ONLY</b></p> <ul style="list-style-type: none"> <li>• Conditional tense (regular</li> <li>• -ER verbs, 1st, 2nd, 3rd person singular and plural, irregular verbs in 1st, 2nd, 3rd person singular: aller, avoir, faire, être)</li> <li>• Inflectional (simple) future (regular verbs, 1st, 2nd, 3rd person singular and plural, irregular verbs: aller, avoir, faire, être)</li> <li>• Impersonal verbs (Il y en aura)</li> <li>• Negatives (personne ne + verb, rien ne... verb)</li> <li>• Passive form (present tense)</li> <li>• Impersonal verbs in phrases (il manque, il vaut mieux, il vaut la peine)</li> </ul>	
<p><b>Summative assessment:</b></p>	<p><b>Summative assessment:</b></p>	<p><b>Summative assessment:</b></p>
<p>End of Unit 8 Assessment Reading, Writing and Listening PPE including 2nd Speaking PPE</p>	<p>End of Theme 3 Assessment Past Paper Mock Examination</p>	

