



## French Department – Curriculum Intent

Overview of KS3 French Curriculum			
Head of Department: Mr M. Bridge			
	Year 1	Year 2	Year 3
Autumn Term	<p><b><u>Moi et ma famille (My family and I)</u></b></p> <p><b>Core content</b>            Introductions; age &amp; birthday; numbers; appearance; personality; family; pets; colours; justified opinions; negatives.</p> <p><b>Core grammar</b>            Gender of nouns; avoir/être (full verbs); personal pronouns; plurals; adjective agreement; negative constructions.</p> <p><b>Knowledge &amp; skills</b>            Using bilingual dictionary; justified opinions; asking and answering questions; key phonics (on/an/in/en/r); silent final letters; accents é/è/ê/à/â/ç/ô/ù/û; classroom language</p> <p><b>Assessment</b>            Vocab/verb tests; writing about self and others, basic conversation speaking assessment</p> <p><b>Cultural Capital</b>            Greetings; Christmas traditions; words of French origin in English</p>	<p><b><u>Les vacances (holidays)</u></b></p> <p><b>Core content</b>            Revision of Year 7 term 3 topics of food drink in context of healthy living, activities on holiday, holiday destinations, ideal/dream holidays, accommodation and modes of transport</p> <p><b>Core grammar</b>            Partitive article (du, de la, des), je voudrais + infinitive, near future tense (recap), negative constructions, perfect tense (regular and irregular verbs, common verbs using être), en/au/à with countries towns and cities</p> <p><b>Knowledge &amp; skills</b>            Recycling language in tenses; adding nuance with adverbs of frequency time and quantity, adapting verbs from infinitive to past participle, agreement of past participles.</p> <p><b>Assessment</b>            Perfect tense tests, healthy living speaking assessment, writing about holidays in three timeframes</p> <p><b>Cultural Capital</b>            Francophone tourist destinations</p>	<p><b><u>Les loisirs et la technologie (Hobbies and tech)</u></b></p> <p><b>Core content</b>            Recap of 3 tenses ; TV programmes ; film and book genres ; free time activities ; new technology ; advantages and disadvantages of phones/social media ; festivals and celebrations</p> <p><b>Core grammar</b>            Preceding direct objects (le, la les) ; infinitive constructions ; impersonal constructions (ça me rend...) ; irregular adjectives</p> <p><b>Knowledge &amp; skills</b>            Describing plots/content; avoiding repetition; giving interesting reasons/justifications</p> <p><b>Assessment</b>            Perfect tense test; 90 word writing; photo card and spontaneous speaking assessment</p> <p><b>Cultural Capital</b>            Christmas in France; French films and TV programs</p>



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<b>Spring Term</b>	<p><b><u>Ma routine (daily life)</u></b></p> <p><b>Core content</b> School subjects and opinions, telling the time, hobbies and daily activities;</p> <p><b>Core grammar</b> Present tense regular conjugation; reflexive verbs; prepositions</p> <p><b>Knowledge &amp; skills</b> Telling time; using time and place complements to add detail to sentences</p> <p><b>Assessment</b> Vocab/verb testing; hobbies writing; photo card description</p> <p><b>Cultural Capital</b> Easter traditions; regions of France</p>	<p><b><u>Le temps libre et les invitations (free time and invitations)</u></b></p> <p><b>Core content</b> Making invitations and responding to them; giving excuses; chores; shopping and clothing</p> <p><b>Core grammar</b> Modal verbs (can/must/want) in present tense; asking questions; adjective agreement (recap)</p> <p><b>Knowledge &amp; skills</b> Asking and answering questions; using big numbers (quantities, prices, etc.), using transactional language</p> <p><b>Assessment</b> Role play; modal verb test; writing describing outfits in past present and future</p>	<p><b><u>La famille et les amis - aujourd'hui et autrefois (family and friends – today and in the past)</u></b></p> <p><b>Core content</b> Common celebrations; invitations; describing family relationships; chores; past habits</p> <p><b>Core grammar</b> Imperfect tense; reflexive verbs (s'entendre/se disputer); modal verbs</p> <p><b>Knowledge &amp; skills</b> Making and responding to invitations; comparing past and present;</p> <p><b>Assessment</b> Reading and listening comprehension test; 90-word writing</p> <p><b>Cultural Capital</b> Francophone celebrations (la chandeleur, le mardi gras, la fête de la musique)</p>
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Summer Term	<p><b><u>La ville et la nourriture (Town and eating out)</u></b></p> <p><b>Core content</b> Describing inside of house in detail (rooms, furniture etc); describing what is and isn't in your town and what one can do there; using future tense to describe free time and town; describing and ordering food</p> <p><b>Core grammar</b> Future tense, Modal verb (pouvoir)</p> <p><b>Knowledge &amp; skills</b> Role plays (tourist office/restaurants)</p> <p><b>Assessment</b> Vocab/verb testing; future tense writing; end of year summative test</p> <p><b>Cultural Capital</b> Francophone towns and holiday destinations; typical francophone dishes</p>	<p><b><u>Le monde du travail (the world of work)</u></b></p> <p><b>Core content</b> Different types of jobs; advantages and disadvantages of careers; applying and interviewing for jobs</p> <p><b>Core grammar</b> Gender of job titles; questions and answers; using il faut and savoir with the infinitive</p> <p><b>Knowledge &amp; skills</b> Referring to job titles without the article; formal letter format; responding to a job description; talking about qualities and attributes</p> <p><b>Assessment</b> Role play</p> <p><b>Cultural Capital</b> Careers links</p>	<p><b><u>Ma vie saine – futur et conditionnel</u></b> (Healthy living – future and conditional)</p> <p><b>Core content</b> Healthy living; future plans; Referring to hypothetical futures and choices; saying how things would be; giving advice</p> <p><b>Core grammar</b> simple future tense; using en and y; negative constructions; giving advice with il faut; Conditional tense (regular and irregular); using if/then constructions</p> <p><b>Knowledge &amp; skills</b> Recycling verb stems and endings; Referring to hypothetical futures; expressing wish and regret; using 6 tenses;.</p> <p><b>Assessment</b> Simple future assessment ; Conditional tense verb test, Full end of year exam testing reading, listening, writing and translation</p> <p><b>Cultural Capital</b> Historical context (world war II occupation) French films dealing with wartime Poetry using conditional</p>
	<p><u>Main textbook: Allez 1</u></p>	<p><u>Main textbook: Allez 1</u></p>	<p><u>Main textbook: Allez 2</u></p>



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Overview of KS4 French Curriculum		
Subject: GCSE French		Exam Board: AQA
	Year 10 (new specification)	Year 11
Autumn Term	<p style="text-align: center;"><u>Main text book: AQA GCSE French Higher (2026 onwards edition)</u></p> <p style="text-align: center;"><b>Famille et loisirs</b></p> <p><b>Core content</b> Family &amp; relationships; free time activities (non-media); future plans including re: marriage etc; eating and drinking;</p> <p><b>Core grammar</b> Secure 3 main tenses including near future; present tense conjugation (especially of –re verbs); reflexive verbs; recap to identify imperfect/simple future/conditional;</p> <p><b>Knowledge &amp; skills</b> Finding correct form of verbs, e.g. at back of text book; developing more complex sentences; simple future tense; identifying where answer lies in GCSE-style Reading Questions; Question formation</p> <p><b>Assessment</b> Regular vocab testing from specification list; 90-word writing (Family); 3-minute GCSE-style General Conversation One Reading and one Listening paper each term to develop experience of skills.</p> <p><b>Cultural aspects</b> 11 novembre - <i>jour anniversaire de l'armistice</i>; Christmas in France; other religions in France; Prévert's Déjeuner du matin to reinforce perfect tense + après avoir...;</p>	<p style="text-align: center;"><u>Main text book: AQA GCSE French Higher (2026 onwards edition)</u></p> <p><i>**Start by concluding Travel + Tourism especially holidays</i></p> <p><b>Core content</b> Studies/life at school/college; current/future study/employment;</p> <p><b>Core grammar</b> Revision of perfect tense, -er, -ir, -re verbs; reinforcement in PPF of highly transferable structures/key verbs: il y a/il fait + weather/c'est/aller/jouer/je m'amuse/je peux/veux/does; si/quand + future</p> <p><b>Knowledge &amp; skills</b> Revision/reinforcement - tackling GCSE Listening, Reading, Writing, Speaking Questions; Question formation; acronyms to increase variety of verb expressions (FRÉJA LAMB ViPS)</p> <p><b>Assessment</b> 90 word writing assessment in advance of half term to give timely LTs for Mock exam revision; Nov - Y11 mock Listening, Reading, Writing; Dec – Y11 mock oral;</p> <p><b>Cultural aspects</b> School life in different francophone countries;</p>
Spring Term	<p><b>Core content</b> Customs and Festivals including describing Christmas just celebrated (or not); Technology in everyday life including benefits/dangers; Home, town, neighbourhood, region</p> <p><b>Core grammar</b> Irregular verbs including offrir/recevoir; Reflexive verbs; Imperfect v perfect tense + together; present of regular –ir + -re verbs; conditional of regular verbs (maison idéale) + on devrait</p> <p><b>Knowledge &amp; skills</b> Identifying tense of written/spoken questions + responding in correct tense; how to answer 150-word Writing Questions;</p> <p><b>Assessment</b> Writing Assessment on Christmas; Technology Reading &amp; Listening Assessment;</p> <p><b>Cultural aspects</b></p>	<p><b>Core content</b> Healthy/Unhealthy lifestyles; environment; celebrity culture;</p> <p><b>Core grammar</b> Reinforcement of question words + le, un, au, du, possessive adjectives; il vaut/vaudrait mieux; pluperfect; more sophisticated 2 verb structures, eg Quand j'aurai 18 ans j'irai en fac</p> <p><b>Knowledge &amp; skills</b> Tackling different Listening, Reading, Writing, Speaking Questions; producing more sophisticated Writing &amp; Speaking structures where sufficiently confident;</p> <p><b>Assessment</b> March 'short mocks' - priority: Reading and Listening batched together as for real exams All writing skills assessed in exam conditions but done in lesson time over the term</p>



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	<p>Festivals including Divali, Carnaval de Québec (Feb)/Mardi Gras in French-speaking Caribbean/Poissons d’avril; advice on avoiding/responding to cyberbullying (1jour1actu)</p>	<p><b>Cultural aspects</b> Charities in francophone world incl. Médecins sans Frontières/Restos du coeur</p>
<p>Summer Term</p>	<p><b>Core content</b> Y10 mock exam prep – see sections below; 2<sup>nd</sup> ½ term – Travel + Tourism especially holidays</p> <p><b>Core grammar</b> Recapping recognition/production of + 6 most common ‘tenses’ (e.g. simple future + futur proche)</p> <p><b>Knowledge &amp; skills</b> Identifying where answer lies in GCSE-style Listening Questions; translation into/from French; answering oral exam photo card/role play/general conversation Qs; 2<sup>nd</sup> ½ term – revision of using perfect/imperfect together</p> <p><b>Assessment</b> 150-word Writing task – choice of topics; April/May Y10 mock Listening, Reading, Writing; June mock – oral;</p> <p><b>Cultural aspects</b> 1er mai - fête du travail; France as holiday destination</p>	<p><b>Core content</b> GCSE exam prep – Listening, Reading, Writing, Speaking Questions</p> <p><b>Core grammar</b> Further reinforcement of how to identify whether speaking and writing questions are in past, present or future tense (e.g. tu as + pp = past) and communicate in writing and speaking in past, present and future; structures to further raise students’ level of Range of Language and Accuracy, e.g. si j’avais su qu’il allait pleuvoir, j’aurais apporté un parapluie;</p> <p><b>Knowledge &amp; skills</b> Reminders of how to succeed in Listening, Reading, Writing, Speaking exams including reinforcement of different parts of Listening, Reading, Writing, Speaking Questions exams and how these are weighted; and asking questions for role play and general conversation.</p> <p><b>Assessment</b> April: actual GCSE oral exams; Listening exam practice &amp; Writing &amp; Reading practice; May: actual GCSE Listening, Reading, Writing exams</p> <p><b>Cultural aspects</b> Practising Reading &amp; Listening with texts on less familiar subjects, e.g. environmental + global issues (textbook unit 2)</p>



**Overview of KS5 French Curriculum**

**Subject:** French      **Head of Department:** Mr M. Bridge

	<b>Year 12 - Teacher A</b>	<b>Year 12 - Teacher B</b>	<b>Year 13 - Teacher A</b>	<b>Year 13 - Teacher B</b>
<b>Autumn Term</b>	<p><b>Core content</b>            Passerelle – intro. to French speaking world.            En famille – evolution of family life in francophone world.            mobiles, internet</p> <p><b>Core grammar</b>            Reinforcement of use and formation of all GCSE tenses.</p> <p><b>Knowledge &amp; skills</b>            Following whole lesson in French; responding in French throughout.            Researching grammatical points independently.            Using online dictionaries.</p> <p><b>Assessment</b>            Fortnightly vocab tests on vocab at back of text book.            Regular tests on vocab from Y12 topics.</p> <p><b>Cultural aspects</b>            When a key new, relevant francophone issue is in the news, we study it. Also: French inventions, songs, rap, TV programmes.            Aspects of francophone world – eg Nov 2021 violent demonstrations in les Antilles.</p>	<p><b>Core content</b>            Le lycée et après - education and work</p> <p><b>Core grammar</b>            See left.            Subjunctive.            Passive</p> <p><b>Knowledge &amp; skills</b>            See left.</p> <p><b>Assessment</b>            Regular vocab tests.            Oct baseline: old spec LRT paper.            Regular verb tests.</p> <p><b>Cultural aspects</b>            See left.</p>	<p><b>Core content</b>            Paper 3 – lit text (L'Étranger)            Y13 topics except France 1940-1950:</p> <ul style="list-style-type: none"> <li>- Migration and integration</li> <li>- Cultural identity and marginalisation</li> <li>- Cultural enrichment and</li> <li>- Discrimination and diversity</li> </ul> <p><b>Core grammar</b>            Reinforcement of grammar from Y12 especially through seeing it in context in articles and the lit text.</p> <p><b>Knowledge &amp; skills</b>            Developing critical and analytical response in writing essays for paper 3.            Translation both French into English and vice-versa (practice for paper 2).            Responding to oral exam cards on Y13 topics except France 1940-1950 for the speaking exam.            Past paper practice – paper 2 – listening and reading comprehension</p> <p><b>Assessment</b>            Late Sept: practice paper 2 (Listening, Reading, Translation)            Dec mock exam: papers 2 (Listening, Reading, Translation) + 3 (critical + analytical response to set text + film)            Late Jan mock oral Pt 1: eduqas card on Teacher A term 1 topics.            Mid-March mock exam: papers 2 (Listening, Reading, Translation) + 3 (critical + analytical response to set text + film).            Regular A level vocab tests.</p>	<p><b>Core content</b>            Paper 3 – film (la Haine)            France 1940-1950:</p> <ul style="list-style-type: none"> <li>- 1940–May 1945</li> <li>- The cultural dimension in occupied France</li> <li>- 1945-1950</li> </ul> <p>Beginning the IRP (Independent Research Project for oral exam)</p> <p><b>Core grammar</b>            Reinforcement of grammar from Y12 especially through grammatical exercises.</p> <p><b>Knowledge &amp; skills</b>            Developing critical and analytical response in writing essays for paper 3.            Translation both French into English and vice-versa (practice for paper 2).            Responding to oral exam cards on Y13 topics from France 1940-1950 for the speaking exam.</p> <p><b>Assessment</b>            See left.            Students present latest version of IRP to class. Teacher is not allowed to give specific feedback/support but gives class general guidance in accordance with exam board regulations.            Regular verb tests.</p> <p><b>Cultural aspects</b>            Brought in:</p> <ul style="list-style-type: none"> <li>- during teaching of new topics</li> <li>- when practising oral exam speaking cards</li> <li>- when appropriate current event occurs in francophone countries</li> </ul>



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Spring Term	<p><b>Core content</b> Citizenship, youth trends and media</p> <p><b>Core grammar</b></p> <p><b>Knowledge &amp; skills</b> Dealing with longer reading texts Pluperfect Asking Questions (as in oral exam)</p> <p><b>Assessment</b> Jan mock: new spec LRT paper. Regular tests on vocab from Y12 topics.</p> <p><b>Cultural aspects</b> French rap French music/films 'Patrimoine'</p>	<p><b>Core content</b> <b>Festivals and culture</b> <b>Start studying film: La Haine</b></p> <p><b>Core grammar</b> Conditional clauses</p> <p><b>Knowledge &amp; skills</b> Structuring and writing essays</p> <p><b>Assessment</b> Jan mock: new spec LRT paper. Regular verb tests.</p> <p><b>Cultural aspects</b> Paper 3 as above.</p>	<p><b>Cultural aspects</b> Brought in:</p> <ul style="list-style-type: none"> <li>- during teaching of new topics</li> <li>- when practising oral exam speaking cards</li> <li>- when appropriate current event occurs in francophone countries</li> </ul>	
	<p><b>Core content</b> Paper 3 – lit text (L'Étranger)</p> <p><b>Core grammar</b> Reinforcement of grammar from Y12 especially through seeing it in context in articles and the lit text.</p> <p><b>Knowledge &amp; skills</b> Developing critical and analytical response in writing essays for paper 3. Translation both French into English and vice-versa (practice for paper 2). Responding to oral exam cards on Y13 topics except France 1940-1950 for the speaking exam. Past paper practice – paper 2 – listening and reading comprehension</p> <p><b>Assessment</b> Late Jan mock oral Pt 1: eduqas card on Teacher A term 1 topics. Mid-March mock exam: papers 2 (Listening, Reading, Translation) + 3 (critical + analytical response to set text + film)</p> <p><b>Cultural aspects</b> Brought in:</p> <ul style="list-style-type: none"> <li>- during teaching of new topics</li> <li>- when practising oral exam speaking cards</li> <li>- when appropriate current event occurs in francophone countries</li> </ul>	<p><b>Core content</b> Paper 3 – film (la Haine) Guiding students as allowed by exam board regulations to develop their IRP</p> <p><b>Core grammar</b> Reinforcement of grammar from Y12 especially through grammatical exercises.</p> <p><b>Knowledge &amp; skills</b> Developing critical and analytical response in writing essays for paper 3. Translation both French into English and vice-versa (practice for paper 2). Responding to oral exam cards on Y13 topics from France 1940-1950 for the speaking exam.</p> <p><b>Assessment</b> See left. Also: Feb mock oral pt 2: eduqas card on Teacher B term 1 topics</p> <p><b>Cultural aspects</b> Brought in:</p> <ul style="list-style-type: none"> <li>- during teaching of new topics</li> <li>- when practising oral exam speaking cards</li> <li>- when appropriate current event occurs in francophone countries</li> </ul>		



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Summer Term	<p><b>Core content</b> Beginning lit text L'Étranger to support teaching of paper 3</p> <p><b>Core grammar</b> Comparisons indirect speech Indirect object pronouns</p> <p><b>Knowledge &amp; skills</b></p> <p><b>Assessment</b> Late May: mock AS LRT paper. June: mock oral exam card on Teacher A topics. Regular tests on vocab from Y12 topics.</p> <p><b>Cultural aspects</b> Those relating to Teacher A topic content including from set text for paper 3.</p>	<p><b>Core content</b> Students present initial version of IRP to class. Teacher is not allowed to give specific feedback/support but gives class general guidance in accordance with exam board regulations. Tourisme <i>with emphasis on</i> francophone destinations</p> <p><b>Core grammar</b> Verbs taking à/de y and en dont</p> <p><b>Knowledge &amp; skills</b> Fashioning an IRP; delivering the 2-minute IRP presentation.</p> <p><b>Assessment</b> See left. June: mock oral exam card on Teacher B topics. Regular verb tests.</p> <p><b>Cultural aspects</b> Those relating to Teacher B topic content including from film for paper 3.</p>	<p><b>Core content</b> If external oral exam to take place after Easter, Paper 1 card practice on both Y12 and Y13 topics except France 1940-1950. Paper 2 (LRT) practice.</p> <p><b>Core grammar</b></p> <p><b>Knowledge &amp; skills</b></p> <p><b>Assessment</b> Paper 2(LRT) practice, especially listening + reading comprehension. Paper 3 (writing): revision of l'Étranger + exam essay practice.</p> <p><b>Cultural aspects</b> Paper 3 as above.</p>	<p><b>Core content</b> If external oral exam to take place after Easter, Paper 1 card practice on France 1940-1950.</p> <p><b>Core grammar</b></p> <p><b>Knowledge &amp; skills</b></p> <p><b>Assessment</b> Paper 2(LRT) practice, especially translation into and from French.</p> <p><b>Cultural aspects</b> Paper 3 as above.</p>
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### Curriculum Rationale:

In terms of ML, our school's socioeconomic profile is considerably diverse. Some pupils in our community have not had the chance to meet people from a variety of cultures and have not been abroad. Others have at least one parent qualified to degree level in ML and regularly holiday in countries where some of the most taught ML in the UK are spoken. An increasing number of our pupils have an additional home language. Very occasionally this is French or German. Where this is the case, we may encourage French/German speakers to take the language they do not speak at home, since this further broadens their linguistic and cultural horizons.

Through studying ML, pupils develop GCSE language skills and an understanding of different cultures around the world as well as tolerance and acceptance of these cultures. Some of our pupils lack perseverance when communicating with others is difficult or there is a barrier. By studying ML, pupils can develop the resilience and skills to communicate with others. They will see language learning skills not just as the ability to speak a different language, but, for example, as a model for communicating with people who may be deaf or blind.

The aims of the ML department at Urmston Grammar are that students:

- Understand that ML learning is learning the art of communicating
- Understand that even if they do not know everything they can see or hear, they are still able to respond and communicate
- Understand the value of learning an additional language
- Understand how cultures differ but can all co-exist harmoniously
- Develop confidence in an additional language and respond to written and spoken language
- Recall grammatical structures in different tenses along with concepts (such as idioms) and make links to the English equivalents
- Understand increasingly complex texts and speech in the ML studied
- Write and speak at increasing length and with increasing complexity in the ML studied

Though as an Academy we are not obliged to follow the National Curriculum for ML, we share its aims, namely that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

What values underpin the curriculum content?

Tolerance: pupils learn about different languages and cultures, gaining an understanding of how we are all different but can live harmoniously together.

Respect: pupils learn respectful ways of communicating with different people without showing ignorance and arrogance towards other languages and cultures.

The ML curriculum actively promotes British Values (the key values of mutual respect, diversity and plurality) as there is a strong emphasis on promoting cultural values and traditions of



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other countries and global citizenship. By gaining an appreciation of the countries where the language the students are studying is spoken, they are encouraged to reflect on other cultures and ways of life and embrace socio-cultural and economic differences and contexts. This ensures that they remain open to the world around them and have a better grasp of the links and connections between countries and societies. This in turn, emphasises the need for tolerance and justice, and through their studies, our pupils come to value the rule of law and democratic systems that European countries and countries further afield enjoy despite the varied customs, festivals and national characteristics that makes every society so unique.

### **Careers Links:**

The communication skills and cultural capital developed through the study of French lend themselves to a whole host of career paths. In addition, French as a subject has clear links with the following careers:

Teacher, Diplomat, Immigration officer, International aid/development worker, Interpreter, Journalist, Language specialist (M15), Marketing executive, Sales executive, Lawyer, Translator, Roles in the Travel and Tourism sector.