

# MFL Department: French Curriculum Overview



## Curriculum Overview

The aims of the GCSE course in a language are to develop understanding of the target language in a variety of contexts, including literature of the target language and knowledge of the language. As part of the language learning skills, it includes translation (English into target language and Target Language into English), the ability to communicate effectively in the target language and an awareness and understanding of countries and communities where the target language is spoken.

Following their language learning at KS3 students develop transferable skills, relevant to further study and the world of work. Following a sequenced curriculum with interleaved topics and grammar to allow continuous recall. Each stage of the curriculum builds on prior skills and knowledge allowing a smooth transition to the next stage.

At KS3 and KS4 Students are assessed in four equally weighted (25%) listening, reading, speaking, and writing final exams at the end of the linear course (Year 11). There is no controlled assessment. Speaking exams are conducted by the teacher but all exams are externally assessed. Exams in all four skills will be tiered, students must sit exams in all four skills at the same tier.

At Bentley Wood we are passionate about the benefits that learning a language can bring. We strongly believe in languages as a skill for life and something students should enjoy and find rewarding. Enrichment activities further support the wider aspects of language learning and development of life skills in students.

# Year 7

## Autumn 1

- Learn classroom language
- Learn the French alphabet and spell their name
- Transcribe French alphabet, pronunciation & cognates
- Ask someone their name and give their name
- Greetings
- Ask someone how they spell their name and say how they spell it
- Ask someone how they are and say how they feel
- Learn numbers and focus on patterns in numbers
- Ask someone their age and be able to say their age
- Months and ask and say when their birthday is
- Ask someone how old they are and say their age
- Days of the week
- Seasons
- Talk about special days and occasions in France
- Cultural Project: describe the autumn season
- Pronunciation
- Forming questions
- Revise and prepare for the assessment

## Autumn 2

- Mid-module Assessment
- Writing in full sentences from memory
- Reflect on writing assessment
- Say what they have in their school bag
- Indefinite article (un/une)
- Plural nouns & focus on some exceptions (-eau/-eaux; -al/-aux)
- Introduce the conditional tense with 'I' ('je voudrais avoir') relating to bag items
- Definite article (le/la/l'/les)
- Talk about their classroom
- Describe their ideal classroom reinforcing the conditional tense with 'I' ('je voudrais avoir')
- Learn colours and be able to read a literary extract (poem on colours)
- Colours relating to cultural awareness: describe colours in some paintings of Degas – Monet and Gauguin
- Colours and agreement with school items

## Spring 1

- Prepare pupils for end of unit assessment
- Assessment reading and translation
- Reflect on end of unit assessment
- Learn vocab for family members
- Use of possessive adjective (mon – ma – mes)
- Say how many siblings you have using 'avoir'
- Conjugation of verb 'avoir' in the present tense
- Be able to describe the pets you have
- Singular and plural nouns (animals)
- Negative sentences with the verb 'avoir' relating to animals
- Reinforce the conditional tense 'je voudrais avoir' relating to animals
- Be able to describe your hair and eyes & reinforce the verb 'avoir' in the present tense
- Be able to describe people – hair and eyes
- Be able to describe your personality using the verb 'être' in the present

## Spring 2

- Prepare pupils for assessment (Module 1 & 2)
- Assessment Listening and grammar
- Reflect on end of unit assessment
- Talk about school subjects
- Express opinions on school subjects
- Give justification and understand adjectival agreements
- Revise numbers up to 30, learn 30-100
- Learn the time in French o'clock/half past/quarter past
- Learn the time in full in French
- Talk about my school timetable & reinforce verb 'avoir'
- Concentrate on differences/ similarities school system in France/UK
- Cultural Project: la 'Francophonie' 20<sup>th</sup> March (French speaking countries)

## Summer 1

- Talk about my school day
- Understand regular verbs in -ER in the present tense relating to your school day
- Talk about your school uniform
- Express opinions on your school uniform (je pense que/ à mon avis/ selon moi)
- Give justification (parce/ car) and reinforce adjectival agreements
- Describe your school using 'il y a' / 'il n'y a pas de'
- Describe a typical French school
- Revise all topics in the unit to prepare for assessment
- Recap all grammar topics in the unit
- End of Year Assessment Writing (to be confirmed)

## Summer 2

- Describe where you live
- Use the verb 'habiter' in the present tense
- Give opinions & justifications about where you live
- Describe your house/apartment
- Talk about places in town reinforcing 'il y a' / 'il n'y a pas de'
- Say where you go during the weekend
- Use the verb 'aller' in the present tense
- Be able to invite somebody to go out
- Use the verb 'vouloir' in the present tense
- Say what you are going to do
- Use the near future tense (je vais + infinitive)
- Exam skill: Role play-introduction

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<ul style="list-style-type: none"> <li>• Cultural Project: Christmas in France and create their French Christmas decorations</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to describe people – personality</li> <li>• Negative sentences with the verb ‘être’</li> <li>• Position of adjective (after the noun)</li> <li>• Adjectival agreements</li> <li>• Cultural Project: Valentine’s Day in France and create their French chocolate boxes</li> </ul>			
<b>Year 8</b>	<ul style="list-style-type: none"> <li>• Revise grammar and topics studied in Year 7</li> <li>• Talk about holiday destinations and countries</li> <li>• Masculine/feminine countries; To say IN or TO with countries</li> <li>• Talk about school holidays + revise ‘être’ &amp; ‘avoir’ in the present tense</li> <li>• Say what you did during the holidays</li> <li>• Introduce the perfect tense (passé composé) with ‘avoir’ with -ER verbs</li> <li>• Describe a recent visit to a theme park</li> <li>• Introduce the perfect tense (passé composé) with ‘avoir’ for some irregular verbs (boire-faire-voir-prendre)</li> </ul>	<ul style="list-style-type: none"> <li>• Use the present and the perfect tense together relating to the topic of holidays</li> <li>• Use the correct time phrase with the present and the perfect tense</li> <li>• Talk about problems you had during your holidays</li> <li>• Use the perfect tense in negative sentences</li> <li>• Writing skills: be able to write a longer piece of writing using two tenses</li> <li>• Introduce food vocabulary</li> <li>• Use opinion verbs + the definite articles (le-la-les-l’)</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare students for End of unit Assessment</li> <li>• Assessment: (exam-style) writing with word limit + write 4 sentences to describe a picture</li> <li>• Reflect on end of unit assessment</li> <li>• Talk about breakfast</li> <li>• Introduce the partitive article (du-de la-de l’-des)</li> <li>• The present tense of the verbs ‘boire’, ‘manger’ &amp; ‘prendre’</li> <li>• Talk about lunch + reinforce the partitive article</li> <li>• Talk about dinner</li> <li>• Exam skills: writing. Reinforce</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what you are going to eat on a special day</li> <li>• Use the near future (je vais + infinitive)</li> <li>• Use three tenses together (present-perfect tense &amp; near future)</li> <li>• Talk about world cuisines</li> <li>• Use dictionaries to find new meanings</li> <li>• Cultural project: write a recipe in French and cook/bake this dish</li> <li>• Do research about food/s in a French speaking country</li> <li>• Prepare students for end of unit assessment</li> <li>• Assessment (exam-style): Speaking. Describe a</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about weather &amp; seasons</li> <li>• Expression ‘il fait’ &amp; ‘il y a’</li> <li>• Talk about what sport you play &amp; what activities you do in your free-time</li> <li>• The verbs ‘faire’ &amp; ‘jouer’ in the present tense</li> <li>• Express opinions about sport using the comparative (plus/moins...que)</li> <li>• Talk about illnesses reinforce ‘il faut’ + infinitive</li> <li>• Say how long you have been ill for using ‘depuis’</li> <li>• Ask the way and give directions</li> <li>• Introduce the imperative</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss TV programmes</li> <li>• Ask questions by using 'avec qui', 'comment', 'quand', 'où', 'pourquoi'</li> <li>• Arrange to go to the cinema by using the 24-clock</li> <li>• Talk about what you like to do on-line</li> <li>• Use opinion verbs+ infinitive</li> <li>• Talk about digital technology</li> <li>• Reinforce regular -ER verbs in the present tense</li> <li>• Talk about musical instruments you play</li> <li>• Use ‘jouer + du-de la-de l’</li> </ul>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> <li>• Say where you went on holiday</li> <li>• Introduce the perfect tense (passé composé) with 'être'</li> <li>• Learn means of transport</li> <li>• Be able to say how you went on holiday</li> <li>• Use 'c'était' + adjective to describe means of transport</li> <li>• Prepare students for Autumn Assessment</li> <li>• Assessment listening, reading and translation of sentences into French</li> <li>• Reflect on end of unit assessment</li> </ul>	<ul style="list-style-type: none"> <li>relating to foods/drinks</li> <li>• Exam skill: writing. Describe a picture</li> <li>• Cultural Project: French Christmas jumper to be decorated with French Christmas vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>how to describe a picture</li> <li>• Talk about different shops + revise definite article (le-la-l'-'les)</li> <li>• Be able to buy food</li> <li>• Introduce 'il faut/il ne faut pas' + infinitive</li> <li>• Exam skills: speaking. Role-play</li> <li>• Talk about healthy eating</li> <li>• Exam skills: speaking. Photo description</li> </ul>	<ul style="list-style-type: none"> <li>picture.(to be confirmed)</li> <li>• Reflect on end of unit assessment</li> </ul>		<ul style="list-style-type: none"> <li>• Assessment: End of Year exam (to be confirmed)</li> </ul>
<b>Year 9</b>	<ul style="list-style-type: none"> <li>• Talk about self and family</li> <li>• Use possessive adjectives</li> <li>• Give basic info about self and others (personality + appearance)</li> <li>• Talk about friends and activities</li> <li>• Use present tense + reflexive verbs</li> <li>• Talk about relationships and what makes a good friend</li> <li>• Revise place in town + the time</li> <li>• Make arrangements to go out/invite people / Talk about future</li> </ul>	<ul style="list-style-type: none"> <li>• Describe a day out by using the perfect tense</li> <li>• Reinforce the perfect tense with 'être' and 'avoir'</li> <li>• Introduce 'if-sentences' by saying what you would with your friends if you had time</li> <li>• Describe self and others in the past using the imperfect tense</li> <li>• Describe Christmas festivals and traditions in France and promote cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Revision in preparation for End of unit assessment</li> <li>• Assessment: writing (describe a picture + 90-word task) - translation into French</li> <li>• Talk about food using partitive articles</li> <li>• Talk about what I eat/drink at different meals relating to picture-based discussion</li> <li>• Express opinions about foods/drinks</li> <li>• Revise quantities and shops</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to say what one must/mustn't do to keep fit using modal verbs (il faut-il doit...+infinitive)</li> <li>• Be able to say what sports you play/activities you do to kip fit</li> <li>• Describe the last time you went to a restaurant</li> <li>• Say what you used to drink/eat by using the imperfect tense</li> <li>• Talk about future plans to stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss French regional specialties and cuisine</li> <li>• Reinforce 'if-sentences' relating to the topic of foods/drinks</li> <li>• Talk about where I live</li> <li>• Say what there is/there isn't in your town (il y a/ il n'y a pas)</li> <li>• Describe your region by using the comparative and the superlative</li> <li>• Reinforce adjectival agreement</li> <li>• Talk about the weather and future</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the advantages and disadvantages of your town by using the present and the imperfect tense together</li> <li>• Reinforce negative sentences</li> <li>• Describe my ideal town</li> <li>• Use the conditional present</li> <li>• Describe my house and my ideal house</li> <li>• Describe my room</li> </ul>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> <li>• Use the near future</li> <li>• Discuss role models</li> <li>• Revision in preparation for Autumn assessment</li> <li>• Assessment: listening-reading-translation into English</li> </ul>		<ul style="list-style-type: none"> <li>• Describe French celebrations happening at this time of the year – ‘La Chandeleur +la Saint Valentin’</li> </ul>	<ul style="list-style-type: none"> <li>• Use the simple future</li> <li>• Describe Easter in France</li> <li>• Assessment: Writing Exam</li> </ul>	<ul style="list-style-type: none"> <li>plans by using ‘If-sentence (present) + near future’</li> <li>• Be able to ask questions relating to the topic of my town</li> <li>• Assessment: Foundation Listening-reading-speaking exams</li> </ul>	
<b>Year 10</b>	<ul style="list-style-type: none"> <li>• Introduction to Year 10</li> <li>• Talk about holiday destinations (aller+à-au-en-aux)</li> <li>• Say what you do on holidays by reinforcing the present tense</li> <li>• Reinforce weather vocabulary by using the present and imperfect tense together</li> <li>• Talk about what means of transport you prefer and why by using the comparative</li> <li>• Deal with a hotel stay</li> <li>• Prepare for Autumn assessment</li> <li>• Assessment: reading-translation into English-listening</li> </ul>	<ul style="list-style-type: none"> <li>• Deal with a hotel stay by booking and reviewing hotels</li> <li>• Be able to order food in a restaurant/hotel</li> <li>• Say what you do and did on holiday by using the present and the perfect tense together</li> <li>• To talk about an ideal holiday</li> <li>• Reinforce the conditional present relating to holidays</li> <li>• Talk about holiday disasters</li> <li>• Use three tenses together (present-perfect-near future)</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare for end of unit Assessment</li> <li>• Assessment: writing + translation into French</li> <li>• Talk about school subjects you like/don’t like</li> <li>• Be able to describe facilities/rooms in your school</li> <li>• Describe your school uniform by reinforcing adjectival agreement</li> <li>• Learn about the French school system and compare it to the English one</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about school rules</li> <li>• Use modal verbs + infinitive (il faut-il est interdit de...)</li> <li>• Talk about school exchanges by using ‘on + present tense’</li> <li>• Reinforce time phrases to be used with the present-perfect-future tense</li> <li>• To talk about successes at school</li> <li>• Consolidate tenses (present-perfect-future-conditional present)</li> <li>• Talk about extra-curricular activities</li> <li>• Describe your actual school compared to primary school using the imperfect tense</li> <li>• Prepare for Speaking and Writing Q&amp;A</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about different sports reinforcing ‘jouer à’ and ‘faire de’</li> <li>• Use the structure ‘depuis’ + the present tense</li> <li>• Talk about technology: advantages and disadvantages (risks included)</li> <li>• Talk about books and reading habits</li> <li>• Compare what you read now and what you used to read (reinforce the imperfect tense)</li> <li>• Discuss music and favourite singers by reinforcing how to ask questions</li> <li>• Talk about ‘La fête de la musique’</li> <li>• Prepare for Summer Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment: listening reading and speaking exams</li> <li>• Talk about TV programmes by using comparatives and the direct object pronouns</li> <li>• Talk about films and actors</li> <li>• Reinforce the superlative</li> <li>• Talk about an evening out with friends</li> <li>• Reinforce the perfect tense</li> <li>• To talk about leisure activities and social media by using a variety of tenses</li> <li>• Talk about ‘le 14 juillet’</li> <li>• Prepare for Speaking and Writing Q&amp;A</li> </ul>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 11</b>	<ul style="list-style-type: none"> <li>• Introduction to Year 11</li> <li>• Talk about different jobs and work preferences</li> <li>• Revise the conditional present</li> <li>• Talk about part-time jobs</li> <li>• Be able to write a CV and apply for a summer job</li> <li>• Discuss plans and use verbs to express future plans</li> <li>• Introduce ‘après avoir-être’ + the past participle and ‘avant de’ + the infinitive</li> <li>• Talk about work experience using the perfect tense with ‘être’ and ‘avoir’</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss problems that concern me</li> <li>• Revision of tenses</li> <li>• Discuss the problems of our planet</li> <li>• Use the present subjunctive</li> <li>• Prepare for the Mock 1 Assessment</li> <li>• Writing exam practice: all questions at Foundation-Higher Tier</li> <li>• Revision of all GCSE Topics-vocabulary and grammar</li> <li>• Listening exam practice Foundation – Higher Tier</li> <li>• Assessment: Mock exam Listening and Writing using past papers.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss actions to protect the environment</li> <li>• Use modal verbs + the infinitive</li> <li>• Introduce the present participle</li> <li>• Discuss ethical shopping</li> <li>• Introduce the passive form</li> <li>• Talk about poverty and homelessness</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about advantages and disadvantages of big events</li> <li>• Introduce the French past perfect</li> <li>• Talk about volunteering</li> <li>• Talk about social problems and addiction</li> <li>• Revise high frequency words/structures</li> <li>• Revise complex language and idiomatic expressions</li> <li>• Revise tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Revision all topics and exam practice in preparation for the final exam</li> <li>• Speaking Exams</li> </ul>	<ul style="list-style-type: none"> <li>• A Level taster lesson</li> <li>• Transition to A Level work</li> </ul>