



French Curriculum Map

<p>Why do we teach Modern Foreign Languages?</p> <p><i>Language is power and how we use it defines us.</i></p> <p>We believe that language learning is not only important for communication, but also for developing empathy and an understanding of different cultures. By fostering cultural competence and literacy, we know that we can help our students become responsible global citizens who are equipped to navigate the complexities of our everchanging world.</p>	<p>How do we teach Modern Foreign Languages? (Key concepts and skills)</p> <p>We provide students with the necessary skills to become successful, independent language learners that are able to communicate confidently and fluently in the classroom and beyond.</p> <p>We do this by:</p> <ul style="list-style-type: none">• Exploring how language works through grammar and phonology (the relationship with sounds and spelling)• Developing language learning skills (including memorisation and repair strategies)• Using a variety of evidence/research-based pedagogies in second language acquisition• Providing challenge and scaffolding• Creating a supportive environment where students are encouraged to take risks to develop their language skills to the best of their abilities and build resilience
<p>What do we teach in Modern Foreign Languages?</p> <p>The topics of study are carefully selected to reflect the interests of our learners and sequenced so that our students are provided with a curriculum that is balanced, meaningful and enjoyable.</p> <p>Students will:</p> <ul style="list-style-type: none">• Develop language awareness (how to manipulate and use language effectively and appropriately)• Learn how to engage in conversations and communicate with others• Develop skills in translating written texts and interpreting spoken language• Explore the culture, literature and history of the target language countries	<p>How is Modern Foreign Languages personalised for our learners?</p> <p>A wide variety of teaching approaches are used to maximise language learning and build confidence in speaking. Language lessons at FHS are tailored to the preferred learning styles of our students. We know our students enjoy learning language through dynamic and communicative activities such as role plays, games, music and debates for example. Our students are particularly interested in the culture and the history where the target languages are spoken.</p> <p>Many of our students are multilingual and their knowledge of another language provides all FHS students with opportunities to reflect on their own culture and a deeper appreciation for the cultural diversity within our school community. We endeavour to provide opportunities for students to use their language learning beyond the classroom through educational visits.</p>



French Curriculum Map

Year 7 French	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key content (Dynamo 1)	D1, M1 (p8-18) Topic: La rentrée (Back to school)	D1, M2 (p34-44) Topic: En classe (In class)	D1, M3 (p58-61) Topic: Mon temps libre (My free time/hobbies)	D1, M4 (p82-89) Topic: Ma vie de famille (My family life)	Revision: EoY prep Start topic D1, M5 (p106-116) Topic: En ville (In town)	Finish topic D1, M5 En ville (In town) + Francophone
Key concepts & skills	<ul style="list-style-type: none"> ➤ Introducing yourself, ➤ Age (numbers) ➤ Birthday ➤ Siblings ➤ likes & dislikes ➤ character <p><u>Grammar:</u></p> <ul style="list-style-type: none"> ➤ “avoir”, “aimer” verb, ➤ indefinite and definite articles ➤ adjective agreements ➤ infinitives and “-er” verbs 	<ul style="list-style-type: none"> ➤ Colours ➤ Time ➤ School subjects ➤ School clothes ➤ School day ➤ French schools <p><u>Grammar:</u></p> <ul style="list-style-type: none"> ➤ “er” verbs, adjectives after nouns, ➤ “il y a/il n’y a pas” 	<ul style="list-style-type: none"> ➤ Weather ➤ Sports ➤ Activities, ➤ Hobbies <p><u>Grammar:</u></p> <ul style="list-style-type: none"> ➤ “jouer a”, ➤ French sounds ➤ “faire”, ➤ cognates, ➤ “aimer” + infinitive 	<ul style="list-style-type: none"> ➤ Animals, ➤ Family ➤ Where you live, ➤ Breakfast <p><u>Grammar:</u></p> <ul style="list-style-type: none"> ➤ possessive adjectives, ➤ the « nous » form of « er” verbs ➤ partitive article <p><u>Cultural option:</u> Ramadan (avoid food topics)</p>	<ul style="list-style-type: none"> ➤ Revision of all topics covered throughout the year ➤ Exam skills for EOY <p>➤ Places in town,</p> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> ➤ revise verbs “aller”, “vouloir” 	<ul style="list-style-type: none"> ➤ prices and buying food ➤ go to the café, ➤ making plans to go out ➤ Say what there is /is not in your town <p><u>Grammar:</u></p> <ul style="list-style-type: none"> ➤ Near future ➤ <u>Cultural option:</u> Bastille Day (D1, M4, p90)
Summative Assessment	Baseline Assessment: Reading & Writing (GCSE style 40 word)	Assessment: Reading in HT2 (D1, M2)	Assessment: Listening in HT3 (D1, M3)	Assessment: Reading HT4 (D1, M4)	Summative Assessment: End of Year: Writing (GCSE style 40 word) + Reading	Assessment: Speaking
Builds on	<i>(Any Primary school knowledge)</i>	<i>Numbers (time)</i>	<i>Grammar: articles and gender of nouns</i>	<i>Numbers, genders & plurals of nouns</i>	<i>Reading & Writing skills, Revision of all main topics</i>	<i>Numbers, school food, “il y a/il n ya pas”</i>
Builds towards	<i>Family (D1.M4)</i>	<i>My world: daily routine (Year 8 – D2.M4)</i>	<i>Free time (Year 8 - D2.M2); My world: weather (Year 8 – D2. M4)</i>	<i>In town (D1.M5)</i>	<i>Places in town (D1.M5),</i>	<i>Year 8 and 9 French content & skills</i>



French Curriculum Map

Year 8 French	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key content (Dynamo 2 – Rough / Vert)	Topic: Recap Dynamo 1, Chapter 5 (p106-116) : En ville (In town)	D2, M1 (p8-18) Topic : Vive les vacances (Holidays)	D2, M2 (p32-42) Topic: J'adore les fetes! (Festivals)	D2, M3 (p56-66) Topic: A loisir (Free time)	D2, M4 (p80-90) Topic: le monde est petit (My world)	Revision: EoY prep; Topic: D2, M5: (p104-112) Le Sport en direct (Sport)
Key concepts & skills	<ul style="list-style-type: none"> ➤ Intro: revise target language from Y7 ➤ places in town, ➤ prices and buying food ➤ go to the café, ➤ making plans to go out <p><u>Grammar:</u></p> <ul style="list-style-type: none"> ➤ revise verbs “aller, vouloir” ➤ Near future 	<ul style="list-style-type: none"> ➤ describing holidays in the past ➤ sightseeing (V) ➤ Theme park visit ➤ transport: where and how ➤ problems on holiday <p><u>Grammar:</u></p> <ul style="list-style-type: none"> ➤ Revise verbs “etre, avoir” ➤ Intro: perfect tense of regular –“-er” verbs ➤ Perfect tense for Irregular verbs ➤ Present and perfect 	<ul style="list-style-type: none"> ➤ festivals and celebrations, ➤ food at a market, ➤ planning future trips ➤ New Year’s <p><u>Grammar:</u></p> <ul style="list-style-type: none"> ➤ Like and dislike ➤ Future tense ➤ predicting info in longer Listening texts ➤ Partitives 	<ul style="list-style-type: none"> ➤ leisure activities and past times ➤ TV programmes, ➤ internet, ➤ cinema, ➤ online buying <p><u>Grammar:</u></p> <ul style="list-style-type: none"> ➤ Questions phrases ➤ Negatives ➤ 24 hour clock ➤ Agreement with verb “etre” ➤ using three tenses when speaking <p><u>Cultural option:</u> Ramadan (avoid food)</p>	<ul style="list-style-type: none"> ➤ where you live, ➤ the weather, ➤ daily routine <p><u>Grammar:</u></p> <ul style="list-style-type: none"> ➤ Verbs “pouvoir” + “devoir” with infinitive ➤ Reflexive verbs ➤ Irregular adjectives 	<p>Assessment (EoY)</p> <ul style="list-style-type: none"> ➤ Topic: sport ➤ opinions ➤ directions to stadium ➤ illness + injury <p><u>Grammar:</u></p> <ul style="list-style-type: none"> ➤ “jouer a” + “faire de” ➤ comparative ➤ imperative <p><u>Cultural project:</u> French sports icons</p>
Summative Assessment	Baseline Assessment: Writing – GCSE style 40/90 word	Reading end of chapter (D2, M2)	Listening end of chapter (D2, M2)	Speaking in class (D2, M3)	<i>Practice for EoY: in-class Writing</i>	Summative assessment: End of Year: Writing (GCSE style 90 word) + Reading
Builds on	<i>Y7 French knowledge & skills</i>	<i>Verbs “etre, avoir”,</i>	<i>Celebrating Christmas (Year 7)</i>	<i>Past tense & Future tense</i>	<i>In town (D1.M5)</i>	<i>Reading & Writing skills, Revision of all main topics</i>
Builds towards	<i>Travel</i>	<i>Past tense (D2.M3)</i>	<i>Food (Year 9 – The wider world, D3.M4)</i>	<i>Sport (D2.M5 and cultural project)</i>	<i>My world (D3.M1)</i>	<i>Year 9 & GCSE French</i>



French Curriculum Map

Year 9 French	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key content (Dynamo 3 ROUGE)	Topic: Dynamo 3 Rouge, Module 1 (p8-17) Mon monde à moi <i>My world</i>	Topic: D3R,M2 (p32-41) Projets d'avenir <i>Future plans</i>	Topic: D3R,M4* (p80-89) Le meilleur des mondes <i>The wider world</i>	Topic: D3R,M3* (p56-65) Ma vie en musique <i>Music</i>	Revision of Y9; Topic: start D3R,M5 (p102-107) La monde francophone <i>The francophone world</i>	EoY assessment ; Topic: finish D3R,M5 (p110-115) La monde francophone <i>The francophone world</i>
Key concepts & skills	<ul style="list-style-type: none"> ➤ likes/dislikes ➤ extracurriculars ➤ describing friends ➤ birthday celebrations ➤ planning outfits <u>Grammar:</u> <ul style="list-style-type: none"> ➤ “aimer” + noun/INF ➤ verbs in present tense revision ➤ reflexive verbs ➤ perfect tense ➤ near future tense <u>Cultural option:</u> Black History Month	<ul style="list-style-type: none"> ➤ earning money ➤ future plans (job) ➤ what the future will be like ➤ writing about inventors <u>Grammar:</u> <ul style="list-style-type: none"> ➤ “pouvoir” + “devoir” ➤ “vouloir” ➤ consolidating future tense ➤ questions in 3 tenses <u>Cultural option:</u> Christmas traditions	<ul style="list-style-type: none"> ➤ talking about food ➤ eating habits ➤ animals + natural world ➤ plastic + the environment ➤ plans to change the world <u>Grammar:</u> <ul style="list-style-type: none"> ➤ range of negatives ➤ the superlative ➤ 2 time frames ➤ conditional tense <u>Skills:</u> <ul style="list-style-type: none"> ➤ describing photos 	<ul style="list-style-type: none"> ➤ musical tastes ➤ how you used to be ➤ primary vs. secondary ➤ then vs. now ➤ interviewing a young refugee <u>Grammar:</u> <ul style="list-style-type: none"> ➤ direct object pronouns (le/la/les) ➤ imperfect tense ➤ more comparatives ➤ using 2+ tenses ➤ questions in different tenses <u>Cultural option:</u> *Ramadan (avoid food topics)	<ul style="list-style-type: none"> ➤ Revision of all Y9 topics & Exam skills for EoY assessment ➤ ideal destinations ➤ tourist sights ➤ like/dislike doing <u>Grammar:</u> <ul style="list-style-type: none"> ➤ range of articles ➤ range of adjectives ➤ INF + other verbs 	<ul style="list-style-type: none"> ➤ EoY Assessment ➤ meeting young French-speakers ➤ plans for the future ➤ past trip around the world <u>Grammar:</u> <ul style="list-style-type: none"> ➤ using the present tense ➤ 2 futures tenses ➤ 2 past tenses <u>Cultural option:</u> Francophone project (can use p108 + 116)
Summative Assessment	Baseline Assessment: Reading & Writing (GCSE style 40 word)	Assessment: Reading	Assessment: Listening	Assessment: Speaking	Assessment: Reading	Summative Assessment: End of Year: Writing (GCSE style 40 word) + Reading
Builds on	<i>Year 7 and Year 8 French content & skills</i>	<i>Paying for food in a café</i>	<i>Ordering food, School meals</i>	<i>School topic; Interview skills; Mixed tenses</i>	<i>Where you live; Leisure activities</i>	<i>All Year 7-9 French key topics and exam skills</i>
Builds towards	<i>Future plans and writing in future tenses</i>	<i>Mixed time frames (past / future + present)</i>	<i>Travel and tourism; extending future tenses</i>	<i>Meeting French speakers topic; Francophone project</i>	<i>Reading & Writing skills for End of Year assessment</i>	<i>GCSE French</i>

*swap normal order of topics to avoid doing food topics during Ramadan (usually falls in HT4)



French Curriculum Map

Year 10 French	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key content (Studio GCSE Higher/ Foundation)	<i>Qui suis-je? (Identity), Module 1</i>	<i>Les temps des loisirs (Free time), Module 2</i>	<i>Jours ordinaires, jours de fête (Daily life & Festivals), Module 3</i>	<i>De la ville a la campagne (Local areas), Module 4</i>	REVISION + EXAM SKILLS; Le grand large...(Holidays & Travel), Module 5	REVISION + EXAM SKILLS; Le grand large...(Holidays & Travel), Module 5
Key concepts & skills	<ul style="list-style-type: none"> ➤ GCSE Orientation ➤ Describing friendships, relationships, ➤ going out, ➤ comparing young life to now, ➤ role models <p><u>Grammar:</u> irregular + reflexive verbs in present tense, near future tense, perfect tense, imperfect tense, combining tenses</p> <p><u>Cultural extra: Black History Month (October)</u> cultural history of black francophone + colonial imprint</p>	<ul style="list-style-type: none"> ➤ Leisure activities, ➤ books, ➤ music, ➤ film + TV, ➤ sport, ➤ life online <p><u>Grammar:</u> "depuis" + present tense, comparatives, imperfect tense, direct object pronouns ("le/la/les"), superlative adjectives</p> <p><u>Cultural option:</u> Christmas traditions</p>	<ul style="list-style-type: none"> ➤ daily life, ➤ food, ➤ family celebrations, ➤ festivals + traditions <p><u>Grammar:</u> using "pouvoir + devoir", pronoun "en", questions in "tu/vous" -polite, "venir de" + infinitive, combining tenses</p>	<ul style="list-style-type: none"> ➤ Describing a region, ➤ your local area, ➤ local activities, ➤ plans + weather, ➤ community projects <p><u>Grammar:</u> the pronoun "y", negatives, questions using "quel-...", future tense, 3 tenses</p> <p><u>Cultural option:</u> Ramadan (avoid food topics)</p>	<ul style="list-style-type: none"> ➤ REVISION OF CONTENT & SKILLS SO FAR; ➤ Ideal holidays, ➤ booking accommodation <p><u>Grammar:</u> conditional, reflexive verbs in present tense, "en" + present participle</p>	<ul style="list-style-type: none"> ➤ REVISION OF CONTENT & SKILLS SO FAR; ➤ Ordering in restaurants, ➤ travelling <p><u>Grammar:</u> conditional, reflexive verbs in present tense, "en" + present participle</p>
Summative Assessment	Baseline Assessment: Reading & Listening (topics 1 & 2)	Assessment: Writing (topics 1 & 2)	Assessment: Reading & Listening (topics 3 & 4)	Assessment: Speaking	Summative Assessment: GCSE Papers 1 – 4 (all skills)	
Builds on	<i>KS3 French</i>	<i>Hobbies and leisure (KS3)</i>	<i>Routines (KS3)</i>	<i>My area (KS3)</i>	<i>Holidays & travel (KS3)</i>	<i>Holidays & travel (KS3)</i>
Builds towards	<i>Family & relationships (KS5)</i>	<i>School and work (KS5)</i>	<i>Festivals (KS5)</i>	<i>Regions (KS5)</i>	<i>Holidays & travel (KS4 and KS5)</i>	<i>Year 11 GCSE, KS5 French</i>



French Curriculum Map

Year 11 French	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Key content (<i>Studio</i> GCSE Higher/Foundation)	Recap “Le grand large...” (Holidays & Travel); “Au college” (At School), Module 6	Topic: “Bon travail!” (The world of work), Module 7	Topics: <i>Un oeil sur la monde</i> (The wider world), Module 8	Recap modules 7 & 8 REVISION + EXAM SKILLS (EXAM SEASON)	REVISION + EXAM SKILLS (EXAM SEASON)
Key concepts & skills	<ul style="list-style-type: none"> ➤ Orientation & recap Y10 key grammar ➤ Recap topic “Le grand large...” (Holidays & Travel), Module 5 Start Topic: Module 6 <ul style="list-style-type: none"> ➤ School, ➤ UK vs. French schools, ➤ school rules, ➤ healthy living, vices, ➤ school exchanges Grammar: <ul style="list-style-type: none"> ➤ pronouns “il/elle”, ➤ using « ils faut », « il est interdit de », ➤ imperative, ➤ 3 time frames Cultural extra: Black History Month (October)	<ul style="list-style-type: none"> ➤ Career choices, ➤ future plans and hopes ➤ Applying for jobs, ➤ understanding case studies Grammar: <ul style="list-style-type: none"> ➤ comparatives/superlatives ➤ direct objects in perfect tense, ➤ verbs followed by “à/de” ➤ Modal verbs in the conditional, ➤ the passive, ➤ indirect object pronouns, Cultural option: Christmas traditions	<ul style="list-style-type: none"> ➤ Global problems, ➤ environment, ➤ ethical shopping, ➤ volunteering + charity, ➤ big events Grammar: <ul style="list-style-type: none"> ➤ present subjunctive ➤ subjunctive in commands ➤ mixed tenses ➤ extended reasons ➤ pluperfect tense ➤ imperfect continuous 	<ul style="list-style-type: none"> ➤ Speaking skills for exam ➤ Fill any content gaps ➤ REVISION OF CONTENT & SKILLS SO FAR 	REVISION OF CONTENT & SKILLS SO FAR
Summative Assessment	Mock GCSE Paper 2 (SPEAKING)	Mock GCSE Papers 1 (LISTENING), 3 (READING), 4 (WRITING)	GCSE Paper 2 (SPEAKING)	Mock GCSE Papers 1 (LISTENING), 3 (READING), 4 (WRITING)	GCSE Papers
Builds on	<i>KS3 and Y10: School and Travel</i>	<i>Jobs (KS3)</i>	<i>The world (KS3)</i>	<i>all KS3 and GCSE</i>	<i>all KS3 and GCSE</i>
Builds towards	<i>Wider world</i>	<i>Wider world</i>	<i>KS5</i>	<i>KS5</i>	<i>KS5</i>



French Curriculum Map

Year 12 French	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key content (A Level French Book 2)	Aspects of French-speaking society: current trends	Aspects of French-speaking society: current trends; Film analysis	Aspects of French-speaking society: current trends; Artistic culture in the French-speaking world; Film analysis	Artistic culture in the French-speaking world; Film analysis; Independent Research Project (IRP)	Artistic culture in the French-speaking world; Film analysis; Independent Research Project (IRP)	REVISION of Year 12 topics; Start Y13 topics (book 2): Migration, Integration
Key concepts & skills	<ul style="list-style-type: none"> ➤ Family structures and relationships ➤ Social media and technology 	<ul style="list-style-type: none"> ➤ Family structures and relationships ➤ Social media and technology ➤ Film analysis “La Haine” Start: <ul style="list-style-type: none"> ➤ Charity work ➤ Cultural heritage 	<ul style="list-style-type: none"> ➤ Charity work ➤ Cultural heritage ➤ Film analysis “La Haine” 	<ul style="list-style-type: none"> ➤ Charity work ➤ Cultural heritage ➤ Film analysis “La Haine” ➤ IRP ➤ Francophone music ➤ French cinema 	<ul style="list-style-type: none"> ➤ Francophone music ➤ French cinema ➤ IRP 	<ul style="list-style-type: none"> ➤ Revision of all content (topics 1-6 AS + 1-6 A Level) and skills ➤ IRP Start Y13 topics (book 2): <ul style="list-style-type: none"> ➤ Diverse society ➤ Social marginalisation ➤ Literary analysis: “Un sac de billes”
Summative Assessment	Mock Paper 1 (modules 1-2 only)		Mock Paper 1 (modules 1-4 only); Mock Paper 2 (film only); Mock Paper 3 (stimulus card only)		Paper 1, 2, 3 (all Y12 topics)	
Builds on	<i>Family; Social media & Tech (GCSE)</i>	<i>Family; Social media & Tech (GCSE)</i>	<i>Social problems (GCSE)</i>	<i>Music and film (KS3, GCSE)</i>	<i>Music and film (KS3, GCSE)</i>	<i>All Year 12 topics and skills</i>
Builds towards	<i>Music and film</i>	<i>Charity; Cultural heritage</i>	<i>Charity; Cultural heritage; Cinema</i>	<i>Diverse society</i>	<i>Social marginalisation</i>	<i>A Level French year 2; University degrees (skills)</i>



French Curriculum Map

Year 13 French	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key content (A Level French Book 2)	Aspects of French-speaking society: current issues; Text; IRP	Aspects of French-speaking society: current issues; Crime & punishment; Text; IRP	Aspects of political life in the French-speaking world; Crime & punishment; Text; IRP	REVISION	(EXAM SEASON)	(EXAM SEASON)
Key concepts & skills	<ul style="list-style-type: none"> ➤ Diverse society ➤ Social marginalisation ➤ Literary analysis: “<i>Un Sac de Billes</i>” ➤ Independent Research Project (IRP) Cultural option: Black History Month	<ul style="list-style-type: none"> ➤ Crime & punishment ➤ Politics and youth engagement ➤ Literary analysis: “<i>Un Sac de Billes</i>” ➤ Independent Research Project (IRP) 	<ul style="list-style-type: none"> ➤ Political protest ➤ Politics and immigration ➤ Literary analysis: “<i>Un Sac de Billes</i>” ➤ Independent Research Project (IRP) 	<ul style="list-style-type: none"> ➤ Revision of all content (topics 1-6 AS + 1-6 A Level) and skills ➤ Independent Research Project ➤ Speaking exam practice ➤ Film & Literary text studied – revision and essay practice 	<ul style="list-style-type: none"> ➤ Revision of all content (topics 1-6 AS + 1-6 A Level) and skills ➤ Independent Research Project ➤ Speaking exam practice ➤ Film & Literary text studied – revision and essay practice 	N/A
Summative Assessment	Mock Paper 1, 2, 3		Mock Paper 1, 2, 3		Paper 1, 2, 3 (all A Level)	
Builds on	<i>Film studied in year 12; Family and society (GCSE and Y12)</i>	<i>Social problems (GCSE)</i>	<i>Politics and youth</i>	<i>All A Level French</i>	<i>All A Level French</i>	<i>N/A</i>
Builds towards	<i>Politics and Protest</i>	<i>Social marginalisation and diverse society</i>	<i>A LEVEL EXAMS</i>	<i>A LEVEL EXAMS</i>	<i>University Languages degrees or all degrees (research and essay writing skills)</i>	