



FRENCH

CURRICULUM SEQUENCING

EXAM BOARD RATIONALE

We have been involved in a number of activities during the year where we have had to decide on the new curriculum for the new GCSE for which teaching will start in September 2024. We have had a choice between Edexcel and AQA and have decided to remain with AQA. There were not many differences between the two but ultimately we have in the faculty an examiner for speaking and writing who is also a lead examiner in the latter element. This allows a greater insight into the setting and marking of the exams and ultimately benefits our students. The content would not change it is only the details of their final examination that have changed where the rubrics are now in English and the students are given required vocabulary - vocabulary that will definitely be tested.

KEY SUBJECT SKILLS

Assessment Objective	Descriptor
A01	Listening paper. Questions and answers in English
A02	Speaking examination Conducted with teacher. 4 elements prepared over the 2 years of the course
A03	Reading paper Questions and answers in English
A04	Writing paper. 3 elements with questions set in English for students to write in French

BASELINE EXPECTATIONS

Knowledge and Skills Expectations

Key Stage 2

Year 6

Learners were taught:

Primary schools differ in their approach to MFL so that initial attempts to have a through curriculum from KS2 to KS4 was not viable

Key Stage 3

**Year 7, 8
and 9**

Learners will be taught to:

Pupils come to CHS with a range of experiences from primary school with some pupils having no MFL experience at all. The first module is a module designed to cover the basics of the language but also the skills that are required in order to learn a language. How to learn is a key element of the first module.

Basic understand of year 7 course

Understanding of the formation of present tense

Understanding of the key phonics

Basic understanding of the year 7 and 8 course topics

Understanding of the present past and future tense

Understanding of key phonics

Understanding of writing tasks and how to achieve good marks

Key Stage 4

**Year 10 and
11**

Learners will be taught to:

Understanding of the course

Understanding of how to score well in writing and speaking examinations

Understanding of phonics, question words time phrases, key verbs, past ,present and future tense and high scoring phrases

As year 10 but confidence in speaking developed

ASSESSMENT

Year	Core Topics to be assessed – All assessments to feature retrieval
7	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
8	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
9	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
10	Summative assessment at end of each module in listening and reading. GCSE foundation paper at end of year 10 in listening, reading and writing. All speaking and writing work continually marked throughout the year
11	GCSE trial exam in Higher papers in November in listening, reading and writing. Trial exams in February in listening, reading and writing with a speaking exam added. All speaking and writing work continually marked throughout the year

BRIEF VISION BEHIND SEQUENCING

All topics at KS3 chosen to fit in with main themes at GCSE. Grammar focus is gradual in KS3 so that students move from present tense in year 7 to present, past and future in year 8 which are then reinforced through the topics taught in year 9. They also encounter higher level material such as modal verbs and key grammatical structures in different tenses. These are used to enhance the level of their midterm writing tasks so that by the time they reach KS4 they are aware of and used to the format of the GCSE writing exam. As such KS4 writing and speaking build specifically on what is done at KS3.

At KS4 staff follow the outline of the textbook www.kerboodle.com. The grammar is in the same logical order as KS3 which reflects the difficulty of the grammar. For example, as marker, students are incorrect in their formation of the perfect tense more than any other grammar point. All grammar is constantly revisited through the KS3 and KS4 curriculum.

FRENCH CURRICULUM SEQUENCING

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Autumn				Spring				Summer				
Year	Topic & Big Questions	Assessment	Skills tested	Links	Topic	Assessment	Skills tested	Links	Topic	Assessment	Skills tested	Links
7	Introductions Alphabet Age Months Birthday School bag Where you live Hometown Colours Adjectives Gender Adjectives The verb être	Pupils will have low stakes testing such as vocabulary tests dependent on requirements Assessed formally at the end of the module and ranked in the year group Module test on Listening and Reading. They will carry out an assessed midterm writing task	AO1	PRIOR LEARNING: Pupils come to CHS with a range of experiences from primary school with some pupils having no MFL experience at all. The first module is a module designed to cover the basics of the language but also the skills that are required to learn a language. How to learn is a key element of the first module.	Likes and dislikes Survival kit Describe yourself Talk about others Describe someone else's activities Regular er verbs in all forms to allow for differentiation Avoir and etre I all forms to allow for differentiation Adjectival agreement (singular) Adjectival agreement (plural)	Pupils will have low stakes testing such as vocabulary tests dependent on requirements Assessed formally at the end of the module and ranked in the year group Module test on Listening and Reading. They will carry out an assessed midterm writing task	AO1	PRIOR LEARNING: Pupils revisit information such as name, age, birthday, gender, avoir, adjectives that were met in the first module in order to ensure mastery and extension but building on prior work to extend their knowledge	School subjects Opinions and reasons for likes and dislikes Describing your timetable Using the 12-hour clock Describing a school day Talking about food Asking questions Agreeing and disagreeing 12-hour clock on form of verbs in the present tense Partitive articles Numeracy Opportunities Telling the time using the 12-hour clock (24 hour clock may be introduced as extension)	Pupils will have low stakes testing such as vocabulary tests dependent on requirements Assessed formally at the end of the module and ranked in the year group Module test on Listening and Reading. They will carry out an assessed mid term writing task	AO1	PRIOR LEARNING: Pupils revisit information such as definite articles, likes and dislikes, building sentences, numbers, days of the week, er verbs, negatives and gender
			AO2				AO2				AO3	
			AO3	LINKS TO THE FUTURE: Pupils will learn the idea of gender in French, learning the definitive and indefinite articles. They will learn colours, which will introduce adjectival agreement. These areas are							AO3	LINKS TO THE FUTURE: This links directly to theme three based on the GCSE but also to language they would use in everyday conversation in French speaking countries.They will be meet for the first time the on version of verbs which is used in everyday use in France. School subjects and opinions are met
			AO4								AO4	

				continually revisited in later topics in the year, key stage and KS 4 and form the building blocks of the language. Their work on the alphabet, age etc are repeated throughout KS3 and 4				are continually revisited in later topics in the year, key stage and KS 4 and form the building blocks of the language in order to be able to describe yourself and someone else and activities that they like and others like using different parts of the present tense of regular er verbs. This links directly to theme one based on the GCSE but also to language they would use in everyday conversation in French speaking countries.				again in year 11. Telling the time is used in everyday life but is revisited again and again to report every day routines. Partitive articles are used with items of food which ties in with quantities, and buying food initially but also with the verb faire in other topic areas
8	<p>Conjugating present tense ER verbs</p> <p>Introduction to time phrases</p> <p>Technology</p> <p>Conjugating Jouer</p> <p>Conjugating Faire</p> <p>Sports</p> <p>Free time activities</p> <p>Basic opinions</p> <p>Intensifiers</p> <p>Using Aimer + infinitive</p> <p>3rd Person plurals</p> <p>Gender</p> <p>Adjectives</p> <p>Opinions/Intensifiers/Time</p> <p>Phrases</p> <p>Conjugating of more frequently used verbs</p>	<p>Pupils will have low stakes testing such as vocabulary tests dependent on requirements</p> <p>Assessed formally at the end of the module and ranked in the year group</p> <p>Module test on Listening and Reading.</p> <p>They will carry out an assessed mid term writing task</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p> <p>AO4</p>	<p>PRIOR LEARNING:</p> <p>Pupils will be building on prior knowledge and using what they have used in year 7 to build on their sentences to include not only more grammatical structures, but to widen their French vocabulary. Students will be able to apply their knowledge of the following topics introduced in year 7 – Gender, opinions, time, numbers and basic verbs.</p>	<p>Holidays</p> <p>Using the ‘nous’ form</p> <p>Time phrases</p> <p>Recognising the perfect tense</p> <p>Getting ready</p> <p>Singular reflexive verbs</p> <p>Numbers 1 -100</p> <p>Basic food and drink vocabulary</p> <p>Forming the near future tense</p> <p>Future holiday plans</p> <p>Using je voudrais + infinitive</p> <p>Vocabulary for each topic</p> <p>Gender</p> <p>Adjectives</p> <p>Opinions/Intensifiers/Time</p> <p>Phrases</p> <p>Expanding their conjugation paradigm</p> <p>Basic reflexive verbs</p>	<p>Pupils will have low stakes testing such as vocabulary tests dependent on requirements</p> <p>Assessed formally at the end of the module and ranked in the year group</p> <p>Module test on Listening and Reading.</p> <p>They will carry out an assessed mid term writing task</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p> <p>AO4</p>	<p>PRIOR LEARNING:</p> <p>The prior learning from the module ‘Mes Passetemps’ will be useful for students as it will allow for pupils to build on conjugation. By using the nous form, pupils will be able to expand their sentences and increase the level of depth of detail using their previous knowledge. The use of opinions and intensifiers will be expanded and built upon. The revision of verb conjugation will be expanded further of the course of their</p>	<p>Pupils will have low stakes testing such as vocabulary tests dependent on requirements</p> <p>Assessed formally at the end of the module and ranked in the year group</p> <p>Module test on Listening and Reading.</p> <p>They will carry out an assessed mid term writing task</p>	<p>Pupils will have low stakes testing such as vocabulary tests but will be assessed formally at the end of the module. They will then review their performance and identify the areas to work on in the next module</p> <p>Module 3 test on Listening and Reading</p> <p>YEAR 8 FRENCH WRITING TASK TERM 3:</p> <p>Write about holidays and your daily</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p> <p>AO4</p>	<p>PRIOR LEARNING:</p> <p>Pupils revisit previous information about the country and specifically the capital and develops further cultural understanding. We reinforce er verbs and negatives through the verbs of liking and disliking</p>

				<p>LINKS TO THE FUTURE:</p> <p>Pupils will revisit the use of genders and opinions and start to learn about free time activities. During KS 4 and their preparations for exams, all of these topic areas will be required and provide valuable material that is certain to be included in the GCSE curriculum specification. These particular topics and grammatical structures will be continually revisited throughout the students' time studying French at CHS, all the way up until year 12/13</p>			<p>language learning journey.</p> <p>LINKS TO THE FUTURE:</p> <p>This topic not only allows pupils to continue expanding their understanding of the French language but to use 2 different tenses and recognise a 3rd - which is crucial for KS4/5. The topic focuses on vocabulary and grammatical structures that feature heavily in unit 8 'Travel and tourism' of the GCSE framework.</p>		<p>routine. Include; What you can do in Paris What you like to do on holidays Where you will go on holiday in the future What you did last year</p>	<p>LINKS TO THE FUTURE:</p> <p>This topic introduces the perfect tense of verbs which are a key component of the GCSE examination and of any topic. We have further development on festivals which is a full GCSE unit. The whole module is an intrinsic part of the GCSE course but gives the pupils the tools to develop their understanding of French into year 9 and beyond</p>
9	<p>Talking about personality Adjectival agreement Talking about friendships Use of on Talking about music Giving opinions Talking about clothes Adjectival agreement Etre Possessive adjectives Opinions Near future Perfect tense</p>	<p>Pupils will have low stakes testing such as vocabulary tests dependent on requirements</p> <p>Assessed formally at the end of the module and ranked in the year group</p>	<p>AO1 AO2 AO3 AO4</p> <p>PRIOR LEARNING:</p> <p>Pupils revisit information such as adjectives, être, possessive adjectives, near future tense, perfect tense, likes and dislikes and how to build longer sentences and paragraphs</p>	<p>Say where you would like to live Describe your home Use prepositions in the home Talk about meals Discuss buying food Talk about a forthcoming event Prepositions Partitive article Il y a /il n'y a pas de Il faut + infinitive Near future</p>	<p>Pupils will have low stakes testing such as vocabulary tests dependent on requirements</p> <p>Assessed formally at the end of the module and ranked in the year group</p>	<p>AO1</p> <p>PRIOR LEARNING:</p> <p>Pupils revisit in formation such as er verbs in the present tense, adjectives, use of the partitive article in front of food, use of same articles with prepositions and formation of the future tenses</p> <p>AO2 AO3 AO4</p> <p>LINKS TO THE FUTURE:</p>	<p>Describe body parts and illness Review infinitives Practise il faut Talk about eating and drinking Talk about staying healthy (food and activities) Il faut + infinitive Devoir+ infinitive</p>	<p>Pupils will have low stakes testing such as vocabulary tests dependent on requirements</p> <p>Assessed formally at the end of the module and ranked in the year group</p> <p>Module1 test on Listening and Reading.</p>	<p>AO1 AO2 AO3 AO4</p> <p>PRIOR LEARNING:</p> <p>Pupils revisit information such the formation of the immediate future tense, food stuffs, infinitives and sports</p>	

		Module1 test on Listening and Reading. They will carry out an assessed mid term writing task		LINKS TO THE FUTURE: This links directly to all three themes at GCSE and especially the use of the 3 main tenses that are required to achieve a pass at GCSE. Students put together materials from a range of areas and begin to link materials together in longer coherent pieces of writing using three tenses.?		Module1 test on Listening and Reading. They will carry out an assessed mid term writing task		This links mainly to theme 2 in the GCSE where students describe their home, their bedroom and where they would like to live in the future. It also reinforces the use of future tenses which are needed in order to achieve at least a grade 4 at GCSE. Buying food prepares for GCSE role plays and real life in France	Immediate future tense Perfect tense Imperfect tense	They will carry out an assessed mid term writing task		LINKS TO THE FUTURE: This links to all themes in the examination where students must use modal verbs in the conversation role play, photocard and in the written examination for all aspects.
10	MODULE 1 Identity and Relationships with Others Introducing yourself Personality descriptions Making comparisons Family relationships Different types of family MODULE 2 Healthy Living Saying what you eat and drink Health problems and addictions Lifestyle choices and habits Describing recent activities	Assessment will generally be carried out through the marking and remarking of their GCSE speaking test booklets which will form their revision for the speaking and writing examination.	AO1	PRIOR LEARNING: Grammar and vocabulary covered at KS3	MODULE 3 Education and Future Career Talking about school rules Talking about future study Saying what you need to do in the future Talking about your ideal job MODULE 4 Free Time Activities Talking about what you used to like doing Talking about what you did last weekend Talking about sport and music Talking about travelling	AO1	PRIOR LEARNING: Grammar and vocabulary covered at KS3	MODULE 5 Customs, Festivals and Celebrations Talking about what you used to do Saying what you did last weekend Giving preferences about sport and music Talking about holidays	Assessment will generally be carried out through the marking and remarking of their GCSE speaking test booklets which will form their revision for the speaking and writing examination.	AO1	PRIOR LEARNING: Grammar and vocabulary covered at KS3	Grammar and vocabulary covered at KS3
			AO2 AO3	LINKS TO THE FUTURE: Verb, vocabulary, structures and phonics constantly repeated throughout the course		AO2 AO3	LINKS TO THE FUTURE: Verb, vocabulary, structures and phonics constantly repeated throughout the course			AO2 AO3	LINKS TO THE FUTURE: Verb, vocabulary, structures and phonics constantly repeated throughout the course	
		AO4			AO4			AO4				
11	MODULE 6 Celebrity Culture Talking about how successful someone is Saying if you want to be famous Talking about what is needed to be successful	Assessment will generally be carried out through the marking and remarking of their GCSE speaking test booklets	AO1	PRIOR LEARNING: Grammar and vocabulary covered at KS3	MODULE 8 Media and Technology Talk about different types of media Talk about the world before and after the internet Talk about the importance of mobile phones	AO1	PRIOR LEARNING: Grammar and vocabulary covered at KS3	Examination preparation, and revision	AO1	LINKS TO THE FUTURE:	AO1	LINKS TO THE FUTURE:
			AO2 AO3 AO4 AO5 AO6			AO2 AO3			AO2 AO3		AO2 AO3	

	Talking about the life of a celebrity	which will form their revision for the speaking and writing examination.	AO3	Verb, vocabulary, structures and phonics constantly repeated throughout the course	Talk about how you use technology	booklets which will form their revision for the speaking and writing examination.	AO3	Verb, vocabulary, structures and phonics constantly repeated throughout the course?	
	MODULE 7 Travel and Tourism		AO4		MODULE 9 The Environment and Where People Live		AO4		
	Talk about the weather				Saying whether you aid the environment		AO5		
	Talk about Francophone countries				Talking about saving the planet		AO6		
	Talk about holidays			Talk about visiting a friend					
	Talk about dream holidays			Giving a guide of your town					