



Curriculum Map 2023-24 FRENCH

TERM	CONTENT AND SKILLS				
	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
AUTUMN	<p>Tout sur moi Introduce yourself; say where you live, what languages you speak, your nationality</p> <p>Numbers up to 31; months; dates</p> <p>Say your age and birthday</p> <p>Describe hairstyle and eye colour</p> <p>Describe your favourite possession</p> <p>French-speaking regions</p> <p>Skills and grammar Definite article: <i>le, la, l', les</i></p> <p>Indefinite article: <i>un, une, des</i></p> <p>How to say 'in' + countries: <i>au, en</i></p> <p>Adjectives of nationality</p> <p>Adjective agreement</p> <p><i>Avoir: j'ai, tu as, il/elle/on a</i></p> <p>High-frequency structures, e.g. <i>c'est, il est, c'est quoi?</i></p> <p>Personal Development Introducing yourself appropriately to others. Cultural differences when</p>	<p>Ça, c'est mon truc Talking about clothes and giving opinion on styles. Talking about the weather and what you wear for different occasions.</p> <p>Skills and grammar Present tense of regular –er verbs (porter) Possessive adjectives (son/sa/ses) Present tense of jouer / faire Reflexive verbs Time expressions] quand Strategies for coping with new vocabulary Development of listening skills, e.g. for gist Identifying whether a word is a noun, verb or adjective</p> <p>Assessment End of unit assessments in listening, reading and writing</p> <p>Destination vacances Talking about unusual holidays and preferred holidays. Describing your ideal holiday. Describing a past holiday. Talking about festivals.</p> <p>Skills and grammar Present tense of choisir and finir Present tense of prendre Near future (je vais prendre) Je voudrais/j'aimerais + infinitive How to say in + country/city</p>	<p>En pleine forme! Talking about healthy eating. Discussing healthy lifestyles. Talking about how diet affects health. Talking about resolutions to be healthier. Talking about what life will be like in the future.</p> <p>Skills and grammar Impersonal structures The pronoun <i>en</i> Perfect tense revision Expressions of quantity Future tense Using context to work out meaning Build confidence in asking questions Evaluate own performance</p> <p>Personal Development Thinking about making healthy choices with diet, exercise and lifestyle.</p> <p>Assessment End of unit assessments in listening, reading and speaking</p> <p>Rendez-vous Organising a party. Suggesting activities and making excuses.</p>	<p>Free-time activities Talking about television, music and films. Describing free-time activities in the past. Talking about sports. Talking about sports you love. Talking about food and meals. Talking about different cuisines and eating out.</p> <p>Skills and grammar Revision of the present tense of regular verbs Question words The perfect tense of regular verbs The perfect tense with être <i>Quantities</i> <i>Adverbs of frequency</i> Verb + infinitive The pronoun <i>en</i> Using subordinating conjunctions Jouer à and faire de Developing sentences using <i>quand, lorsque</i> and <i>si</i> Opinion verbs Using visual clues to understand texts Adding opinions to produce more complex sentences Drawing to convey information Listening for specific details Reading for specific details Learning to recognise common patterns between French and English when reading</p>	<p>Global issues Discussing local environmental issues and actions. Discussing environmental problems and their solutions. Discussing social issues. Discussing inequality.</p> <p>Skills and grammar Revision of <i>devoir</i> and <i>pouvoir</i> + infinitive Recognising <i>pouvoir, vouloir</i> and <i>devoir</i> in the conditional Using <i>si</i> + present tense <i>Si</i> clauses + present tense + future tense The imperative (<i>vous</i> form) The imperative (<i>tu</i> form) Verbs of possibility <i>Permettre de</i> + infinitive Revising known words and phrases Making use of social and cultural context when listening in order to help elicit finer details. How to justify both written and spoken answers. Development of a bank of structures for agreeing and disagreeing in a discussion.</p> <p>Personal Development Environmental issues, personal and collective responsibilities. What can you do to help the</p>

<p>greeting others (eg handshake / kissing).</p> <p>Assessment</p> <p>End of unit assessments in listening, reading and speaking</p> <p>Mon monde perso</p> <p>Describe personality</p> <p>Name family members, say who you live with and what they are like</p> <p>Give opinions of school subjects</p> <p>Talk about friends and say how long you've known them</p> <p>Talk in detail about home and family; compare yourself now with how you used to be</p> <p>Skills and grammar</p> <p><i>Avoir</i> and <i>être</i></p> <p>Adjective agreement</p> <p>Possessive adjectives: <i>mon/ma/mes, ton/taltes</i></p> <p>Connectives: <i>et, parce que, car, mais, par contre</i></p> <p>Comparisons using <i>plus/moins</i></p> <p><i>Depuis</i> + present tense</p> <p>Object pronouns: <i>le, la, les</i></p> <p>Personal Development</p> <p>Describing character traits of ourselves and others. Talking</p>	<p>Perfect tense with <i>avoir</i></p> <p>Perfect tense of <i>aller</i></p> <p><i>C'était</i></p> <p>Grammar memorisation strategies</p> <p>Listening strategies</p> <p>Using a bilingual dictionary to work independently</p> <p>Working out grammar patterns</p> <p>Seek clues to aid identification of tenses (time indicators).</p> <p>Using three verb tenses together in a connected, creative manner</p> <p>Structuring written work into a logical sequence</p> <p>Personal Development</p> <p>Religious festivals and how we celebrate them. Understanding about tourist destinations, carnivals and festivals in French speaking countries.</p> <p>Assessment</p> <p>End of unit assessments in listening, reading and speaking</p>	<p>Talking about a festival or event that you have been to.</p> <p>Talking about traditions and festivals.</p> <p>Skills and grammar</p> <p>Near future</p> <p><i>On pourrait</i> + infinitive</p> <p>Perfect tense with <i>être</i></p> <p>Imperfect tense</p> <p><i>Vous</i> form in present tense</p> <p>Use past and present tenses</p> <p>Cultural awareness</p> <p>Using formal and informal language</p> <p>Personal Development</p> <p>Looking at similarities and differences in places in towns.</p> <p>Assessment</p> <p>End of unit assessments in listening, reading and writing</p>	<p>Personal Development</p> <p>Diversity of personal choice in free time activities.</p> <p>Understanding the personal choice of others. Looking at what makes a healthy lifestyle (diet & health habits). What leads people to make unhealthy lifestyle choices. Looking at music festivals in French-speaking countries. Managing wellbeing in terms of fitness.</p> <p>Assessment</p> <p>End of unit assessments in listening, reading and speaking</p> <p>Customs and Festivals</p> <p>Talking about celebrations. Talking about how we celebrate.</p> <p>Talking about festivals. Describing international festivals.</p> <p>Skills and grammar</p> <p>Revision of the perfect tense with <i>être</i></p> <p>The rules of agreement in the perfect tense</p> <p>Reflexive verbs in the perfect tense</p> <p>Using <i>en, au / aux / à</i> + countries and towns</p> <p>Using common expressions in the imperfect tense</p> <p>Indefinite articles</p> <p>The imperfect tense of common verbs</p> <p>Deciding between the perfect and imperfect tenses</p>	<p>environment and minimising your impact?</p> <p>Assessment</p> <p>End of unit assessments in listening, reading and speaking</p> <p>Travel and tourism</p> <p>Describing holiday destinations.</p> <p>Talking about holiday preferences.</p> <p>Talking about holiday activities. Talking about visiting different places in France.</p> <p>Skills and grammar</p> <p>Sequencing words and phrases</p> <p><i>Depuis</i> + the present tense</p> <p>The pronoun <i>y</i></p> <p>Revision of the perfect tense with <i>avoir</i></p> <p>Revision of the perfect tense with <i>être</i></p> <p>Revision of the imperfect tense of –er verbs</p> <p>Revision of the imperfect tense of <i>avoir, être</i> and <i>faire</i></p> <p>Paraphrasing.</p> <p>Expressing opinions and using intensifiers to create a more precise response.</p> <p>Recognising cognates and near-cognates when reading.</p> <p>Assessment</p> <p>End of unit assessments in listening, reading and writing</p>
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	<p>about different types of families and relationships within them.</p> <p>What is healthy and unhealthy in a relationship / friendship and why you might get on well or not with someone</p> <p>Assessment</p> <p>End of unit assessments in listening, reading and writing</p>			<p>Using a mnemonic as an aid to learning vocabulary, grammar point etc.</p> <p>Developing confidence when speaking.</p> <p>Making use of social and cultural context when reading.</p> <p>Assessment</p> <p>End of unit assessments in listening, reading and writing</p>	
SPRING	<p>Autour de moi</p> <p>Talk about school and where you live; name different places to live</p> <p>Talk about leisure activities and personal possessions</p> <p>Talk about domestic pets, wild animals and farm animals</p> <p>Describe animals using colours and other adjectives</p> <p>Skills and grammar</p> <p>Present tense of regular -er verbs (1st/2nd/3rd person singular)</p> <p>Irregular verbs: <i>aller, faire</i></p> <p><i>Avoir</i> and <i>être</i> (full paradigm)</p> <p>Use of <i>j'</i> before a vowel</p> <p>Adjective agreement; position of colour adjectives</p> <p>Plural of nouns and adjectives</p> <p>Perfect tense: <i>j'ai visité, j'ai vu</i></p> <p><i>Je voudrais</i> + noun, <i>j'avais, c'était</i></p>	<p>Bouger, c'est important!</p> <p>Talking about sports, leisure activities and active holidays.</p> <p>Naming parts of the body and talking about sports injuries.</p> <p>Describing sports personalities and sports events.</p> <p>Skills and grammar</p> <p>Jouer à + ball games</p> <p>Faire de + other sports</p> <p>Depuis + present tense</p> <p>Je voudrais/j'aimerais + infinitive</p> <p>Perfect tense of <i>aller</i></p> <p>Pouvoir + infinitive</p> <p>J'ai mal au/à la/à l'/aux</p> <p>Adding additional information to create detailed answers</p> <p>Recognising patterns in grammar (e.g. after <i>j'ai mal</i>)</p> <p>Build longer sentences through the use of connectives</p> <p>Identify differences in the formation of the perfect and present tenses</p> <p>Personal Development</p> <p>Recognising and appreciating the interests of others. Understanding differences between what sports and popular in France as opposed</p>	<p>Un métier, une rêve!</p> <p>Talking about jobs and qualities needed for certain professions.</p> <p>Discussing ideal jobs and ambitions.</p> <p>Talking about part-time jobs.</p> <p>Talking about success and failure.</p> <p>Skills and grammar</p> <p>Masculine and feminine forms of jobs</p> <p>Imperfect tense and revision of the conditional</p> <p>Use different tenses together</p> <p><i>Si</i> clauses</p> <p><i>Quand</i> with different tenses</p> <p>Notice patterns and details</p> <p>Assessment</p> <p>End of unit assessments in listening, reading and speaking</p> <p>Me, my family and friends</p> <p>Talking about yourself and your family.</p> <p>Talking about getting on with others.</p>	<p>Home, town, neighbourhood and region</p> <p>Describing rooms and what is in them.</p> <p>Describing homes.</p> <p>Talking about where you live.</p> <p>Talking about different areas.</p> <p>Skills and grammar</p> <p>Revision of the position and agreement of adjectives</p> <p>Plurals of nouns</p> <p>Negative phrases followed by <i>de</i></p> <p>Partitive articles</p> <p><i>Habiter</i> and <i>vivre</i></p> <p><i>C'est</i> and <i>il y a</i></p> <p>Demonstrative adjectives</p> <p>Prepositions</p> <p>Personal Development</p> <p>Developing awareness of Francophonic countries.</p> <p>Exploring the advantages and disadvantages of where people live.</p>	<p>My studies / Life at school</p> <p>Describing your school and subjects.</p> <p>Describing a day in school.</p> <p>Comparing school life in France and Britain.</p> <p>Talking about school rules and uniform.</p> <p>Skills and grammar</p> <p>Using adverbs</p> <p>Using <i>de</i> after quantities</p> <p>Revision of using the perfect tense of regular -er verbs</p> <p>Emphatic pronouns</p> <p>Adverbs of time and place</p> <p>Using the comparative of adverbs</p> <p>Superlative adverbs</p> <p>Revision of using <i>pouvoir, vouloir</i> and <i>devoir</i></p> <p>Revision of <i>il faut</i></p> <p>Forming longer sentences when both writing and speaking French.</p> <p>Describing physical properties</p> <p>How to express agreement or disagreement</p> <p>To make links and comparisons between French and British school life</p>

	<p>Personal Development</p> <p>Awareness of different school systems.</p> <p>Assessment</p> <p>End of unit assessments in listening, reading and speaking</p> <p>À table</p> <p>Say what you eat and drink at different mealtimes</p> <p>Give opinions of food and drink; say what you can and can't eat</p> <p>Say where you like to eat out; order food in a café</p> <p>Skills and grammar</p> <p>The partitive: <i>du, de la, de l', des</i></p> <p>Present tense of <i>manger</i> and <i>boire</i> (1st/2nd/3rd person singular)</p> <p>Negatives: <i>ne ... pas, ne ... jamais</i></p> <p>Use of <i>de</i> after a negative</p> <p><i>Pouvoir</i> + infinitive</p> <p><i>J'aime/J'adore/je préfère/je déteste</i> + infinitive</p> <p><i>Je voudrais</i> + noun/infinitive</p> <p><i>Il faut</i> + noun/infinitive</p>	<p>to in Britain. Understanding how sport can improve wellbeing. Discussing healthy choices with regards to diet.</p> <p>Assessment</p> <p>End of unit assessments in listening, reading and writing</p> <p>C'est quoi, la France?</p> <p>Compare France and Britain</p> <p>Describe a country</p> <p>Talk about French people</p> <p>Skills and grammar</p> <p>Present tense</p> <p>Using <i>on</i></p> <p>Comparatives and superlatives</p> <p>Perfect tense (revision)</p> <p>Asking questions</p> <p>Use <i>qui</i> to link sentences</p>	<p>Talking about personal relationships. Talking about future relationships.</p> <p>Skills and grammar</p> <p>Using <i>avoir</i> (to have) and <i>être</i> (to be)</p> <p>Possessive adjectives (my, your, his, her)</p> <p>Reflexive verbs</p> <p>Adjective agreement</p> <p>Comparatives and superlatives</p> <p>Position of adjectives</p> <p>Using <i>qui</i> and <i>que</i></p> <p>The immediate future and the future tense</p> <p>Direct and indirect object pronouns</p> <p>Development of skills for learning vocabulary.</p> <p>To recognise which methods enable you to learn new vocabulary most effectively.</p> <p>Development of skills for filtering out words which are not needed.</p> <p>To be able to create more original and personal verbal and written responses by including adjectives.</p> <p>Making links to one's own language through understanding near-cognates when listening.</p> <p>Personal Development</p> <p>Thinking about what your ideal partner would be like. What makes a good relationship? Future relationship hopes. What makes a good friend? What makes a good relationship? Future relationship hopes. Talking about positive relationships within a family.</p>	<p>Assessment</p> <p>End of unit assessments in listening, reading and speaking</p>	<p>Using visual and verbal context in reading in order to help identify a finer level of detail.</p> <p>Personal Development</p> <p>Consider school systems in other countries and pathway options. Pressures at school, how the world could be in 50 years.</p> <p>Assessment</p> <p>End of unit assessments in listening, reading and writing</p> <p>Education post-16 / Jobs, career choices and ambitions</p> <p>Talking about future studies. Talking about future options. Talking about job preferences and part-time work. Discussing how to get a job.</p> <p>Skills and grammar</p> <p>Using the pronouns <i>ce qui</i> and <i>ce que</i></p> <p>Using intensifiers</p> <p>Revision of <i>si</i> clauses in the present tense</p> <p><i>Si</i> clauses with the future tense</p> <p>Using verbs of liking and disliking</p> <p>Using verbs of liking and disliking in the conditional</p> <p>The passive voice in the present tense</p> <p>Revision of comparatives and superlatives</p> <p>Recognising and using less common prepositions.</p> <p>How to filter out which are not needed in listening tests.</p>
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			<p>Considering what is valued in a future partner.</p> <p>Assessment</p> <p>End of unit assessments in listening, reading and writing</p>		<p>Using exclamations. Using <i>qui</i> and <i>que</i> to help you refer to something.</p> <p>Personal Development Looking at arguments for and against higher education; exploring post 18 career options.</p> <p>Assessment</p> <p>End of unit assessments in listening, reading and speaking</p>
SUMMER	<p>À table</p> <p>Use quantities and understand recipes; numbers above 40</p> <p>Talk about food specialities and art</p> <p>Skills and grammar The partitive: <i>du, de la, de l', des</i></p> <p>Use of <i>de</i> after a negative</p> <p><i>Je voudrais</i> + noun/infinitive</p> <p>Personal Development Religious festivals and how we celebrate them. Responsibility of health / healthy eating. Discuss important dates for different national events in France.</p> <p>Assessment</p> <p>End of unit assessments in listening, reading and writing</p>	<p>C'est quoi, la France?</p> <p>Talk about transport and new technology</p> <p>Discuss Francophone cartoon characters</p> <p>Skills and grammar Present tense</p> <p>Using <i>on</i></p> <p>Comparatives and superlatives</p> <p>Perfect tense (revision)</p> <p>Asking questions</p> <p>Use <i>qui</i> to link sentences</p> <p>Personal Development Understanding what makes France different from Britain. Understanding how life used to be in France and those individuals who influenced French culture.</p> <p>Assessment</p>	<p>Technology in everyday life Talking about communicating online. Talking about the uses of social media. Discussing the advantages and disadvantages of mobile technology. Discussing the uses of mobile technology.</p> <p>Skills and grammar The present tense of regular -er verbs Using <i>avec</i> and <i>sans</i> The present tense of common irregular verbs Using <i>grâce à</i> 'It' and 'that': <i>ce, c', ça</i> Interrogative adjectives <i>Aller, faire</i> and other common irregular verbs The pronouns <i>moi, toi, lui</i> and <i>elle</i> To identify which techniques are most effective for you to help with memorising phrases.</p>	<p>Social issues Describing eating habits. Comparing old and new health habits. Talking about charities. Describing charity work.</p> <p>Skills and grammar <i>Vouloir</i> + infinitive Indefinite pronouns The conditional of <i>vouloir</i> and <i>aimer</i> <i>En</i> + present participle <i>Devoir</i> and <i>pouvoir</i> + infinitive <i>Il faut</i> + infinitive Imperfect tense of <i>être, avoir</i> and <i>faire</i> Expressions of quantity Recognising the pluperfect tense Understanding how to use a glossary or bilingual dictionary in order to become a more independent learner. How to make use of verbal context when listening as an aid to understanding more detail. Using adverbs to enhance both written and spoken sentences.</p>	<p>Speaking exam preparation</p> <p>Exam skills and practice</p> <p>GCSE Exams</p>

	<p>Mon quartier Describing your town. Saying what you can do at different places.</p> <p>Skills and grammar Il y a / il n'y a pas de Word order (position of adjectives) Au / à la / à l' / aux On peut + infinitive</p> <p>Personal Development Recognising and appreciating differences in English and French towns.</p>	<p>End of unit assessments in listening, reading and speaking</p> <p>Le monde des médias Talk about types of television programmes</p> <p>Talk about musical genres and express detailed opinions of music</p> <p>Skills and grammar Direct object pronouns: <i>le, la, les</i></p> <p>Opinions using tenses</p> <p>Personal Development Developing an awareness and understanding of the advantages and disadvantages of different media.</p> <p>Understanding the potential dangers of watching certain genres.</p>	<p>Development of coping strategies for dealing with unknown vocabulary. Adding extra information to help produce a more creative, original, precise and personal response. Building your speaking and writing skills: How to change information given and expand on your answers by giving opinions and reasons.</p> <p>Personal development How to use mobile technology responsibly; the positive and negative aspects of mobile technology. Creating an awareness of having a healthy and safe relationship with the internet.</p> <p>Discussing internet safety.</p> <p>Assessment End of unit assessments in listening, reading and speaking</p>	<p>Recognising common patterns in French when listening.</p> <p>Personal Development Awareness and empathising with those affected by issues of poverty and inequality; looking at how the individual can make a positive contribution through charity work. Considering how individuals can help society through voluntary work and nurture positive relationships within the community. Understanding the dangers of alcohol and drug use.</p> <p>Exam skills Assessment End of unit assessments in listening, reading and writing Y10 Mock Exams</p>	
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