



## Curriculum Map 2024-25 FRENCH

TERM	CONTENT AND SKILLS				
	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
AUTUMN	<p><b>Tout sur moi</b> 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><b>Skills and grammar</b> 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><b>Personal Development</b></p> <p>Introducing yourself appropriately to others. Cultural differences when</p>	<p><b>Mon quartier</b> Describing your town. Saying what you can do at different places. Ask for and give directions. Arrange to go out and where to meet.</p> <p><b>Skills and grammar</b> <i>Il y a / il n'y a pas de</i> Word order (position of adjectives) <i>Au / à la / à l' / aux</i> <i>On peut + infinitive</i> <i>Vouloir &amp; pouvoir + infinitive</i></p> <p><b>Personal Development</b></p> <p>Recognising and appreciating differences in English and French towns.</p> <p><b>Assessment</b></p> <p>End of unit assessments in listening, reading and speaking</p> <p><b>Ça, c'est mon truc</b> Talking about clothes and giving opinion on styles. Talking about the weather and what you wear for different occasions.</p> <p><b>Skills and grammar</b> Present tense of regular –er verbs (porter) Possessive adjectives (son/sa/ses)</p>	<p><b>C'est quoi, la France?</b></p> <p>Compare France and Britain</p> <p>Describe a country</p> <p>Talk about French people</p> <p><b>Skills and grammar</b> 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>Talk about transport and new technology</p> <p>Discuss Francophone cartoon characters</p> <p><b>Skills and grammar</b> 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><b>Personal Development</b></p>	<p><b>Identity and relationships</b> Talking about yourself. Talking about your family and friends. Talking about relationships with others. Talking about family life and social lives.</p> <p><b>Skills and grammar</b> Using <i>avoir</i> (to have) and <i>être</i> (to be) Possessive adjectives (my, your, his, her) Reflexive verbs Adjective agreement Comparatives and superlatives Position of adjectives Using <i>qui</i> and <i>que</i> The immediate future and the future tense Direct and indirect object pronouns Development of skills for learning vocabulary. To recognise which methods enable you to learn new vocabulary most effectively. Development of skills for filtering out words which are not needed. To be able to create more original and personal verbal and written responses by including adjectives.</p>	<p><b>Global issues</b> Discussing local environmental issues and actions. Discussing environmental problems and their solutions. Discussing social issues. Discussing inequality.</p> <p><b>Skills and grammar</b> Revision of <i>devoir</i> and <i>pouvoir + infinitive</i> Recognising <i>pouvoir, vouloir</i> and <i>devoir</i> in the conditional Using <i>si + present tense</i> <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 + infinitive</i> 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><b>Personal Development</b></p> <p>Environmental issues, personal and collective responsibilities. What can you do help the</p>

	<p>greeting others (eg handshake / kissing).</p> <p><b>Assessment</b></p> <p>End of unit assessments in listening, reading and speaking</p> <p><b>Mon monde perso</b> 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><b>Skills and grammar</b> <i>Avoir</i> and <i>être</i></p> <p>Adjective agreement</p> <p>Possessive adjectives: <i>mon/mal/males, ton/tal/tes</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><b>Personal Development</b></p> <p>Describing character traits of ourselves and others. Talking</p>	<p>Present tense of <i>jouer / faire</i></p> <p>Reflexive verbs</p> <p>Time expressions]</p> <p><i>quand</i></p> <p>Strategies for coping with new vocabulary</p> <p>Development of listening skills, e.g. for gist</p> <p>Identifying whether a word is a noun, verb or adjective</p> <p><b>Assessment</b></p> <p>End of unit assessments in listening, reading and writing</p>	<p>Understanding what makes France different from Britain.</p> <p>Understanding how life used to be in France and those individuals who influenced French culture.</p> <p><b>Assessment</b></p> <p>End of unit assessments in listening, reading and speaking</p> <p><b>Le monde des médias</b></p> <p>Talk about types of television programmes</p> <p>Talk about musical genres and express detailed opinions of music</p> <p><b>Skills and grammar</b> Direct object pronouns: <i>le, la, les</i></p> <p>Opinions using tenses</p> <p><b>Personal Development</b></p> <p>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>Making links to one's own language through understanding near-cognates when listening.</p> <p><b>Personal Development</b> 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. Considering what is valued in a future partner.</p> <p><b>Assessment</b></p> <p>End of unit assessments</p> <p><b>Healthy living and lifestyle</b> Talking about healthy eating. Talking about food and a healthy lifestyle. Discussing lifestyle choices. Talking about health and happiness.</p> <p><b>Skills and grammar</b> The position of adverbs Plural nouns Indirect object pronouns</p> <p><b>Personal Development</b></p> <p>Looking at what makes a healthy lifestyle (diet &amp; health habits). What leads people to make unhealthy lifestyle choices.</p> <p><b>Assessment</b></p>	<p>environment and minimising your impact?</p> <p><b>Assessment</b></p> <p>End of unit assessments in listening, reading and speaking</p> <p><b>Travel and tourism</b> Describing holiday destinations. Talking about holiday preferences. Talking about holiday activities. Talking about visiting different places in France.</p> <p><b>Skills and grammar</b> Sequencing words and phrases <i>Depuis</i> + the present tense The pronoun <i>y</i> Revision of the perfect tense with <i>avoir</i> Revision of the perfect tense with <i>être</i> Revision of the imperfect tense of –er verbs Revision of the imperfect tense of <i>avoir, être</i> and <i>faire</i> Paraphrasing. Expressing opinions and using intensifiers to create a more precise response. Recognising cognates and near-cognates when reading.</p> <p><b>Assessment</b></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><b>Assessment</b></p> <p>End of unit assessments in listening, reading and writing</p>			End of unit assessments	
SPRING	<p><b>Autour de moi</b></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><b>Skills and grammar</b></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><b>Personal Development</b></p>	<p><b>Destination vacances</b></p> <p>Talking about unusual holidays and preferred holidays.</p> <p>Describing your ideal holiday.</p> <p>Describing a past holiday.</p> <p>Talking about festivals.</p> <p><b>Skills and grammar</b></p> <p>Present tense of choisir and finir</p> <p>Present tense of prendre</p> <p>Near future (je vais prendre)</p> <p>Je voudrais/j'aimerais + infinitive</p> <p>How to say in + country/city</p> <p>Perfect tense with avoir</p> <p>Perfect tense of aller</p> <p>C'était</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><b>Personal Development</b></p> <p>Religious festivals and how we celebrate them. Understanding about tourist destinations,</p>	<p><b>En pleine forme!</b></p> <p>Talking about healthy eating.</p> <p>Discussing healthy lifestyles.</p> <p>Talking about how diet affects health.</p> <p>Talking about resolutions to be healthier.</p> <p>Talking about what life will be like in the future.</p> <p><b>Skills and grammar</b></p> <p>Impersonal structures</p> <p>The pronoun <i>en</i></p> <p>Perfect tense revision</p> <p>Expressions of quantity</p> <p>Future tense</p> <p>Using context to work out meaning</p> <p>Build confidence in asking questions</p> <p>Evaluate own performance</p> <p><b>Personal Development</b></p> <p>Thinking about making healthy choices with diet, exercise and lifestyle.</p> <p><b>Assessment</b></p> <p>End of unit assessments in listening, reading and speaking</p>	<p><b>Education and work</b></p> <p>Talking about school life</p> <p>Comparing school experiences</p> <p>Talking about work and future plans</p> <p>Talking about jobs</p> <p><b>Skills and grammar</b></p> <p>Ordinal numbers</p> <p>Words ending in -ation</p> <p>Feminine person nouns</p> <p>Indefinite adjectives</p> <p><b>Personal Development</b></p> <p>Looking at different jobs</p> <p>Comparing salaries</p> <p>Looking at job opportunities abroad</p> <p><b>Assessment</b></p> <p>End of unit assessments</p>	<p><b>My studies / Life at school</b></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><b>Skills and grammar</b></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>Awareness of different school systems.</p> <p><b>Assessment</b></p> <p>End of unit assessments in listening, reading and speaking</p> <p><b>À table</b></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><b>Skills and grammar</b></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>carnivals and festivals in French speaking countries.</p> <p><b>Assessment</b></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><b>Personal Development</b></p> <p>Consider school systems in other countries and pathway options. Pressures at school, how the world could be in 50 years.</p> <p><b>Assessment</b></p> <p>End of unit assessments in listening, reading and writing</p> <p><b>Education post-16 / Jobs, career choices and ambitions</b></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><b>Skills and grammar</b></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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SUMMER	<p><b>À table</b> Use quantities and understand recipes; numbers above 40 Talk about food specialities and art</p> <p><b>Skills and grammar</b> The partitive: <i>du, de la, de l', des</i> Use of <i>de</i> after a negative <i>Je voudrais</i> + noun/infinitive</p> <p><b>Personal Development</b> Religious festivals and how we celebrate them. Responsibility of health / healthy eating. Discuss important dates for different national events in France.</p> <p><b>Assessment</b> End of unit assessments in listening, reading and writing</p>	<p><b>Bouger, c'est important!</b> Talking about sports, leisure activities and active holidays. Naming parts of the body and talking about sports injuries. Describing sports personalities and sports events.</p> <p><b>Skills and grammar</b> Jouer à + ball games Faire de + other sports Depuis + present tense Je voudrais/j'aimerais + infinitive Perfect tense of aller Pouvoir + infinitive J'ai mal au/à la/à l'/aux Adding additional information to create detailed answers Recognising patterns in grammar (e.g. after j'ai mal) Build longer sentences through the use of connectives Identify differences in the formation of the perfect and present tenses</p> <p><b>Personal Development</b></p>	<p><b>Technology in everyday life</b> 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><b>Skills and grammar</b> 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><b>Free time activities</b> Talking about sports and extreme sports. Talking about free time activities. Arranging a day out. Making plans. <b>Skills and grammar</b> The imperfect tense of regular verbs The perfect tense with avoir, irregular verbs Revising the near future tense Adverbs ending in -ment Emphatic pronouns</p> <p><b>Personal Development</b> Considering sports are popular in France. Looking at future aspirations with sport</p> <p><b>Assessment</b></p>	<p><b>Speaking exam preparation</b></p> <p><b>Exam skills and practice</b></p> <p><b>GCSE Exams</b></p>

		<p>Recognising and appreciating the interests of others. Understanding differences between what sports and popular in France as opposed to in Britain. Understanding how sport can improve wellbeing. Discussing healthy choices with regards to diet.</p> <p><b>Assessment</b></p> <p>End of unit assessments in listening, reading and writing</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.</p> <p>Building your speaking and writing skills: How to change information given and expand on your answers by giving opinions and reasons.</p> <p><b>Personal development</b> 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><b>Assessment</b></p> <p>End of unit assessments in listening, reading and speaking</p>	<p>End of unit assessments</p> <p><b>Customs, festivals and celebrations</b> Talking about food and festivals. Describing celebrations. Talking about traditions. Talking about typical festivals.</p> <p><b>Skills and grammar</b> Question words and inversion</p> <p>The present tense of common irregular verbs</p> <p>Forming irregular plural nouns</p> <p>To tenses together</p> <p><b>Personal Development</b></p> <p>Looking at how festivals are celebrated at home. Understanding of customs and festivals in French-speaking countries across the world.</p> <p><b>Assessment</b></p> <p>End of unit assessments</p> <p><b>Exam skills</b> <b>Y10 mock exams</b></p>	
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