

## 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><b>Theme 1 – People and Lifestyle</b>  <b>Topic 1-2 – Identity and relationships with others</b></p> <ul style="list-style-type: none"> <li>Describe a person's nationality, character, personality and physical appearance. Describing family and friends</li> <li>Describe a person's sexual orientation.</li> </ul> <p><b>PSHE – families, respectful relationships, online media, Families, Cultural awareness across different religions and beliefs</b></p> <p><b>Careers – counselling skills</b></p>	<ul style="list-style-type: none"> <li>Reflexive verbs</li> <li>Direct object pronouns</li> <li>Immediate future (to go to + infinitive) and future tense (will + verb)</li> <li>Future tense</li> <li>Use of <b>dont</b></li> </ul> <p>mon-ma-mes      ton-ta-tes      son-sa-ses</p> <p>Je <b>m'entends</b> bien avec ...            Je <b>ne m'entends pas</b> bien avec ...            Je <b>me dispute</b> (rarement) avec ...            jaloux-jalouse(s)      égoïste(s) / sympa(s)            généreux-généreuse(s)      casse-pieds            mes parents sont séparés / divorcés</p> <p>On a les mêmes goûts. / Nous avons beaucoup de choses en commun.            Je <b>vais me marier</b>. / Je <b>ne vais pas me marier</b>.            (J'espère que) <b>je me marierai</b> et (que) <b>j'aurai</b> des enfants.</p>	<ul style="list-style-type: none"> <li>Ignoring words which are not needed</li> <li>Using cognates and near cognates</li> <li>Answering unprepared questions</li> </ul>	<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><b>Theme 1 – People and Lifestyle</b>  <b>Topic 2-3 – Identity and relationships with others</b></p> <ul style="list-style-type: none"> <li>Describe qualities of a good friend.</li> <li>Describe ideal partners and why.</li> </ul>	<ul style="list-style-type: none"> <li>Present tense of common irregular verbs</li> <li>Present of regular <b>-er</b> and <b>-ir verbs</b></li> <li><b>aller, faire</b> and other common irregular verbs</li> <li>present of more irregular verbs</li> <li>using <b>grâce à</b></li> <li>using <b>on</b></li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation of verb endings</li> <li>Building your speaking and writing skills</li> <li>Collecting useful phrases by making notes of phrases that can be used in speaking and writing</li> </ul>	<p>On-going regular vocabulary tests and</p> <p>GCSE speaking questions on the topic</p>

- Describe different types of partnerships - pros and cons.

PSHE – Online and media

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

Je suis  
 Je m'appelle, il/elle s'appelle  
 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)

- Phonics:

- Silent final 'd'
- Eu
- Silent final e
- è/ê/ai
- 'n' liaison
- on/om

Summative assessment listening, reading and writing skills

## Spring 1

### Theme 2: Local, national, international and global areas of interest

#### Topic 2: Healthy living and Lifestyle

- 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 – Wellbeing and fitness industry and medicine**

- Present tense
- Imperfect tense (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular)
- Perfect tense (with *avoir* and *être*)
- Modal verbs (present tense - pouvoir, vouloir, savoir, devoir)
- Negatives (ne... rien)
- Reflexive verbs (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular present and imperfect - s'inquiéter de, s'intéresser...)
- *Avoir* phrases (j'ai faim/soif)
- Imperatives (2<sup>nd</sup> 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

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

On-going regular vocabulary tests and speaking role plays

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 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular)
- Avoir (present, perfect tense, imperfect: 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> 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)

Quand j'étais petit(e)/plus jeune, j'étais/ je menais une vie (mal)saine  
 Je jouais/faisais/ mangeais/prenais/lisais  
 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...

- Expressing age
- Formation of nouns (feminine/plural)
- Imperfect tense (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> 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 3: Current and future study and employment**

**Topic 1-2 – 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 (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> 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 (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> 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)

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

- Negatives (ne... pas, ne... jamais, ne... personne)
- Partitive article with uncountable nouns (faire 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 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular)
- Preverbal singular direct object pronouns (le, la)
- Reflexive verbs (present tense 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> 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**

				<ul style="list-style-type: none"> <li>• Conditional tense (il/elle aurait, ce serait)</li> <li>• Depuis</li> <li>• Emphatic pronouns (avec lui/elle/eux/elles)</li> <li>• Inflectional (simple) future (ce sera)</li> <li>• Imperfect tense (singular and plural)</li> <li>• Modal verbs (pouvoir)</li> <li>• Preverbal plural direct object pronoun (les)</li> <li>• Preverbal plural indirect object pronouns (nous, vous, leur)</li> <li>• Reflexive verbs (present tense - 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular and plural)</li> <li>• Regular superlative adjective and adverb structures</li> </ul>
<p><b>Summer 1</b></p>	<p><b><u>Theme 3: Current and future study and employment</u></b>  <b><u>Topic 3-4 – Education and Work</u></b></p> <ul style="list-style-type: none"> <li>• Refer to education post-16: options available, advantages and disadvantages, future intentions and plans.</li> <li>• Give opinions on different jobs, including advantages and disadvantages.</li> <li>• Describe personal qualities, qualifications.</li> <li>• Refer to ideal job/personal ambitions and skills required.</li> <li>• Recognise opportunities to work abroad/use language skills and give opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• Si j’avais la chance, je voudrais...</li> <li>• Si j’avais l’occasion de le faire, je voudrais...</li> <li>• Je serais, il serait</li> <li>• J’aurais</li> <li>• Ça m’est égal</li> <li>• Ça ne m’a jamais intéressé</li> <li>• Mon père est...</li> <li>• Jobs (without article)</li> <li>• <b>Higher tier only</b></li> <li>• Avant de + infinitive</li> <li>• Après avoir + past participle (Après avoir fini/terminé)</li> <li>• Quand j’étais petit(e)/jeune, j’étais, allais, avais, je faisais/voulais devenir</li> <li>• Quand je serai plus âgé(e), je serai, ce sera</li> </ul> <p>Conditional (je voudrais, il/elle/on voudrait)  <i>Avoir</i> phrases (avoir l’occasion de...)  Interrogatives (pourquoi...?)  <b>Higher tier only</b></p>	<ul style="list-style-type: none"> <li>• Using verbal context when listening</li> <li>• Using questions to formulate answers</li> <li>• Recognising common patterns in French when listening</li> <li>• Using negatives to add complexity</li> </ul>	<p>On-going regular vocabulary tests and speaking role plays</p> <p>Summative assessment listening and writing tbc</p> <p><b>Retrieval opportunities</b></p> <ul style="list-style-type: none"> <li>• Avoir (present, perfect, imperfect: 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular)</li> <li>• 24-hour clock (à 18 heures)</li> <li>• Adjectival agreements</li> <li>• Adjectival positioning (including more than one)</li> <li>• Adverbs of intensity, time and frequency</li> </ul>

PSHE – Families, community,  
social issues

Careers and educations links

Prepositions (avant de + infinitive, après avoir + past participle)

Inflectional (simple) future (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> singular, regular and irregular verbs: avoir, faire, être)

Inflectional (simple) future (je serai, ce sera)

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

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

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

- Aller (present, perfect tense, imperfect (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular)
- *Avoir* phrases (eg j'ai faim/soif)
- 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, perfect, imperfect: 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular, c'était, periphrastic (near future)
- Expressing age
- Formation of nouns (feminine/plural)
- Imperatives (2<sup>nd</sup> person singular and plural, including *aller* and *faire*)
- Imperfect tense (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular - regular and high frequency irregular - aller, faire, être, avoir)
- Impersonal verb forms (il y a, il existe, il faut, il

				<p>me faut, including negatives)</p> <ul style="list-style-type: none"> <li>• Indefinite adjectives (chaque, plusieurs, autres, tout, quelques)</li> <li>• Indefinite articles</li> <li>• Infinitive used as a noun i.e., as equivalent of -ing (gerund) in English (eg vapoter n'est pas bon pour la santé...)</li> <li>• Interrogatives (comment, quel, qui, avec qui, qu'est-ce que, quand, quelle... ?)</li> <li>• Jouer au/à la/ à l'/aux + sports activities</li> <li>• Jouer du/de la/de l'/des + instruments</li> <li>• Modal verbs (present tense: pouvoir, vouloir, savoir, devoir)</li> <li>• Negatives (ne... pas, ne... jamais, ne... personne, ne... rien)</li> <li>• Partitive article with uncountable nouns (faire du/de la/de l'/des + hobbies)</li> <li>• Periphrastic (near future) tense</li> </ul>
<p><b>Summer 2</b></p>	<p><b>Theme 1: Identity and culture</b>  <b>Topic 3 Free-time activities</b></p> <ul style="list-style-type: none"> <li>• Express positive and negative opinions about own and other people's hobbies.</li> <li>• Extend sentences with justified reasons.</li> </ul>	<ul style="list-style-type: none"> <li>• J'aime</li> <li>• J'adore</li> <li>• Je déteste</li> <li>• Je préfère</li> <li>• D'habitude je joue au football/du piano</li> <li>• J'adore faire du basket-ball car j'aime les sports d'équipe.</li> <li>• Je joue au tennis depuis deux ans.</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics</li> </ul> <ol style="list-style-type: none"> <li>1. silent final consonant p</li> <li>2. é (-er, -ez)</li> <li>3. ain, in, aim, im</li> <li>4. que</li> <li>5. tion</li> <li>6. s</li> </ol>	<p>On-going regular vocabulary tests and speaking role plays</p> <p>Summative assessment listening, reading and writing tbc</p>

- 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.
- 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 – fitness, wellbeing industry and medicine**

**and Topic 4 – 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.

- 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.

Present tense (-ER/-IR/-RE regular verbs - full paradigm)

Present tense (high frequency irregular verbs in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular)

Perfect tense (with *avoir* and *être*, regular and irregular verbs)

Imperfect tense (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> 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

• Phonics:

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

- Refer to nationally renowned events such as sports (eg Tour de France, 14 juillet).
- Country traditions/customs focus, eg Senegal, Morocco.

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

- Je vais, nous allons + infinitive

Times of year, months, dates

**Higher tier only**

Ce serait...

Çe sera...

J'ai toujours voulu

Possessive adjectives (notre, votre, nos, leur(s))

Interrogatives (quand, quelle... ?)

Reflexive verbs (present tense 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> 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 - 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular and plural)

Conditional tense (ce serait)

## GCSE 2026 French Themes & Topics

### *Theme 1: Identity and Culture*

- **Topic 1: Me, my family and friends** – Relationships with family and friends, marriage/partnership
- **Topic 2: Technology in everyday life** – Social media, mobile technology
- **Topic 3: Free-time activities** – Music, cinema & TV, food & eating out, sport
- **Topic 4: Customs and festivals** – In French-speaking countries/communities

### *Theme 2: Local, National, International & Global Areas of Interest*

- **Topic 1: Home, town, neighbourhood & region**

- **Topic 2: Social issues** – Charity/voluntary work, healthy/unhealthy living
- **Topic 3: Global issues** – The environment, poverty/homelessness
- **Topic 4: Travel & tourism**

***Theme 3: Current & Future Study and Employment***

- **Topic 1: My studies**
- **Topic 2: Life at college**
- **Topic 3: Education Post-16**
- **Topic 4: Jobs, career choices and ambitions**