French 7 Year Curriculum Plan

Vision & Purpose	**Assessment – Starting and End Points**	**Spiritual, Moral, Social & Cultural Development**
Our vision in the Modern Foreign Languages department is for all learners to develop the confidence and skills to see themselves as World Citizens in a multicultural society. We aim to help students understand other countries and cultures so they become open-minded, adaptable, and ready to embrace new experiences. Every topic in our curriculum includes a cultural element to support this. We are committed to building strong, lifelong linguistic skills and nurturing students' curiosity and enthusiasm for languages. Our intent aligns with the whole-school curriculum, the CHRIST values, the KS3 National Curriculum, and the skills needed by future employers. Our curriculum sits at the CORE of school life: **Communication:** Students acquire language through meaningful interaction and will leave BC as confident communicators. **Openness:** Learning languages encourages students to explore new cultures and share their own identity. **Relationship:** Languages build connections, strengthen relationships, and create bridges between people. **Expertise:** Students become expert linguists by linking their first language to the one they are learning and by responding positively to mistakes.	**Assessment Methodologies** **KS3** - Retrieval quizzes - HFV termly tests - End of Unit assessments to access the 4 key language skills: Reading, Listening, Writing and Speaking. **KS4** - GCSE-style reading, listening, speaking and writing assessments - Mock examinations in Year 10 and Year 11 **KS5** - Independent Research project - Mock examinations in Year 12/13 - End of unit assessments testing exam skills (translations, text understanding, summaries)	• **Spiritual (SONG) –** • In MFL, students develop spiritually by reflecting on their own identity and the wider world through language and culture. • They explore **Care** when expressing themselves in a new language and helping others to achieve the same during the continuous pair work **Hard work** as they build confidence through challenge, develop **Respect** for diverse global cultures, grow in **Integrity** as they persevere with accuracy and honesty in their learning, demonstrate **Servanthood** when using language to communicate thoughtfully with others, and consider **Togetherness** when communicating with others via the target language and solving tasks together. • **Moral** - In MFL, students consider moral and ethical issues through real-world language contexts. They explore themes such as fairness, equality, global citizenship, environmental responsibility, and how different societies respond to challenges. This is especially apparent in KS4 through the thematic context but also in KS3 via the topics we discuss, and the cultural background students familiarise themselves with in every lesson. • Through authentic texts, discussions, and cultural comparisons, they learn to empathise with others, think critically, and reflect on how their choices and communication can influence the world around them. • **Social –** Language learning is inherently social, and students develop teamwork, communication, and interpersonal skills through pair work, group tasks, role-plays, and collaborative problem-solving. They learn to listen actively, support one another, give constructive feedback, and communicate respectfully across cultural and linguistic boundaries—skills that help them thrive in school and in a global society. Every lesson offers opportunities for group and pair work as well as practicing the 4 communication skills. • **Cultural –** Students explore the rich cultural heritage of the countries where the target language is spoken. They engage with traditions, festivals, music, film, food, history, and everyday life, discovering how language reflects cultural identity and values. By comparing cultures, students broaden their perspectives, challenge stereotypes, and appreciate the diversity and interconnectedness of the modern world.
Adjustment – Foundational Skills & Disciplinary Literacy	**Enrichment & Careers**	**Excellence – Outcomes & Destinations**
• **Reading** – Students develop their reading skills by engaging with a wide range of authentic and adapted texts, including conversations, stories, articles, adverts, timetables, menus and cultural materials. They learn to identify key information, infer meaning, recognise grammatical structures and expand their vocabulary. Reading tasks also build cultural awareness by exposing students to everyday language as it is used in real contexts across the target-language countries. Reading is further practised by promoting different reading	**KS3** - **German and Spanish club** - **Overseas trips** **KS4** - **GCSE intervention club** - **Overseas visits** **KS5** - **Intervention club**	**End of Year 9 – Students should:** - Understand and apply core language-learning processes, including building vocabulary, applying grammar rules, and improving accuracy through practice, feedback, and refinement. - Demonstrate confident use of the target language across the four skills (listening, speaking, reading, writing) at a foundational level. - Produce structured spoken and written work on a range of familiar topics, showing increasing use of opinions, justification, and use of different tenses.

French 7 Year Curriculum Plan

strategies such as reading for gist, echo reading etc which are all practised in lessons as part of the school's tool kit to enable students to progress in their reading abilities. • **Writing** – Students produce increasingly accurate and detailed written work in the target language, ranging from short sentences to structured paragraphs and extended pieces. They write for different purposes—describing events, expressing opinions, giving reasons, narrating in different tenses and communicating information. Through drafting and feedback, they develop accuracy, apply grammatical rules and build the confidence to write clearly and creatively in the target language. • **Numeracy** – Students apply numeracy skills naturally within language learning. They work with numbers, dates, times, prices, statistics and simple data in real-life contexts such as shopping, travel, school routines and timetables. They also interpret information from graphs or survey results and may conduct their own class surveys in the target language, helping them understand how mathematical concepts are embedded in everyday communication. • **Oracy** – Students build strong speaking and listening skills through regular interaction in the target language. They take part in role-plays, dialogues, presentations, and spontaneous conversations, developing clear pronunciation, confidence and fluency. Listening tasks using classroom audio, video clips and authentic speakers help students understand a range of voices, accents and speeds. Oracy skills empower students to communicate meaningfully, respond accurately and participate actively in real-world language situations. There are continuous opportunities for active listening in lessons via cold calling and other teaching strategies that involve students to elaborate on what others say in lessons and come to conclusions and solutions together.	- **Overseas visits**	- Communicate ideas clearly using appropriate pronunciation, spelling, and sentence structures, supported by classroom resources and model texts. **End of Year 11 (GCSE) – Students should:** - Apply language-learning strategies independently, using reference materials, re-drafting, and practising all four skills to refine accuracy and fluency. - Demonstrate secure knowledge of grammar, vocabulary, and key linguistic structures, including a range of tenses, opinions, justifications, and complex sentences. - Produce high-quality GCSE-level written and spoken work, showing the ability to narrate events, describe experiences, express viewpoints, and interact spontaneously. - Show strong comprehension skills by understanding a variety of written and spoken texts and responding appropriately in examination-style tasks. **End of Year 13 (A Level) – Students should:** - Demonstrate independent, critical, and analytical thinking in the target language, engaging with complex texts, themes, and cultural issues. - Manage extended research or cultural study projects, evaluating sources and presenting findings in accurate, sophisticated language. - Apply advanced linguistic knowledge, including complex grammatical structures, nuanced vocabulary, and culturally appropriate language for different contexts. - Show the technical proficiency required for A-Level examinations, including essay writing, translation skills, critical analysis of film/literature, and spontaneous speaking at an advanced level.

French 7 Year Curriculum Plan

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vision & Purpose *Skills, knowledge & understanding*	To develop confident communicators in French by building secure foundations in **greetings, dates, and introductions**, while strengthening grammatical accuracy through the use of key verbs such as *avoir* and *être* in the present tense. Students will expand their vocabulary through cognates and apply their knowledge through structured frameworks that support accuracy, independence, and effective communication across speaking and written tasks.	This unit explores how students describe **family and friends**, physical appearance, pets and Christmas, developing their use of articles, adjective agreement and present tense –er verbs. Through a cultural focus on Noël, learners strengthen their phonics knowledge, including sounds such as *o/eau/au*, *u*, *ou*, silent final e and *é*, supporting accurate pronunciation and confident communication. By the end of the unit, students will be able to describe people and pets using accurate adjective agreement, form and use regular –er verbs in the present tense, recognise and pronounce key phonics patterns, and understand and respond to simple language within a Christmas cultural context.	This unit develops students' ability to talk about **school life** by expressing **opinions on school subjects** and describing teachers, while building confidence in justifying their views. Learners consolidate key grammar, including articles, opinion phrases with reasons, and -ER verb endings, alongside introducing present tense patterns for -IR and -RE verbs. Pronunciation is also a focus, with targeted practice on sounds such as *en/an*, *on*, *ain*, *è/ê* and *gn* to improve accuracy and fluency. By the end of the unit, students will be able to describe their school subjects and teachers, give and justify opinions in simple sentences, use present tense verbs accurately across regular patterns, and apply key pronunciation rules to communicate more clearly and confidently.	This unit aims to develop students' ability to talk about their daily school life, including **telling the time, describing what they eat in the canteen**, and outlining a typical school day. Students will reinforce their use of the present tense, particularly with *avoir* and the pronouns *je* and *on*. Cultural understanding is enriched through learning about *Les Pâques*. Phonics work will focus on key sound patterns (*ai, oi, ch, c* between two vowels, *qu,* and *ç*) to support accurate pronunciation and reading.	This module focuses on the theme of school life, exploring **clubs, sports, and music** to engage pupils in meaningful, real-world contexts. Students will develop their ability to express opinions and use infinitive constructions, alongside consolidating the present tense of regular and key irregular verbs such as *faire* and *jouer*. Cultural understanding is enhanced through the study of *Le Tour de France*. Phonological awareness is strengthened through targeted practice of key sound patterns including *j*, *tion*, *ien*, *un*, and *ill*, supporting accurate pronunciation and listening skills.	This unit focuses on developing students' confidence in discussing **hobbies, weekend plans**, and **the weather**, while deepening their understanding of both regular and irregular present tense verbs and introducing key structures in the past tense (faire/jouer). It is enriched through cultural exploration of *la Fête de la Musique* and a creative *Le Petit Nicolas* film project, encouraging students to apply their language skills in meaningful, engaging, and culturally relevant contexts.

French 7 Year Curriculum Plan

Sequence of Learning *What order is content learnt?*	1. Basic greetings, classroom language and introducing yourself. 2. French alphabet and numbers 1 -10 3. Numbers 11-31 and age. 4. Days, months and birthday. 5. Describing how you look physically – hair and eye colour. 6. Physical descriptions 7. Phonics & HFV Block 1 revision 8. Phonics & HFV Block 1 assessment.	1. Describing your family (Introduction to the present tense of French ER regular verbs). 2. Family and Pets (Colours and adjective agreements). 3. My friends and I (Describing your personality) 4. STAR Speaking assessment preparation 5. STAR Speaking assessment 6. Christmas	1. School subjects (Giving opinions of school subjects (Focus on adjective agreements). 2. Consolidate the present tense of French ER regular verbs -introduce RE and IR ending verbs 3. Telling the time 4. Phonics & HFV Block 2 preparation 5. Phonics & HFV Block 2 assessment	1. Timetable (school day) and sequencers: 2. Facilities in school (in the canteen)- verb Avoir 3. School activities and the verb Jouer (to play) (French present tense of regular and irregular verbs to describe what you do during break time) 4. Pacques. 5. Spring Listening and Reading assessment revision: Develop listening and pronunciation skills through focused phonics practice. 6. Year 7 Listening and Reading test	1. Sporting activities and the verb faire (to do) 2. Different types of music 3. Musical instruments and describe musical tastes 4. Music Festivals 5. Le Tour de France (Cycling race) 6. Phonics & HFV Block3 assessment revision: Develop pronunciation accuracy through targeted phonics practice. 7. Phonics and HFV Block 3 assessment	1. Hobbies in French 2. Weekend plans (Basic introduction to the near future tense to talk about your plans) 3. The weather 4. Improve spelling, literacy and phonics accuracy. 5. Prepare for end-of-year writing assessment. 6. Writing and translation assessment 6. Film project – Le petit Nicolas
End Point Assessments or Retrieval Points *What content is assessed & when?*	**STAR SUMMATIVE TEST** – HFV 1/ Phonics test 1.Retrieval practice embedded in each PPT – embedded as starter activities (spaced retrieval)	**STAR SUMMATIVE TEST** – Speaking test Speaking conversation conducted by teacher to introduce oneself and others. 1.Retrieval practice embedded in each PPT	**STAR SUMMATIVE TEST** – HFV 2/ Phonics test 1.Retrieval practice embedded in each PPT – embedded as starter activities (spaced retrieval)	**STAR SUMMATIVE TEST** – Listening and reading test 1.Retrieval practice embedded in each PPT – embedded as starter activities (spaced retrieval) 2.Retrieval practice embedded in fortnightly Language nut HWK	**STAR SUMMATIVE TEST** – HFV 3/ Phonics test 1.Retrieval practice embedded in each PPT – embedded as starter activities (spaced retrieval) 2.Retrieval practice embedded in fortnightly Language nut HWK 4. Regular AFL via mini whiteboards.	**STAR SUMMATIVE TEST** – Writing and translation assessment 1.Retrieval practice embedded in each PPT – embedded as starter activities (spaced retrieval)

French 7 Year Curriculum Plan

	2.Retrieval practice embedded in fortnightly Language nut HWK 3. Regular AFL via mini whiteboards. **3.Retrieval focus:** Recapping key high frequency French verbs and phonics to introduce oneself: ***cognates; AVOIR & ETRE present tense –*** Phonics : ***SFC/a/eu/e***	– embedded as starter activities (spaced retrieval) 2.Retrieval practice embedded in fortnightly Language nut HWK 4. Regular AFL via mini whiteboards. **3.Retrieval focus:** Recapping questions and answers to introduce oneself and family in French: articles; adjective agre ements + conjugate E R verbs present tense Phonics: **o/eau/au ;u ; ou ; SFE ;é**	2.Retrieval practice embedded in fortnightly Language nut HWK 4. Regular AFL via mini whiteboards. **3.Retrieval focus:** articles, opinions & reason, consolidate ER verb endings and introduction of IR/RE present tense. Phonics: **en/an; on; ain; è/ ê; gn**	4. Regular AFL via mini whiteboards. **3.Retrieval focus:** present tense (AVOIR/je /on) Pacques Phonics: **ai; oi; ch; c (beteewn two vowels); qu; ç**	**3.Retrieval focus:** opinion+ infinitive; present of regular & irregular verbs (FAIRE/ JOUER); Le Tour de France Phonics **: j; tion; ien; un; ill**	2.Retrieval practice embedded in fortnightly Language nut HWK 4. Regular AFL via mini whiteboards. **3.Retrieval focus:** consolidation of regular and irregular verbs in the present tense, introduction to the past tense (FAIRE/JOUER), la fête de la musique, Le petit Nicolas film project

French 7 Year Curriculum Plan

Year 8	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Vision & Purpose *Skills, knowledge & understanding*	The vision is for students to confidently describe **where they live** using key vocabulary about **countries**, **nationalities**, **town and city places**, **direction**, while expressing **what you can do** in their area. The purpose is to build accuracy and fluency with **AVOIR** and **ÊTRE**, regular **ER/IR/RE verbs** in the present tense, **opinions**, **directions**, **articles**, and the preposition **à**, alongside the structure *"you can + infinitive."* Learners will strengthen pronunciation through focused practice on **SFC/a/eu/e** to communicate clearly and confidently about their home environment.	The vision is for learners to confidently describe **where they live** by using vocabulary for **types of houses**, **rooms**, and **bedroom furniture**, while expressing preferences and possibilities with the **negative form** and **"I would like…"** in the conditional mood. The purpose is to deepen cultural awareness through discovering **DomTom and Francophone countries**, and to strengthen pronunciation by practising key sounds such as **o/eau/au**, **u**, **ou**, **SFE**, and **é** so students can communicate clearly and confidently about their home environment.	The vision is for learners to confidently talk about **celebrations and festivals** using rich cultural examples such as **Noël**, **les Pâques**, **La Saint-Valentin**, **les fêtes des rois**, and **le quatorze juillet**. The purpose is to build accuracy in the **present tense and past tense** and develop fluency with a range of **opinion starters** while strengthening pronunciation through focused work on **en/an**, **on**, **ain**, **è/ê**, and **gn**. Learners will deepen cultural understanding and communicate clearly as they explore how festivals shape traditions in the Francophone world.	The vision is for learners to confidently communicate about **celebrations and festivals** by using language for **buying food at the market**, **saying what they are going to eat**, **describing a future trip**, and **explaining what they are going to do**. The purpose is to build accuracy and fluency with the **immediate future tense** (*to be going to + infinitive*) while deepening cultural understanding through exploring **traditional foods from France and the Francophone world**. Learners will strengthen pronunciation through focused practice on **ai**, **oi**, **ch**, **c between vowels**, **qu**, and **ç** to communicate clearly and confidently about future plans and cultural experiences.	The vision is for learners to confidently communicate about **fashion and television** using vocabulary for **clothes**, **uniform**, and **TV programmes**, while expressing detailed opinions across the **present**, **past**, **future**, and **conditional** forms with accurate **adjective agreement**. The purpose is to deepen cultural understanding through exploring **French fashion designers** and to strengthen pronunciation through focused practice on **j**, **tion**, **ien**, **un**, and **ill** so learners can express style, preferences, and media choices with clarity and confidence.	The vision is for learners to confidently discuss **cinema** using vocabulary for **films**, **actors**, and **the cinema**, while expressing opinions across the **present**, **past**, **future**, and **conditional** forms. The purpose is to deepen cultural understanding through exploring **Le Festival de Cannes** and engaging with projects such as **Les Choristes**, while strengthening pronunciation through focused practice on **j**, **tion**, **ien**, **un**, and **ill**. Learners will develop the confidence to analyse films, describe cinematic experiences, and appreciate the role of cinema in Francophone culture.
Sequence of Learning *What order is content learnt?*	1. countries and nationalities 2 ou habites-tu? 3. ma ville	1.ma maison 2.chez moi 3. dans ma chambre.	1. j'adore les fetes 2. c'est le carneval 3. on fete la fete 4. past tense celebration	1 at the market + quantities 2 opinions of foods 3. what will you buy – immediate future 4.listening and reading test practise	1.clothes + colours 2.uniform + opinions 3. TV programmes + opinions 4. types of films 5. past tense + films.	1,2,3, les choristes film and activities. 4 les choristes film review 5. Prepare for end-of-year writing assessment.

Vision - Living Life in all its Fullness

Values - Care **H**ard work **R**espect **I**ntegrity **S**ervanthood **T**ogetherness

French 7 Year Curriculum Plan

	4. qu'est-ce qu'on peut faire 5.ma ville 6. HFV revision 7. HFV block 1	4. speaking assessment preparation 5. speaking assessment	5.HFV Block 2 revision 6. HFV block 2	5. listening and reading test	6. revision for HFV block 3 7. HFV block 3	6. writing assessment
End Point Assessments or Retrieval Points *What content is assessed & when?*	**STAR SUMMATIVE TEST** – HFV block test 1. 1.Retrieval practice embedded in each PPT – embedded as starter activities (spaced retrieval) 2.Retrieval practice embedded in fortnightly Language nut HWK 3. Regular AFL via mini whiteboards. **3.Retrieval focus:** Recapping key high frequency French verbs and phonics to to say where you live ***a/eu/e***	**STAR SUMMATIVE TEST** – Speaking conversation conducted by teacher to say where you live 1.Retrieval practice embedded in each PPT – embedded as starter activities (spaced retrieval) 2.Retrieval practice embedded in fortnightly Language nut HWK 4. Regular AFL via mini whiteboards. **3.Retrieval focus:** Recapping questions and answers to describe town and house Phonics: ***0/eau/au/u/ou***	**STAR SUMMATIVE TEST** – HFV block test 2. 1.Retrieval practice embedded in each PPT – embedded as starter activities (spaced retrieval) 2.Retrieval practice embedded in fortnightly Language nut HWK 4. Regular AFL via mini whiteboards. **3.Retrieval focus:** Recapping French and English opinions, infinitives and the present tense and past tenseendings of regular ER verbs; : ***en/an/on/ain/è/ê/gn***	**STAR SUMMATIVE TEST** – Listening and reading assessment 1.Retrieval practice embedded in each PPT – embedded as starter activities (spaced retrieval) 2.Retrieval practice embedded in fortnightly Language nut HWK 4. Regular AFL via mini whiteboards. **3.Retrieval focus:** Reviewing the French immediate future tense of regular AR/ER/IR verbs and recapping high frequency verbs in French Phonics: ***ai/oi/ch/c(between 2 vowels) qu/ç***	**STAR SUMMATIVE TEST** – HFV block test 3. 1.Retrieval practice embedded in each PPT – embedded as starter activities (spaced retrieval) 2.Retrieval practice embedded in fortnightly Language nut HWK 4. Regular AFL via mini whiteboards. **3.Retrieval focus:** Telling the time, reviewing the French present, past and future tenses of regular verbs and Phonics: ***j/tion/ien/un/ill***	**STAR SUMMATIVE TEST** – Writing assessment 1.Retrieval practice embedded in each PPT – embedded as starter activities (spaced retrieval) 2.Retrieval practice embedded in fortnightly Language nut HWK 4. Regular AFL via mini whiteboards. **3.Retrieval focus:** Reviewing key verbs learnt throughout the year with all 3 tenses (present/past/future)

French 7 Year Curriculum Plan

Year 9	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Vision & Purpose *Skills, knowledge & understanding*	This unit aims to develop students' confidence in communicating about school life in French, including subjects, opinions on teachers and facilities, school rules, and comparisons between primary and secondary education, as well as recounting what they did yesterday. Learners will build accuracy and fluency through the use of key grammar structures such as articles, adjectives, comparisons, present tense ER/IR/RE and irregular verbs, opinion starters, and the perfect tense with irregular verbs, while improving pronunciation through targeted phonics (SFC/a/eu/e, o/eau/au, u, ou, SFE, é). Through exploring L'armistice (11 November) and reflecting on the	This unit aims to equip students with the language needed to discuss education, future ambitions, and career aspirations in French. Learners will develop their ability to describe jobs, personal qualities, and responsibilities such as chores, while expressing plans and possibilities using the future and conditional tenses alongside key modal verbs. Pronunciation skills will be strengthened through focused phonics practice. By exploring how French can support future careers, students will also recognise the practical value of language learning and its role in broadening opportunities beyond the classroom. .	This unit aims to build students' ability to communicate about healthy living in French, including sport, diet, daily habits, and common illnesses. Learners will develop confidence in describing what they eat, discussing healthy choices, and taking part in practical interactions such as a doctor's roleplay. They will consolidate their use of present, perfect, and future tenses, as well as modal and conditional structures, while refining pronunciation through targeted phonics practice. By exploring aspects of French food and culture, students will also gain a broader understanding of lifestyle differences and the importance of making informed health choices.		This unit aims to develop students' ability to talk about holidays in French, including destinations, transport, weather, and activities. Learners will build confidence in describing current, past, and future travel experiences using key tense structures, while improving pronunciation through focused phonics work. By sharing and understanding different holiday experiences, students will broaden their cultural awareness and deepen their ability to communicate in real-life contexts.	This unit aims to develop students' ability to describe and evaluate holidays in French, including recounting past experiences and imagining ideal trips. Learners will build confidence in real-life communication such as completing a train station roleplay, while strengthening their use of present, past, and conditional tenses, including simple *si* clauses to express possibilities. Through engaging cultural exploration—such as studying summer festivals in French-speaking countries, analysing *Les vacances de Mr Bean*, and completing a Paris virtual tour project—students will deepen their cultural understanding and apply their language skills in meaningful and creative contexts.

French 7 Year Curriculum Plan

	importance of language learning, students will also deepen their cultural understanding and recognise the wider value of studying languages.					
Sequence of Learning *What order is content learnt?*	1. School subjects and opinions 2. Opinions on teachers 3. Describing your school 4. Comparing your primary and secondary school 5. Discussing school rules 6. Describing what you did yesterday at school 7. HFV1/Phonics Revision and assessment	1. Jobs 2. Personal qualities in a job 3. Future plans 4. Household chores and pocket money 5. STAR Speaking Assessment	1. Talking about sports 2. Giving opinions on sports using the comparative 3. Talking about what you must do to be a sports champion 4. Talking about healthy living 5. Talking about your diet 6. Talking about injuries and illnesses 7. At the doctor's role-play 8. Listening and Reading Revision and Assessment		1. Discover France 2. Countries and transport 3. Where you normally go on holiday	1. Holidays in the past 2. Film project: Les vacances de Mr Bean 3. Where you would like to go on holiday 4. At the train station role-play 5. Writing Assessment 6. Paris project
End Point Assessments or Retrieval Points *What content is assessed & when?*	**STAR SUMMATIVE TEST** – HFV block test 1. 1.Retrieval practice embedded in each PPT – embedded as starter activities (spaced retrieval) 2.Retrieval practice embedded in fortnightly Language nut HWK 3. Regular AFL via mini whiteboards. **3.Retrieval focus:**	**STAR SUMMATIVE TEST** – Speaking conversation conducted by teacher 1.Retrieval practice embedded in each PPT – embedded as starter activities (spaced retrieval) 2.Retrieval practice embedded in fortnightly Language nut HWK 4. Regular AFL via mini whiteboards.	**STAR SUMMATIVE TEST** – HFV block test 2. 1.Retrieval practice embedded in each PPT – embedded as starter activities (spaced retrieval) 2.Retrieval practice embedded in fortnightly Language nut HWK 4. Regular AFL via mini whiteboards. **3.Retrieval focus:**	**STAR SUMMATIVE TEST** – Listening and reading assessment 1.Retrieval practice embedded in each PPT – embedded as starter activities (spaced retrieval) 2.Retrieval practice embedded in fortnightly Language nut HWK 4. Regular AFL via mini whiteboards. **3.Retrieval focus:** Recapping the present, perfect (regular and irregular verbs) and future tense verbs and modal verbs. Phonics:	**STAR SUMMATIVE TEST** – HFV block test 3. 1.Retrieval practice embedded in each PPT – embedded as starter activities (spaced retrieval) 2.Retrieval practice embedded in fortnightly Language nut HWK 4. Regular AFL via mini whiteboards. **3.Retrieval focus:** Reviewing key verbs learnt throughout the year with all 3 tenses Phonics: **j/tion/ien/un/ill/c**	**STAR SUMMATIVE TEST** – Writing assessment 1.Retrieval practice embedded in each PPT – embedded as starter activities (spaced retrieval) 2.Retrieval practice embedded in fortnightly Language nut HWK 4. Regular AFL via mini whiteboards. **3.Retrieval focus:** Reviewing key verbs learnt throughout the year with all 3 tenses

French 7 Year Curriculum Plan

	Recapping key high frequency French verbs and the present tense endings Phonics: **SFC/a/eu/e/o, eau**	**3.Retrieval focus:** Recapping questions and answers to talk about your school and the perfect tense of regular verbs Phonics: **u, au/ou/SFE/é**	Recapping the present, perfect (regular and irregular verbs) and future tense verbs and modal verbs. Phonics: **ai/ oi/ ch/ c(between two vowels), qu; ç**	**ai/ oi/ ch/ c(between two vowels), qu; ç**		

French 7 Year Curriculum Plan

Year 10	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Vision & Purpose *Skills, knowledge & understanding*	**Module 1: Tu as du temps à perdre.** This module aims to develop students' confidence in discussing free time and leisure activities, including sports, online activities, music, television, and hobbies, using a range of present, near future, and perfect tenses. Students will build accuracy with regular and key irregular verbs, negatives, and pronunciation patterns while exploring Francophone culture through themes such as the Jeux de la Francophonie and artists like Stromae. The module embeds phonics and sound–spelling links to support fluency and listening skills, enabling students to communicate clearly and authentically in real-life contexts.	**Module 2: Mon clan, ma tribu** This module aims to develop confident and articulate communicators who can describe family relationships, daily routines and personal identities through meaningful contexts such as role models and cultural values. Pupils build core grammatical foundations, including possessive adjectives, reflexive verbs and accurate adjectival agreement, while applying these to real-life communication tasks such as describing people, idols and images. Embedded within this is an understanding of French cultural principles, including *Liberté, Égalité, Fraternité* and evolving notions of inclusivity, alongside exposure to inspiring francophone role models. A strong emphasis on phonics develops accurate pronunciation and listening skills,	**Module 3: Ma vie scolaire.** This module develops students' ability to discuss school life, including subjects, rules, and opinions, while reflecting on their progress and describing what school was like in the past. Learners will also explore the value of language learning and gain cultural insight into school life in Francophone countries. Through this, they will build grammatical accuracy using definite articles, comparatives, superlatives, the imperfect tense, and more complex negative structures, alongside improving key pronunciation patterns such as *er*, *é*, *oi*, intervocalic *-s-*, and *ien*.	**Module 4: En pleine forme** This module focuses on the theme of food, drink, and healthy living, enabling students to discuss mealtimes, describe aspects of mental and physical health, and talk about illness, accidents, and medical appointments. Pupils will develop their ability to express future intentions by explaining how they plan to improve their lifestyle and make positive changes. Grammar coverage includes partitive articles, imperatives, modal verbs, reflexive verbs, and the simple future tense, alongside a strong emphasis on key pronunciation patterns (en, an, em, am, ain, in, aim, im, eu) to support accurate and confident communication.	**Module 4: En pleine forme** This module develops students' ability to communicate about food, drink and healthy living, including discussing mealtimes, mental health, illness, accidents, and booking medical appointments. It encourages learners to express future intentions and lifestyle improvements with increasing confidence. Linguistically, students will apply key grammatical structures such as partitive articles, imperatives, modal verbs, reflexive verbs and the simple future, while strengthening pronunciation through a focus on key sound patterns including *en, an, em, am, ain, in, aim, im* and *eu*.	**Module 5: Numéro vacances** This module aims to develop students' ability to communicate confidently about holidays and travel, including destinations, transport, accommodation, activities, festivals and weather. Students will build cultural awareness of French and Francophone holiday experiences while applying key grammatical structures such as the conditional tense, *si* clauses and relative pronouns. Through a focus on authentic contexts such as reviewing and booking accommodation, learners will strengthen their fluency, accuracy and pronunciation, with explicit practice of key phonics patterns to support spoken communication.

French 7 Year Curriculum Plan

		enabling pupils to decode and produce language with increasing independence and confidence.				
Sequence of Learning *What order is content learnt?*	.1. Exploring events in the francophone world. 2. Talking about what you do online 3. Saying what you do to stay active 4.Talking about what you watch 5. Making plans to go out 6. Saying what you did last weekend 7. Taking part in an interview	1.Talking about your identity 2. Talking about your weekend routine 3. Discussing friends and friendship 4. Talking about what people look like 5. Talking about positive role models 6. Talking about celebrations	1.Learning about school life in francophone countries 2. Talking about school subjects and school life 3. Discussing school rules 4. Talking about making progress at school 5. Talking about what school used to be like when you were younger 6. Talking about learning languages	1. Describing and giving opinions about dishes 2. Talking about meals and mealtimes 3. Talking about good mental health	1. Describing illness and accidents 2. Saying what you will do to improve your life 3. Talking about lifestyle changes	1.Talking about holidays and accommodation 2. Talking about your ideal holiday 3. Discussing what you can see and do on holiday 4. Talking about festivals 5. Reviewing and booking holiday accommodation 6. Talking about staycation activities
End Point Assessments or Retrieval Points *What content is assessed & when?*	**STAR SUMMATIVE TEST** - Mini assessment covering dictation / reading / translation into English and into French 1.Retrieval practice embedded in each PPT – embedded as starter activities (spaced retrieval) 2.Retrieval practice embedded in fortnightly Language nut HWK 3. Regular AFL via mini whiteboards.	**STAR SUMMATIVE TEST** – STAR Speaking (Describing a picture) / STAR Writing (80-90 word task) 1.Retrieval practice embedded in each PPT – embedded as starter activities (spaced retrieval) 2.Retrieval practice embedded in fortnightly Language nut HWK 4. Regular AFL via mini whiteboards.	**STAR SUMMATIVE TEST** – Grammar Assessment 1.Retrieval practice embedded in each PPT – embedded as starter activities (spaced retrieval) 2.Retrieval practice embedded in fortnightly Language nut HWK 4. Regular AFL via mini whiteboards. **3.Retrieval focus:** Recapping definite articles, comparatives,	**STAR SUMMATIVE TEST** – STAR Listening and Reading Assessment 1.Retrieval practice embedded in each PPT – embedded as starter activities (spaced retrieval) 2.Retrieval practice embedded in fortnightly Language nut HWK 4. Regular AFL via mini whiteboards. **3.Retrieval focus:** Recapping partitive articles, the simple future tense. Key verbs and vocabulary focused around food, drink and healthy living. Phonics: ***en, an, em, am, ain, in, aim, im, eu***	**STAR SUMMATIVE TEST** – Grammar Assessment 1.Retrieval practice embedded in each PPT – embedded as starter activities (spaced retrieval) 2.Retrieval practice embedded in fortnightly Language nut HWK 4. Regular AFL via mini whiteboards. **3.Retrieval focus:** Recapping modal verbs, reflexive verbs. Key verbs and vocabulary related to mental health, illness, accidents, and booking medical appointments. Phonics: ***en, an, em, am, ain, in, aim, im*** **and** ***eu*****.**	**STAR SUMMATIVE TEST** – Mock Exam (Listening, Reading and Writing) 1.Retrieval practice embedded in each PPT – embedded as starter activities (spaced retrieval) 2.Retrieval practice embedded in fortnightly Language nut HWK 4. Regular AFL via mini whiteboards. **3.Retrieval focus:** Reviewing key verbs and vocabury about holidays,

French 7 Year Curriculum Plan

	3.Retrieval focus: Recapping key high frequency French verbs and vocabulary to describe free time and leisure activities. Phonics: ***SFe / SFC / Silent verb endings / qu / c + a, o, u / er, é, ez***	**3.Retrieval focus:** Recapping questions and answers to talk about family relationships, daily routine and personal identities in French. Phonics: **è / ê / ai / ai / œ / open eu / ch**	superlatives, the imperfect tense, and more complex negative structures. Phonics: ***er, é, oi,* intervocalic *-s-*, and *ien*.**			festivals and accommodation. Phonics: ***h, au/eau/close d o/ô gn, on, om, un, en, an, em, am***

French 7 Year Curriculum Plan

Year 11	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Vision & Purpose *Skills, knowledge & understanding*	**Module 6 Notre planète** This unit aims to develop students' ability to describe their neighbourhood using complex and increasingly accurate French. Learners will express opinions and ideas about environmental issues, technology and Francophone countries, using numbers and percentages to support their views. They will apply key grammatical structures such as the superlative, present passive, imperative "nous" form, and advanced verb constructions (including *en* + present participle, *être en train de* and *venir de*). The focus is on building confidence in communicating clearly while improving pronunciation, particularly with *-tion* endings and open *o* sounds, to create more fluent, precise and authentic spoken and written French.	**Module 7 Mon petit monde à moi** This unit aims to build students' confidence in describing their neighbourhood and everyday surroundings in French. Learners will give directions, discuss shopping and home life, and use compass points and descriptive language accurately. They will develop grammatical control through the use of demonstrative adjectives, *y*, imperative *vous* forms, and correct use of *à* and *de* with articles, as well as exploring adjective placement and meaning. Students will also express aspirations using *si* clauses with the imperfect and conditional. A clear focus on pronunciation—including vowel sounds (*a, y, i*), tricky consonants (*r, th*), and final consonants—will support more fluent, natural communication in both speaking and writing.	**Module 8 Mes projets d'avenir** This unit aims to develop students' ability to discuss their future plans, ambitions and career options in French with increasing confidence and sophistication. Learners will explore different jobs and their advantages, express hopes and intentions, and manage real-life situations such as buying tickets. They will build grammatical range by using three future time frames, complex infinitive structures (e.g. *avant de*, *après avoir/être*, *sans*), and verbs requiring *être* in the perfect tense, as well as accurate agreement for job nouns. Students will also improve fluency and clarity through precise pronunciation of key sound patterns (*ill/ille*, *ail/aill*), enabling more natural and effective communication about their aspirations.	In the final term of Year 11, students focus on preparing for their Speaking Exam. In addition, students consolidate and refine their knowledge across the Edexcel GCSE French curriculum in preparation for their summer examinations in Listening, Reading and Writing. Learners will revisit key themes, vocabulary and grammatical structures, strengthening their accuracy, fluency and exam technique across all four skills. The emphasis is on building confidence, addressing gaps in understanding, and developing effective strategies for success in the listening, speaking, reading and writing exams.		Listening, Reading and Writing Exam.
Sequence of Learning *What order is content learnt?*	1. Understanding infrographics about the environment. 2. Talking about geography and the climate. 3. Talking about environmental problems. 4. Discussing how we protect the environment.	1. Describing your town or village. 2. Identifying places in a town and asking for and understanding directions. 3. Talking about shopping for clothes. 4. Describe your ideal home.	1. Talking about summer jobs. 2. Talking about future plans and hopes. 3. Talking about travelling and earning money. 4. buying tickets at a train station.	1. Speaking preparation 2. Module 1 Revision 4. Module 2 Revision 5. Module 3 Revision 6. Module 4 Revision	1. Module 5 Revision 2. Module 6 Revision 3. Module 7 Revision 4. Module 8 Revision	

Vision - Living Life in all its Fullness

Values - Care **H**ard work **R**espect **I**ntegrity **S**ervanthood **T**ogetherness

French 7 Year Curriculum Plan

	5. Talking about day-to-day actions to protect the environment. 6. Discussing school environmental projects.	5. Talking about visiting another town or city.	5. Talking about possible future career plans. 6. Talking about different jobs.			
End Point Assessments or Retrieval Points *What content is assessed & when?*	**STAR SUMMATIVE TEST** – Role-play and General Conversation. 1.Retrieval practice embedded in each PPT – embedded as starter activities (spaced retrieval) 2.Retrieval practice embedded in fortnightly Language nut HWK 3. Regular AFL via mini whiteboards.	**STAR SUMMATIVE TEST** – Mock Exam – Listening / Reading / Writing 1.Retrieval practice embedded in each PPT – embedded as starter activities (spaced retrieval) 2.Retrieval practice embedded in fortnightly Language nut HWK 4. Regular AFL via mini whiteboards.	**STAR SUMMATIVE TEST** – Mock Exam - Speaking 1.Retrieval practice embedded in each PPT – embedded as starter activities (spaced retrieval) 2.Retrieval practice embedded in fortnightly Language nut HWK 4. Regular AFL via mini whiteboards.			