

What are the aims and intentions of this curriculum?

The aim of our Key Stage 4 Curriculum is to ensure that students develop their ability and ambitions to communicate with native speakers in speech and writing. The study of a modern foreign language should also broaden the students' horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	<p>Theme 1 – People and Lifestyle Topic 1 – Identity and relationships with others</p> <ul style="list-style-type: none"> Describe a person's nationality, character, personality and physical appearance. Describing family and friends Describe a person's sexual orientation. <p>PSHE – families, respectful relationships, online media, Families, Cultural awareness across different religions and beliefs</p> <p>Careers – counselling skills</p>	<ul style="list-style-type: none"> Reflexive verbs Direct object pronouns Immediate future (to go to + infinitive) and future tense (will + verb) Future tense Use of don't <p>mon-ma-mes ton-ta-tes son-sa-ses</p> <p>Je m'entends bien avec ... Je ne m'entends pas bien avec ... Je me dispute (rarement) avec ... jaloux-jalouse(s) égoïste(s) / sympa(s) généreux-généreuse(s) casse-pieds mes parents sont séparés / divorcés On a les mêmes goûts. / Nous avons beaucoup de choses en commun. Je vais me marier. / Je ne vais pas me marier. (J'espère que) je me marierai et (que) j'aurai des enfants.</p>	<ul style="list-style-type: none"> Ignoring words which are not needed Using cognates and near cognates Answering unprepared questions 	<p>On-going regular vocabulary tests</p> <p>GCSE speaking questions on the topic</p> <p>Summative assessment speaking and writing skills</p>
Autumn 2	<p>Theme 1 – People and Lifestyle Topic 1 – Identity and relationships with others</p> <ul style="list-style-type: none"> Describe qualities of a good friend. Describe ideal partners and why. Describe different types of partnerships - pros and cons. 	<ul style="list-style-type: none"> Present tense of common irregular verbs Present of regular -er and -ir verbs aller, faire and other common irregular verbs present of more irregular verbs using grâce à using on <p>Je suis Je m'appelle, il/elle s'appelle</p>	<ul style="list-style-type: none"> Pronunciation of verb endings Building your speaking and writing skills Collecting useful phrases by making notes of phrases that can be used in speaking and writing Phonics: 	<p>On-going regular vocabulary tests and</p> <p>GCSE speaking questions on the topic</p> <p>Summative assessment listening, reading and writing skills</p>

PSHE – Online and media

Careers –Different family types and role of media, development of friend and family social media

J'ai seize ans
Dans ma famille il y a 4/5 personnes
J'ai deux frères
Je m'entends... avec
Il/elle me fait rire/content
Je voudrais avoir/être
Il/elle a
Il/elle est

Higher tier only
Il/elle serait
Il/elle aurait

Formation of nouns (feminine/plural)
Indefinite articles
Definite articles
Subject pronouns (je, il, elle)
Avoir (present tense)
Être (present tense)
Expressing age
Reflexive verbs in the present tense (je m'appelle, il/elle s'appelle, je m'entends bien avec, on s'entend bien)
Conditional tense (je voudrais)
Possessive adjectives (mon, ma, mes, ton, ta, tes)
Adjectival agreements
Adjectival positioning (including more than one)
Adverbs of intensity
Emphatic pronouns (avec moi, toi)
Negative (ne... pas)
De after negative
Cardinal numbers (1-30)
Impersonal verb phrase (il y a)
Interrogatives (comment...?)
Higher tier only
Emphatic pronouns (avec lui, elle, eux, elles)
Conditional tense (il/elle aurait, ce serait)

- 1) Silent final 'd'
- 2) Eu
- 3) Silent final e
- 4) è/ê/ai
- 5) 'n' liaison
- 6) on/om

Spring 1

Theme 1 – Identity and relationship with others
Topic 2 – Topic 2: Healthy living and Lifestyle

- Present tense
- Imperfect tense (1st, 2nd, 3rd person singular)
- Perfect tense (with *avoir* and *être*)

- Adding reasons to produce more complex sentences
- Making use of grammatical markers

On-going regular vocabulary tests and speaking role plays

- Give preferences for food and drink, attitudes to fast-food, cooking, smoking/vaping, drugs, alcohol, including consequences.
- Refer to physical and mental well-being, reasons for staying healthy and consequences of not staying healthy.
- Describe sporting activities and ways of keeping fit.
- Compare past and present lifestyle choices and future intentions.

**PSHE – Physical health and fitness, healthy lifestyles, drugs, alcohol and tobacco
Families, community, global issues, drugs, alcohol and tobacco, mental well-being**

Careers – hospitality industry and medicine

- Modal verbs (present tense - pouvoir, vouloir, savoir, devoir)
- Negatives (ne... rien)
- Reflexive verbs (1st, 2nd, 3rd person singular present and imperfect - s'inquiéter de, s'intéresser...)
- *Avoir* phrases (j'ai faim/soif)
- Imperatives (2nd person singular and plural, including *aller* and *faire*)
- Impersonal verb forms (il me faut)
- Infinitive used as a noun, ie as equivalent of -ing (gerund) in English (eg vapoter n'est pas bon pour la santé...)
- Preverbal singular direct object pronouns (me, te, vous, le, la)
- Pour + infinitive
- **Higher tier only**
- Aucun(e)
- Negative (ne... ni... (ni...))
- Modal verbs (perfect tense - pouvoir, vouloir, savoir, devoir)
- Preposition *en* + present participle (regular verbs + faire)
- Imperative (être: sois, soyez)
- Inflectional (simple) future (ce sera, je serai)

Je suis en forme/en mauvaise forme
Je joue/fais/regarde/mange/je bois/je prends/lis/cours
Si j'ai soif/faim
J'ai joué/fait/regardé/mangé/bu/pris/ lu/couru
Je passe le temps
Je le/la/les trouve
Ça me fait peur
Ça m'inquiète/je m'inquiète
Il/elle m'intéresse, ça m'intéresse
On peut/on doit
Quand j'étais petit(e)/plus jeune, j'étais/ je menais une vie (mal)saine
Je jouais/faisais/ mangeais/prenais/lisais

- Listening for details
- Translation strategies
- Using common patterns between French and English while reading
- Phonics:
 1. z
 2. un
 3. r
 4. open eu/oeu
 5. qu

GCSE speaking questions on the topic

Summative assessment listening, reading and speaking tbc

Retrieval opportunities

- 24 hour clock (à 18 heures)
- Adjectival agreements
- Adjectival positioning (including more than one)
- Adverbs of intensity, time and frequency
- Aller (present, perfect tense, imperfect 1st, 2nd, 3rd person singular)
- Avoir (present, perfect tense, imperfect: 1st, 2nd, 3rd person singular)
- Cardinal numbers (1-30)
- Comparatives (plus... que/moins... que, aussi... que)
- Conditional tense (je/tu voudrais, il/elle/on voudrait)
- Contraction of pronouns (*me* to *m'*, *te* to *t'*, *le/la* to *l'*, *se* to *s'*)
- *De* after negative
- Definite articles
- Demonstrative adjectives (ce, cette, ces)
- Emphatic pronouns (moi, toi)
- Être (present tense)
- Expressing age
- Formation of nouns (feminine/plural)

Je serai/ferai, j'aurai/j'irai
 Il me faut
 Ça peut te tuer/ te faire mal
 Pour devenir...
 Higher tier only
 En faisant plus d'exercice, je voudrais être en forme...

- Imperfect tense (1st, 2nd, 3rd person singular - regular and high frequency irregular - aller, faire, être, avoir)
- Impersonal verbs (il y a, il existe, il faut, including negatives)

Spring 2

Theme 1 – People and Lifestyle
Topic 3 – Education and Work

- Express opinions about school subjects, homework, school rules, uniform, exams and teachers.
- Describe weekly routine including school day, activities in school including timetable, sporting activities and clubs.
- Refer to primary school days.

PSHE – Families, community, social issues

Careers and education links

- J'ai/j'étudie + subjects
- Je suis fort/faible en
- Je porte...
- Je me lève, me lave, pars, rentre, commence, termine/finis, me couche
- Hier j'ai vu, bu, lu, étudié, fait
- C'était...
- On doit (school rules)
- On peut (school rules)
- Il est interdit/essentiel/important de
- Il est + time
- Il (ne) faut (pas)
- Il y a/il n'y pas de
- Je voudrais être/devenir/travailler comme ...
- J'ai toujours voulu/rêvé de

Irregular (eg écrire) and regular (eg entendre, traduire) -RE verbs (past, present, periphrastic (near future))
 Present tense
 Perfect tense
 Modal verbs revision (present tense)
 Reflexive verbs (1st, 2nd, 3rd person singular present and perfect - daily routine: se lever, se laver, se coucher)
 Impersonal verbs (il est interdit/essentiel/important de, il (ne) faut (pas), Il y a/il n'y a pas de)
 Impersonal verbs (il est + time)
 Imperfect tense (1st, 2nd, 3rd person singular)

- Requesting help
- Using a word which refers to a similar item
- Making use of social and cultural context when reading
- Developing knowledge of French speaking countries`
- Phonics:
 1. a
 2. oi/oy
 3. ch
 4. ç (and soft c)
 5. open o
 6. th
 7. aill/ail

On-going regular vocabulary tests and speaking role plays

GCSE speaking questions on the topic

Summative assessment reading and speaking skills tbc

Retrieval opportunities

- Indefinite adjectives (chaque, plusieurs, autres, tout, quelques)
- Indefinite articles
- Interrogatives (comment, quel, qui, avec qui, qu'est-ce que, quand, quelle... ?)
- Jouer au/à la/à l'/aux + sports activities
- Jouer du/de la/ de l'/des + instruments
- Modal verbs (pouvoir, vouloir – present tense + activities)
- Negatives (ne... pas, ne... jamais, ne... personne)
- Partitive article with uncountable nouns (faire

Preverbal singular direct object pronouns (me, te, vous, le, la)

Adverbs of sequence

du/de la/ de l'/des + hobbies)

- Perfect tense (with *avoir* and *être*, regular and irregular verbs)
- Periphrastic future (near future tense)
- Possessive adjectives (mon, ma, mes, ton, ta, tes, son, sa, ses, notre, votre, nos, leur(s))
- Pour + infinitive
- Prepositions of place (à) with activity locations (eg sports centre, cinema, park)
- Present tense (-ER/-IR/-RE regular verbs (full paradigm) and irregular verbs in 1st, 2nd, 3rd person singular)
- Preverbal singular direct object pronouns (le, la)
- Reflexive verbs (present tense 1st, 2nd, 3rd person singular - eg s'amuser, s'appeler, s'entendre)
- Relative clauses using *qui*
- Relative pronoun (qui)
- Sans + infinitive
- Subject pronouns
- Word order with *de* to indicate possession (eg l'anniversaire de mon père)

Higher tier only

- Conditional tense (il/elle aurait, ce serait)
- Depuis
- Emphatic pronouns (avec lui/elle/eux/elles)

				<ul style="list-style-type: none"> • Inflectional (simple) future (ce sera) • Imperfect tense (singular and plural) • Modal verbs (pouvoir) • Preverbal plural direct object pronoun (les) • Preverbal plural indirect object pronouns (nous, vous, leur) • Reflexive verbs (present tense - 1st, 2nd, 3rd person singular and plural) • Regular superlative adjective and adverb structures
<p>Summer 1</p>	<p>Theme 1 – People and Lifestyle Topic 3 – Education and Work</p> <ul style="list-style-type: none"> • Refer to education post-16: options available, advantages and disadvantages, future intentions and plans. • Give opinions on different jobs, including advantages and disadvantages. • Describe personal qualities, qualifications. • Refer to ideal job/personal ambitions and skills required. • Recognise opportunities to work abroad/use language skills and give opinions. <p>PSHE – Families, community, social issues</p> <p>Careers and educations links</p>	<ul style="list-style-type: none"> • Si j’avais la chance, je voudrais... • Si j’avais l’occasion de le faire, je voudrais... • Je serais, il serait • J’aurais • Ça m’est égal • Ça ne m’a jamais intéressé • Mon père est... • Jobs (without article) • Higher tier only • Avant de + infinitive • Après avoir + past participle (Après avoir fini/terminé) • Quand j’étais petit(e)/jeune, j’étais, allais, avais, je faisais/voulais devenir • Quand je serai plus âgé(e), je serai, ce sera <p>Conditional (je voudrais, il/elle/on voudrait) <i>Avoir</i> phrases (avoir l’occasion de...) Interrogatives (pourquoi...?) Higher tier only Prepositions (avant de + infinitive, après avoir + past participle) Inflectional (simple) future (1st, 2nd, 3rd singular, regular and irregular verbs: avoir, faire, être) Inflectional (simple) future (je serai, ce sera)</p>	<ul style="list-style-type: none"> • Using verbal context when listening • Using questions to formulate answers • Recognising common patterns in French when listening • Using negatives to add complexity 	<p>On-going regular vocabulary tests and speaking role plays</p> <p>Summative assessment listening and writing tbc</p> <p>Retrieval opportunities</p> <ul style="list-style-type: none"> • Avoir (present, perfect, imperfect: 1st, 2nd, 3rd person singular) • 24-hour clock (à 18 heures) • Adjectival agreements • Adjectival positioning (including more than one) • Adverbs of intensity, time and frequency • Aller (present, perfect tense, imperfect (1st, 2nd, 3rd person singular) • <i>Avoir</i> phrases (eg j’ai faim/soif) • Cardinal numbers (1-30)

Present participle of irregular verbs (étant, ayant, faisant)

Conditional tense (regular -ER verbs, 1st, 2nd, 3rd person singular and plural, singular irregular verbs: aller, avoir, faire, être)

Si + imperfect + conditional tense (1st, 2nd, 3rd person singular, regular verbs + irregular verbs: avoir, être, aller, faire, vouloir)

- Comparatives (plus... que/moins... que, aussi... que)
- Conditional tense (je/tu voudrais, il/elle/on voudrait)
- Contraction of pronouns (me to m', te to t', le/la to l', se to s')
- De after negative
- Definite articles
- Demonstrative adjectives (ce, cette, ces)
- Emphatic pronouns (moi, toi)
- Être (present, perfect, imperfect: 1st, 2nd, 3rd person singular, c'était, periphrastic (near future))
- Expressing age
- Formation of nouns (feminine/plural)
- Imperatives (2nd person singular and plural, including *aller* and *faire*)
- Imperfect tense (1st, 2nd, 3rd person singular - regular and high frequency irregular - aller, faire, être, avoir)
- Impersonal verb forms (il y a, il existe, il faut, il me faut, including negatives)
- Indefinite adjectives (chaque, plusieurs, autres, tout, quelques)
- Indefinite articles
- Infinitive used as a noun i.e., as equivalent of -ing (gerund) in English (eg

				<p>vapoter n'est pas bon pour la santé...)</p> <ul style="list-style-type: none"> • Interrogatives (comment, quel, qui, avec qui, qu'est-ce que, quand, quelle... ?) • Jouer au/à la/ à l'/aux + sports activities • Jouer du/de la/de l'/des + instruments • Modal verbs (present tense: pouvoir, vouloir, savoir, devoir) • Negatives (ne... pas, ne... jamais, ne... personne, ne... rien) • Partitive article with uncountable nouns (faire du/de la/de l'/des + hobbies) • Periphrastic (near future) tense
<p>Summer 2</p>	<p>Theme 2 – Popular Culture Topic 4 Free-time activities</p> <ul style="list-style-type: none"> • Express positive and negative opinions about own and other people's hobbies. • Extend sentences with justified reasons. • Add details regarding when, where, how often and who with. • Use a variety of adverbs and connectives. • Include opinions and justifications with preceding direct objects. 	<ul style="list-style-type: none"> • J'aime • J'adore • Je déteste • Je préfère • D'habitude je joue au football/du piano • J'adore faire du basket-ball car j'aime les sports d'équipe. • Je joue au tennis depuis deux ans. • Je suis allé/e ...c'était • je vais aller... • je voudrais... • j'ai lu, vu, on a lu, vu • Mes amis et moi allons au centre de loisir pour faire de la natation car c'est vraiment relaxant. <p>Present tense (-ER/-IR/-RE regular verbs - full paradigm) Present tense (high frequency irregular verbs in 1st, 2nd, 3rd person singular)</p>	<ul style="list-style-type: none"> • Phonics <ol style="list-style-type: none"> 1. silent final consonant p 2. é (-er, -ez) 3. ain, in, aim, im 4. que 5. tion 6. s 	<p>On-going regular vocabulary tests and speaking role plays</p> <p>Summative assessment listening, reading and writing tbc</p>

- Use comparatives to compare activities/give preference.
- Refer to past activities and future plans.
- Refer to sporting events and favourite sports personalities/teams.

PSHE – Physical health and fitness, healthy lifestyles, drugs, alcohol and tobacco

Careers – hospitality industry and medicine

and 5 – Customs, Festivals and Celebrations

- Learn about local and national festivals in the UK and in French-speaking countries/communities.
- Refer to and give opinions on festivals and celebrations with family and friends such as birthday parties, weddings, religious events.
- Refer to food on special occasions and at celebrations.
- Refer to nationally renowned events such as sports (eg Tour de France, 14 juillet).
- Country traditions/customs

Perfect tense (with *avoir* and *être*, regular and irregular verbs)
 Imperfect tense (1st, 2nd, 3rd person singular, regular and high frequency irregular verbs - *aller*, *faire*, *être*, *avoir*)
 Periphrastic future (near future tense - *aller* + infinitive)
 Conditional tense (*je/tu voudrais*, *il/elle/on voudrait*)
 Impersonal verb (*il faut*, including negatives)
 Modal verbs (*pouvoir*, *vouloir* – present tense + activities)

- Je célèbre/on célèbre (festivals)
- Je suis/on est (religion)
- On va... (places of worship/celebration)
- C'est le (event) de (person)
- On mange/donne/organise/prépare/cache/achète/s'amuse
- On croit/voit/boit/reçoit/écrit...
- Je suis allé(e)/on est allé(e)/nous sommes allé(e)s
- On a vu, bu, reçu, écrit, ouvert
- J'étais, c'était, on était...
- Je voudrais, on voudrait...
- Il (ne) faut (pas)
- il ne faut jamais
- Je vais, nous allons + infinitive

Times of year, months, dates

Higher tier only

Ce serait...

Çe sera...

J'ai toujours voulu

• Phonics:

- 1) Silent 't'
- 2) i/y
- 3) Au/eau/close o, ô
- 4) u
- 5) è, ê, ai
- 6) ien

focus, eg Senegal,
Morocco.

**PSHE – Families, Cultural
awareness across different
religions and beliefs**

Possessive adjectives (notre, votre, nos, leur(s))
Interrogatives (quand, quelle... ?)
Reflexive verbs (present tense 1st, 2nd, 3rd person
singular - eg s'amuser)
Contraction of pronouns (m à m', te à t', le/la à l',
se à s')

Word order with *de* to indicate possession (eg
l'anniversaire de mon père)
Emphatic pronouns (moi, toi)

Higher tier only

Preverbal plural indirect object pronouns (nous,
vous, leur)
Imperfect tense (singular and plural)
Reflexive verbs (present tense - 1st, 2nd, 3rd person
singular and plural)
Conditional tense (ce serait)