

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/Phonics | Assessment |
|----------|---|---|---|--|
| Autumn 1 | <ul style="list-style-type: none"> Theme 2: Local, National, International & Global Areas of Interest Topic 1: Home, town, neighbourhood & region <ul style="list-style-type: none"> Describe town/village/neighbourhood of residence. Refer to period of time in residence. Describe local area, buildings. Describe activities and facilities in area. Give opinions including advantages/disadvantages for young people/tourists. Describe an ideal home and area, future intentions on where to live with reasons. Understanding/giving directions <p>Careers –Travel Industry</p> | <ul style="list-style-type: none"> Habiter Il y a ... Il n’y a pas de ... Dans ma ville il y avait ... Je pense que... est Pour... infinitive Opinion + aller Je le/la/les trouve C’est/il se trouve/il est situé Je voudrais J’habite à/en... depuis... ans/mois A l’avenir, je voudrais vivre/habiter Si j’avais l’argent/le choix, je voudrais Chez nous/vous <p>Higher tier only</p> <ul style="list-style-type: none"> ...où je peux + infinitive <p>Aller (present, perfect, near future) Faire (present, perfect, near future) Être (present, past, near future) Prepositions of place (towns, areas, neighbourhoods, countries eg devant, derrière) Adverbs of place (loin/près) Imperatives (eg allez, tournez, prenez, continuez) Imperfect (il y avait) Interrogatives (où... ?) Higher tier only Depuis Il y en a, il y en avait</p> | <ul style="list-style-type: none"> ou s-liaison t-liaison n-liaison gn ill/ille | <p>On-going regular vocabulary tests</p> <p>GCSE speaking questions on the topic</p> <p>Summative assessment Listening -Reading/ speaking - writing skills</p> <p>Retrieval (First Week) Topic 3 Free-time activities 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.</p> |

PSHE –Local Community Support

Negatives (ne...plus, ne... ni... (ni...), ne... pas encore, ne que)
Impersonal verbs (Il manque)
Inflectional (simple) future (regular -ER verbs, 1st, 2nd, 3rd person singular and plural, irregular verbs in 1st, 2nd, 3rd person singular - aller, avoir, faire, être)
Être (inflectional (simple) future - ce sera, conditional - ce serait)
Emphatic pronouns (chez nous, vous)
Relative pronoun (où)

Use comparatives to compare activities/give preference.

Refer to past activities and future plans.
Refer to sporting events and favourite sports personalities/teams. 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.
Refer to nationally renowned events such as sports (eg Tour de France, 14 juillet).
Country traditions/customs focus, eg Senegal, Morocco.

Autumn 2

Theme 2: Local, National, International & Global Areas of Interest
Topic 4: Travel & tourism

- Refer to and give opinions on;
- holiday destinations
- holiday locations
- means of transport for holidays

- Je vais au/aux + masculine countries
- En + feminine countries
- En/à + forms of transport
- En/au + seasons/time of year
- Avec + travel companions
- Nous restons + accommodation
- Weather phrases (il fait chaud/froid etc)
- L'année dernière je suis allé(e)
- C'était..
- Il y avait/il n'y avait pas de...

- Present tense
- Perfect tense
- Imperfect tense
- Periphrastic future (near future tense)
- Reflexive verbs (1st, 2nd, 3rd person singular perfect tense – daily routine)
- Modal verbs (present tense)
- Faire + activities (past, perfect)

On-going regular vocabulary tests and
GCSE speaking questions on the topic
Summative assessment Speaking, listening, reading and writing skills

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| | <ul style="list-style-type: none"> • weather • holiday activities • holiday accommodation. • Refer to recent and future holidays. • Places of interest locally and elsewhere, including descriptions and preferences. <p>NB: This unit can also be taught in the context of school holidays and school holiday activities, including what students do during the school holidays at home. Alternatively learning can focus on ideal holidays eg ideal locations, activities and accommodation.</p> <p>PSHE – Families, community Careers –Travel Industry</p> | <ul style="list-style-type: none"> • Tous les jours j’allais/je jouais/je faisais... • Cette année, je vais aller/ voyager • Je voudrais aller <p>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) <i>De</i> after negative Cardinal numbers (1-30) Impersonal verb phrase (il y a) Interrogatives (comment...?)</p> <p>Higher tier only Emphatic pronouns (avec lui, elle, eux, elles) Conditional tense (il/elle aurait, ce serait)</p> <p>Higher tier only Ce sera Ce serait Quand j’étais jeune, j’allais... Tous les jours, nous allions/nous jouions/nous faisons....</p> | <ul style="list-style-type: none"> • Faire + weather phrases • Prepositions (countries) - à with masculine and plural countries, en with feminine countries • Prepositions (en + transport) • Use of article with dans; omission of article with en (eg dans les Alpes/en France) • Phonics i/y en, an, em, am x-liaison h oy Position of adverbs of time (l’année dernière, tous les jours) Position of adverbs of manner (lentement, facilement, vite, rapidement) Pronoun (y) Interrogatives: que...? Impersonal verbs (il fait + adjective for weather) Higher tier only Inflectional (simple) future tense (ce sera) Reflexives in the conditional tense and inflectional (simple) future (Regular -ER verbs in 1st, 2nd, 3rd person singular and plural) | |
| <p>Spring 1</p> | <p>Theme 1: Identity and Culture Topic 2: Technology in everyday life</p> <ul style="list-style-type: none"> • Refer to internet, describe how it is used/its importance to young people and society, frequency of | <ul style="list-style-type: none"> • J’utilise mon... pour... • Mon gadget préféré c’est mon... • Je l’utilise pour.../j’ai utilisé • Je l’aime • Je le/la trouve • On peut/on doit • J’ai regardé, écouté • Ça me fait peur | <ul style="list-style-type: none"> • Present tense (-ER regular verbs) • Perfect tense (auxiliary of avoir, je + regular verbs) • Modal verbs (je peux, on peut) • Adverbs of frequency, time • Comparatives (moins... que, plus... que, aussi... que) • Negative (ne... jamais) | <p>On-going regular vocabulary tests and speaking role plays</p> <p>GCSE speaking questions on the topic</p> |

- use, preferences, advantages/disadvantages.
- Refer to social media, including reasons for and frequency of use, different apps/platforms, advantages/disadvantages.
- Describe mobile technology, including computers, phones, tablets and other devices, reasons for personal use with advantages/disadvantages.
- Give opinions and personal details on a variety of celebrities/famous people.
- Refer to celebrity magazines/articles/ reviews, podcasts, social media, reality TV involving famous people and influencers, with opinions.
- Give opinions about celebrities' activities/influences on young people and wider society.
- Refer to events involving famous people eg music, film, TV, fashion, culture and technology.

PSHE –Social Media Image and Mental Health

Careers – IT industry and enterprise

- Ça m'inquiète
- Je m'inquiète
- A l'avenir je vais
- Le lundi je regarde...
- Il y a un risque de...
- Il existe le risque de...
- Days of the week Pour + infinitive

Higher tier only

Je les trouve

Je ne peux pas vivre sans

J'ai toujours voulu avoir

Quand j'étais petit(e), j'avais/j'utilisais

Je viens de

- Pour + infinitive
- Sans + infinitive
- Impersonal verb phrases (il y a, il existe)
- Relative clauses using qui
- Preverbal singular direct object pronouns (le, la)
- Demonstrative adjectives (ce, cette, ces)
- Phonics:
silent s
e
on/om
que
j
th

Higher tier only

Time expressions (venir de, être en train de)

Relative clauses using que and quand

Preverbal plural direct object pronoun (les)

Relative pronoun (quand)

Modal verbs (pouvoir – full paradigm)

Summative assessment listening, reading and speaking

Trial 1

Retrieval opportunities

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

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| | | | | <p>Higher tier only</p> <ul style="list-style-type: none"> • Conditional tense (il/elle aurait, serait, ce serait) • Emphatic pronouns (avec lui/elle/eux/elles) |
| <p>Spring 2</p> | <p><u>Theme 2: Local, National, International & Global Areas of Interest</u> <u>Topic 3: Global issues – The environment, poverty/homelessness</u></p> <ul style="list-style-type: none"> • Describe local environment, including environmental issues. • Refer to activities to help/protect local area/environment in the past, present and future. <p>Refer to and express opinions on wider global issues eg climate change, environmental damage.</p> <p>PSHE – Families, community, social issues</p> <p>Careers and education links</p> | <p>Dans ma ville il y a un problème avec... ... est un (grave) problème ... est une menace à Avant, il y avait Je m’inquiète, ça m’inquiète Je me suis toujours inquiété(e) Ça me fait peur Ça m’a toujours fait peur Je vais + infinitive Il faut Nous devons, nous pouvons Si j’avais l’occasion de le faire, je... Higher tier only Il nous faut... est menacé(e)/sont menacé(e)(s) par...</p> | <ul style="list-style-type: none"> • Conditional tense (vouloir – 1st, 2nd, 3rd person singular) • Present tense • Perfect tense • Imperfect tense • Negatives • Periphrastic future (near future tense) • Reflexive verbs (1st, 2nd, 3rd person singular - revision of present, perfect, imperfect tense + introduction of periphrastic (near) future) • Modal verbs • Imperative (2nd person singular and plural, including aller and faire) • Impersonal verb forms (il faut) • Preverbal singular indirect object pronouns (me, te, vous, lui) • Pour + infinitive • Plus de, moins de + noun • Interrogatives (quoi...?) <p>Higher tier only</p> <ul style="list-style-type: none"> • Conditional tense (regular) • -ER verbs, 1st, 2nd, 3rd person singular and plural, irregular verbs in 1st, 2nd, 3rd person singular: aller, avoir, faire, être) • Inflectional (simple) future (regular verbs, 1st, 2nd, 3rd person singular and plural, | <p>On-going regular vocabulary tests and speaking role plays</p> <p>GCSE speaking questions on the topic</p> <p>Summative assessment reading and speaking skills</p> <p>Exam Practice (Past papers) Trial 2</p> <p>Retrieval opportunities 24 hour clock (à 18 heures) Adjectival agreements Adjectival positioning (including more than one) Adverbs of intensity, time and frequency, sequence and place Aller (present, perfect, imperfect (1st, 2nd, 3rd person singular), periphrastic (near) future) Avoir (present, perfect, imperfect: 1st, 2nd, 3rd person singular) Avoir phrases (eg j’ai faim/soif) Cardinal numbers (1-30) Comparatives (plus... que/moins... que, aussi... que)</p> |

irregular verbs: aller, avoir, faire, être)

- Impersonal verbs (Il y en aura)
- Negatives (personne ne + verb, rien ne... verb)
- Passive form (present tense)
- Impersonal verbs in phrases (il manque, il vaut mieux, il vaut la peine)
- Time phrases (venir de + verb)
- Imperative (1st person plural regular verbs including aller eg allons-y)
- Reflexive verbs (1st, 2nd, 3rd person singular and plural, present, perfect, imperfect revision + introduction of periphrastic (near) future)
- Phonics:

Silent consonant 'z'

é (-er, -ez)

en, an, em, am

ain, in, aim, im

open o

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, past, periphrastic (near) future)

Expressing age

Faire (present, perfect, periphrastic (near) future)

Faire + activities (past, perfect)

Faire + weather phrases

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 verbs (il est + time, il fait + adjective for weather)

Impersonal verbs (il y a, il y avait, il existe, il faut, il me faut, il est

interdit/essentiel/important de, il (ne) faut (pas), Il y a/il n'y a pas de)

Interrogatives (comment, quel, qui, avec qui, qu'est-

ce que, quand, quelle, pourquoi, où, que... ?)
Jouer au, à la, à l', aux + sports activities
Jouer du, de la, de l', des + instruments
Modal verbs (conditional tense - je voudrais)
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 future (near future tense)
Perfect tense (with avoir and être - regular and irregular verbs)
Position of adverbs of manner (lentement, facilement, vite, rapidement)
Position of adverbs of time (l'année dernière, tous les jours)
Possessive adjectives (mon, ma, mes, ton, ta, tes, son, sa, ses, notre, votre, nos, leur(s))
Pour + infinitive
Prepositions (countries) - à with masculine and plural countries, en with feminine countries
Prepositions (en + transport)

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| | | | | <p>Prepositions of place (towns, areas, neighbourhoods, countries eg devant, derrière)</p> <p>Present tense (-ER/-IR/-RE regular verbs (full paradigm) and irregular verbs in 1st, 2nd, 3rd person singular)</p> <p>Preverbal singular direct object pronouns (me, te, vous, le, la)</p> <p>Pronoun (y)</p> <p>Reflexive verbs (1st, 2nd, 3rd person singular present, perfect and imperfect)</p> <p>Relative clauses using qui</p> <p>Relative pronoun (qui)</p> <p>Sans + infinitive</p> <p>Subject pronouns</p> <p>Use of article with dans; omission of article with en (eg dans les Alpes/en France)</p> <p>Word order with de to indicate possession (eg l'anniversaire de mon père)</p> |
| Summer 1 | Trial 2 GCSE Public Speaking Examinations Paper 1-3 and 4 Practice | | | |
| Summer 2 | <u>GCSE Public Examinations</u> | | | |

GCSE 2026 French Themes & Topic

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**