

Curriculum Overview - French

Introduction

This document outlines the curriculum and key considerations including:

- Aims and purpose
- Alignment with the whole school provision and curriculum intent
- A summary programme of study which includes sequencing of taught content

We use the National Curriculum as our statutory foundation and broadly share its principles and aims including:

- ‘To provide students with an introduction to the essential knowledge that they need to be educated citizens. To introduce students to the best that has been thought and said; and help engender an appreciation of human creativity and achievement’.
- To prepare students to be confident in themselves, to have a fulfilled and successful life beyond our school – one where they contribute positively to society.
- Our statutory curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond statutory specifications.
- Provision of a framework of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of students’ knowledge, understanding and skills as part of the wider school curriculum.
- The wider school curriculum includes an extensive range of opportunities and activities that are routinely available to students, are inclusive and reflect our diverse community.

Numeracy and literacy

Teachers should take opportunities to develop students’ mathematical fluency, spoken language, reading, writing and vocabulary within their specific discipline and in line with the expectations laid out in our school curriculum statement.

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster students’ curiosity and deepen their understanding of the world. The teaching should enable students to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping students to study and work in other countries.

DFE 2013



THE CONSORTIUM
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Curriculum Aims

During their time at Cottingham High School, all Languages learners will become:

- Confident communicators
- Eloquent speakers
- Competent readers and listeners
- Resilient learners
- Linguists
- Citizens of the world

Learners will have the opportunities to develop their speaking skills in a supportive environment where they will understand that mistakes are a vital part of learning. Everything they do will be underpinned by phonics and every new word that they meet will contain letters or sets of letters that they have met in previous words. This should allow them to tackle speaking work with a growing set of skills. They will realise that communication is the key to learning a language and that using the language in a real-life situation is easier than they could ever believe.

Learners will develop an understanding of the importance of verbs and tenses, and they will be given the opportunities to constantly revisit these during KS3 and KS4. They will develop a can-do attitude to their learning through understanding that language learning is a skill to be developed over several years and that knowledge is built up over time. It is not expected that everything is understood the first time it is met. Learners will develop vocabulary and structures during KS3 that will allow them to enter KS4 with the tools already learnt to excel at the GCSE course. High level phrases will be taught to all learners at KS3, and learners will mirror at KS3 the assessments used at KS4. They will realise that examination scoring in speaking and writing will involve quality rather than quantity and how this can aid their wellbeing regarding their preparation for the final examination. They will develop reading and listening skills throughout their 5 years of study. Skills developed in Year 7 will still be used in Year 11. They will learn to read and listen for gist and for detail and to realise that they can work out the meaning of texts through a range of strategies. Knowledge of cognates, frequently used vocabulary, and the understanding of the value of context will be constantly developed.

Learners will become curious in their learning. At KS3 they will encounter topics dealing with aspects of their target language country such as music and films. They will be encouraged to go beyond the classroom, so they develop their own interests outside of the classroom by listening to foreign music, watching movies in the target language or doing their own independent work online on sites such as Duolingo. They will develop an understanding that there is a world beyond their homes and that English is not spoken everywhere. They will discover the wide range of job opportunities that are available by studying a language and they will be able to use their language in the target language country with success.

Building on prior learning

By the end of Key Stage 2, students should be able to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. They should be developing the ability to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing

What are the knowledge and skills gaps?

- Vocabulary gaps – student knowledge of vocabulary can vary due to previous exposure and ability to retain new information.
- Grammatical knowledge – Student understanding of grammatical terms and their application.
- Verb formation – conjugating verbs in a variety of tenses.
- Use of complex language structures.

Curriculum Structure

Teaching of French or Spanish focuses on developing the breadth and depth of students’ competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It enables students to understand and communicate personal and factual information beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy.

Discipline	Communication Skills	Grammatical Skills
Listening	Develop listening skills through: <ul style="list-style-type: none"> • Classroom conversations • Songs, poems, and stories • Exposure to native speech • Practicing comprehension with structured support • Authentic dialogues, podcasts, and news in the target language • Recognising vocabulary in formal and informal settings • Listening for detail vs. listening for gist • Listening to target language media outside the classroom • Developing exam techniques 	Verb Conjugations (Regular and Irregular) <ul style="list-style-type: none"> • Understand and use a range of common regular and irregular verbs in the present tense with accuracy. • Apply conjugation rules for key verbs in different tenses (e.g., past, future, conditional) to communicate about various timeframes. • Use correct verb forms in spoken and written sentences to describe actions and events. Gender and Number Agreement (Nouns, Articles, and Adjectives) <ul style="list-style-type: none"> • Recognise and apply gender and number agreement between nouns, articles, and adjectives in different contexts.
Speaking	Develop speaking skills through: <ul style="list-style-type: none"> • Use of modelled dialogue • Guided speaking practice • Dealing with spontaneous situations 	

	<ul style="list-style-type: none"> • Peer conversations • Engaging in classroom discussion • Asking and answering questions • Developing expressive language (e.g. opinions, emotions) • Debates and discussions • Mastering descriptive language • Narrating past, present and future events or plans • Practice of pronunciation and phonics • Developing confidence through simulating real life situations • Developing exam techniques 	<ul style="list-style-type: none"> • Use correct forms of adjectives and articles based on gender and number when describing objects, people, and places. • Ensure grammatical agreement in both spoken and written work by editing and self-correcting as needed.
Reading	<p>Develop reading skills through:</p> <ul style="list-style-type: none"> • Introduction to simple texts • Building a good knowledge of vocabulary • Focus on high-frequency words • Understanding paragraphs and short stories • Understanding formal and informal writing • Inferring meaning from context and using situational clues • Applying grammatical knowledge • Recognising patterns • Identifying tenses • Identifying distractors • Reading extended texts • Developing exam techniques 	<p>Sentence Structure</p> <ul style="list-style-type: none"> • Construct accurate sentences following subject-verb-object word order, appropriate to the target language. • Expand sentences with additional phrases, including adjectives and prepositional phrases, to convey more complex ideas. • Manipulate word order to form questions, negatives, and statements, showing understanding of sentence structure variations. <p>Use of Tenses</p> <ul style="list-style-type: none"> • Use appropriate tenses (e.g., present, past, future, conditional) to communicate about different timeframes in everyday and formal situations. • Demonstrate fluency in switching between tenses when speaking or writing about a variety of topics. • Understand and apply tense rules to discuss past events, future plans, or hypothetical situations.
Writing	<p>Develop writing skills through:</p> <ul style="list-style-type: none"> • Understanding and applying simple and complex grammar structures • Developing high-frequency vocabulary • Use of scaffolding and support (e.g. writing frames, gap fill activities and sentence builders) • A focus on accurate spelling and punctuation • Correct use of accents • Developing use of conjunctions • Expressing opinions and justifications • Narrating past, present and future events or plans • Using formal and informal language • Using synonyms and idiomatic expressions • Writing extended passages • Acting on verbal and written feedback 	<p>Prepositions and Conjunctions</p> <ul style="list-style-type: none"> • Incorporate prepositions of place, time, and movement correctly in sentences to give precise details. • Use conjunctions effectively to link ideas and create more cohesive sentences in spoken and written communication. • Apply a range of more complex conjunctions (e.g., although, because, if) to form compound and complex sentences. • Form accurate questions using appropriate question words and word order for the target language. <p>Questions and Negatives</p> <ul style="list-style-type: none"> • Create negative sentences using the correct negation structures to express refusal, disagreement, or absence.

	<ul style="list-style-type: none"> • Responding to prompts • Developing exam techniques 	<ul style="list-style-type: none"> • Respond to and ask questions fluently in both formal and informal contexts, using inversion or intonation where necessary.
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Curriculum Threads

<p><u>Cultural Knowledge</u> Our students develop cultural understanding of the target language speaking world through:</p> <ul style="list-style-type: none"> • introduction to everyday life and customs • authentic media from the target language speaking world • an understanding of festivals, holidays, celebrations and traditions • key vocabulary relating to the target language speaking culture • exploring historical contexts • music and films • researching and presenting • learning about contemporary figures. • exploring regional differences • developing respect for diversity • cultural reflection • educational visits 	<p><u>Phonics</u> Our students develop knowledge of phonics and pronunciation through:</p> <ul style="list-style-type: none"> • introduction to key sound patterns and pronunciation • introduction to the alphabet • a range of phonics exercises • demonstration and practice of correct pronunciation from the outset • awareness of common sound-spelling correspondences • exposure to different accents and dialects • building confidence in pronunciation through speaking • regular formative feedback • understanding the role of stress and intonation • reading aloud tasks • dictation tasks 	<p><u>Vocabulary</u> Our students cumulatively acquire vocabulary through:</p> <ul style="list-style-type: none"> • learning essential everyday vocabulary • using high-frequency words related to familiar topics • regular vocabulary tests and retrieval activities • expanding lexical knowledge through thematic learning • use of authentic materials • reinforcement through practice and repetition • short written tasks designed to create opportunities to apply vocabulary actively • developing strategies for independent vocabulary learning • developing dictionary skills • applying vocabulary in exam contexts.
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Key Subject Skills

Assessment Objective	Descriptor
AO1 25%	Listening: Understand and respond to different types of spoken language.
AO2 25%	Speaking: Communicate and interact in speech.
AO3 25%	Reading: Understand and respond to different types of written language.
AO4 25%	Writing: Communicate in writing.

Assessment

Formative assessment is used throughout the year to check learners' knowledge and understanding, using feedback techniques including exit tickets and end of topic quizzes. Summative assessment is calendared at curriculum end points within each academic year and is conducted more formally.

Year	Assessment Window	Assessment Objectives	Topics to be assessed
KS3	Autumn	AO1, AO3, AO4	3 modules per year. Each summatively assessed at end of each term for listening and reading. Mid-term in each term assessed using GCSE outlines for writing
	Spring		
	Summer		
10	Autumn	AO1, AO3	Summative assessment at end of each module in listening and reading.
	Spring		
	Summer	AO1, AO3, AO4	GCSE foundation paper at end of year 10 in listening, reading and writing. All speaking and writing work continually marked throughout the year
11	Autumn	AO1, AO3, AO4	GCSE trial exam in Higher papers in November in listening, reading and writing.
	Spring	AO1, AO2, AO3, AO4	Trial exams in February in listening, reading and writing with a speaking exam added.
	Spring 2	AO2, AO4	All speaking and writing work continually marked throughout the year

Curriculum Sequencing

Key Stage 3: Year 7 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	<ul style="list-style-type: none"> • Introductions • Alphabet • Age • Months • Birthday • School bag • Where you live • Hometown • Colours • Adjectives • Gender • Adjectives 	<ul style="list-style-type: none"> • Likes and dislikes • Survival kit • Describe yourself • Talk about others • Describe someone else's • activities 	<ul style="list-style-type: none"> • School subjects • Opinions and reasons for likes and dislikes • Describing your timetable • Using the 12-hour clock • (24-hour clock may be introduced as extension) • Describing a school day • Talking about food • Asking questions • Agreeing and disagreeing
Grammar	<ul style="list-style-type: none"> • The verb être • Adjectives • Plurals • Definite article 	<ul style="list-style-type: none"> • Regular er verbs in all forms to allow for differentiation • Avoir and être in all forms to allow for differentiation 	<ul style="list-style-type: none"> • 12-hour clock on form of verbs in the present tense • Partitive articles • Numeracy Opportunities

	<ul style="list-style-type: none"> Indefinite article 	<ul style="list-style-type: none"> Adjectival agreement (singular) Adjectival agreement (plural) Possessive adjectives 	<ul style="list-style-type: none"> Telling the time using the 12-hour clock Agreeing and disagreeing Asking questions
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Key Stage 3: Year 8 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	<ul style="list-style-type: none"> Introduction to time phrases Sports Free time activities Basic opinions Opinions/Intensifiers/Time Phrases Adjectives 	<ul style="list-style-type: none"> Holidays Time phrases Getting ready Singular reflexive verbs Numbers 1 -100 Basic food and drink vocabulary Future holiday plans Vocabulary for each topic Gender Adjectives Opinions/Intensifiers/Time Phrases Expanding their conjugation paradigm Basic reflexive verbs 	<ul style="list-style-type: none"> A visit to Paris Visits in town Activities in town Asking questions Carrying out role plays Understanding real life advertisements Describing a past visit Giving opinions
Grammar	<ul style="list-style-type: none"> Conjugating present tense ER verbs Technology Conjugating Jouer Conjugating Faire Using Aimer + infinitive 3rd Person plurals Gender Conjugating of more frequently used verbs 	<ul style="list-style-type: none"> Using the 'nous' form Recognising the perfect tense Forming the near future tense Using je voudrais + infinitive 	<ul style="list-style-type: none"> En peut + infinitive J'aime + infinitive Question forms Perfect tense Negatives and the perfect tense

Key Stage 3: Year 9 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	<ul style="list-style-type: none"> Talking about personality 	<ul style="list-style-type: none"> Say where you would like to live 	<ul style="list-style-type: none"> Describe body parts and illness

	<ul style="list-style-type: none"> Talking about friendships Talking about music Giving opinions Talking about clothes Opinions 	<ul style="list-style-type: none"> Describe your home Talk about meals Discuss buying food Talk about a forthcoming event 	<ul style="list-style-type: none"> Talk about eating and drinking Talk about staying healthy (food and activities)
Grammar	<ul style="list-style-type: none"> Adjectival agreement Use of on Adjectival agreement Etre Possessive adjectives Near future Perfect tense 	<ul style="list-style-type: none"> Prepositions Partitive article Il y a /il n'y a pas de Il faut + infinitive Near future 	<ul style="list-style-type: none"> Review infinitives Practise il faut Il faut + infinitive Devoir+ infinitive Immediate future tense Perfect tense Imperfect tense

Key Stage 4 Year 10 – Long Term Planning, AQA GCSE French

	Autumn term	Spring term	Summer term
Knowledge	<p>MODULE 1 - Identity and Relationships with Others</p> <ul style="list-style-type: none"> Introducing yourself Personality descriptions Making comparisons Family relationships Different types of family <p>MODULE 2 - Healthy Living</p> <ul style="list-style-type: none"> Saying what you eat and drink Health problems and addictions Lifestyle choices and habits Describing recent activities 	<p>MODULE 3 - Education and Future Career</p> <ul style="list-style-type: none"> Talking about school rules Talking about future study Saying what you need to do in the future Talking about your ideal job <p>MODULE 4 - Free Time Activities</p> <ul style="list-style-type: none"> Talking about what you used to like doing Talking about what you did last weekend Talking about sport and music Talking about travelling 	<p>MODULE 5 - Customs, Festivals and Celebrations</p> <ul style="list-style-type: none"> Talking about what you used to do Saying what you did last weekend Giving preferences about sport and music Talking about holidays
Grammar	<p>MODULE 1 - Identity and Relationships with Others</p> <ul style="list-style-type: none"> Present tense of er verbs Present tense of regular re verbs Reflexive verbs in the present tense Present tense of regular ir verbs Position of adjectives Adjectival agreement Qui Comparative adjectives 	<p>MODULE 3 - Education and Future Career</p> <ul style="list-style-type: none"> Pouvoir and devoir Negative constructions Il faut + infinitive Il y a and il y aura Ordinal numbers Nouns ending in -tion Feminine person nouns Indefinite adjectives 	<p>MODULE 5 - Customs, Festivals and Celebrations</p> <ul style="list-style-type: none"> Imperfect tense of regular verbs The perfect tense with avoir Irregular past participles Revising the near future tense The perfect tense with etre Adverbs ending in -ment Emphatic pronouns Partitive articles (du,de la,de l',des) En and a with places

	<p>MODULE 2 - Healthy Living</p> <ul style="list-style-type: none"> • Negative Sentences • Modal Verbs • The near future tense • Imperatives in the tu form • Perfect tense of regular verbs with avoir • Position of adverbs • Plural nouns • Quel/quelle/quels/quelles • Indirect object pronouns 	<p>MODULE 4 - Free Time Activities</p> <ul style="list-style-type: none"> • The imperfect tense of regular verbs • The perfect tense with avoir • Irregular past participles • Revise the near future tense • The perfect tense with etre • Adverbs ending in –ment • Emphatic pronouns • Partitive articles • En and a with places 	
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Key Stage 4: Year 11 – Long Term Planning, AQA GCSE French

	Autumn term	Spring term	Summer term
Knowledge	<p>MODULE 6 - Celebrity Culture</p> <ul style="list-style-type: none"> • Talking about how successful someone is • Saying if you want to be famous • Talking about what is needed to be successful • Talking about the life of a celebrity <p>MODULE 7 - Travel and Tourism</p> <ul style="list-style-type: none"> • Talk about the weather • Talk about Francophone countries • Talk about holidays • Talk about dream holidays 	<p>MODULE 8 - Media and Technology</p> <ul style="list-style-type: none"> • Talk about different types of media • Talk about the world before and after the internet • Talk about the importance of mobile phones • Talk about how you use technology <p>MODULE 9 - The Environment and Where People Live</p> <ul style="list-style-type: none"> • Saying whether you aid the environment • Talking about saving the planet • Talk about visiting a friend • Giving a guide of your town 	Examination preparation, and revision
Grammar	<p>MODULE 6 - Celebrity Culture</p> <ul style="list-style-type: none"> • Perfect tense of avoir, être, faire and prendre • The imperative(tu and vous) • Savoir+infinitive • Present tense of avoir, être, faire and aller • De to show possession • Infinitives used as nouns • Demonstrative adjectives (ce, cet, cette, ces) • Possessive adjectives 	<p>MODULE 8 - Media and Technology</p> <ul style="list-style-type: none"> • Revising regular verbs in the present tense • Present and past tenses together • Revising avoir, etre, faire and aller in the present tense • Three time frames • Revising infinitive verbs • Opinion/modal verbs + infinitive • Avant de +infinitive • Adjectives beginning with in- and im- 	

	<p>MODULE 7 - Travel and Tourism</p> <ul style="list-style-type: none"> • Weather expressions • The imperfect tense of etre, avoir and faire • Revising the perfect tense • Two tenses together. Perfect and imperfect • Adjectives ending in –able • Adjectival agreement • Prepositions for countries and modes of transport • Pour and sans + infinitive 	<p>MODULE 9 - The Environment and Where People Live</p> <ul style="list-style-type: none"> • Verbs + à/de + infinitive • Je voudrais • Revising the perfect tense with avoir and etre • Modal verbs in the present tense • a and à • infinitives used as nouns • de after a negative or expression of quantity • si and quand 	
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