



Modern Foreign Languages – French - Curriculum map 2024-25.

Assessment							
GCSE ASSESSMENT – Speaking (25%): Role-play, Photo card, General conversation Writing (25%): translations Foundation: 1 hour Higher: 1h 15 min Listening (25%): Reading (25%):							
Identity and culture Me, my family and friends Relationships with family and friends Marriage/partnership Technology in everyday life Social media Mobile technology Free-time activities Music Cinema and TV Food and eating out Sport Customs and festivals in Spanish-speaking countries/communities Local, national, international and global areas of interest Home, town, neighbourhood and region Social issues Charity/voluntary work Healthy/unhealthy living Global issues The environment Poverty/homelessness Travel and tourism Current and future study and employment My studies Life at school/college Education post-16 Career choices and ambitions							
	1	2	3	4	5	6	Year end attainment
Year 11	My studies School subjects and opinions. Teachers. School rules. School uniform and opinions. School buildings. The school day and timetable. Life at school-pressures and problems. Health. Staying fit and healthy. Different types of food. Diet and the importance of diet. Drugs, alcohol and tobacco. <i>Assessment: Writing</i>	Career choices and ambitions. Different types of jobs. Qualities required for particular jobs. Household tasks and pocket money. Work experience. Part-time jobs. Your ideal job (the conditional tense). Plans for the future. <i>Summative assessment: Reading, Listening, Speaking, Writing (Higher Mock)</i>	Global issues The environment and problems facing the environment (pollution etc.). Solutions (Local, national and international). Safeguarding the environment. Charity/ voluntary work (local and global). Poverty/ homelessness (local and global). <i>Assessment: Speaking</i>	Revision and examination practise.	Revision and examination practise.		Year end targets To be able to write, understand and translate detailed texts based on module topics. To be able to verbally answer a variety of questions based on module topics and photo cards. To be able to use four tenses (present, perfect, simple future and imperfect) plus the conditional. To be able to use more complex structures such as: modal verbs indirect and direct pronouns en plus present participle the passive. To introduce the subjunctive.
Year 10	Family relationships Physical and personality description of friends and family. Negative constructions. Imperfect tense. Describing our relationship with friends and family (who do you get on with/ do not get on with? Why? Free time activities Begin topic. <i>Assessment: Speaking</i>	Free time activities Genres of music. Music in France. Genres of cinema and TV. Favourite actor. Describing a film(plot, actors, music scores). Sports, hobbies and pastimes. Technology in everyday life Social media. Mobile technology. Advantages and disadvantages of technology. <i>Summative assessment: Reading, Writing, Listening</i>	Customs and festivals in French-speaking countries Francophone countries. Festivals and traditions (Christmas, Easter, Valentine’s Day, 14 juillet etc.) Music festivals. Describing a specific festival. Research and focus on a French-speaking country (language and customs). <i>Assessment: Speaking</i>	Home, town, neighbourhood and region. Describing my house and my room. My town (shops, parks, places of interest). Describing my region. Problems in my town (traffic, pollution etc.) What there is for young people to do in my town. Household tasks. <i>Assessment: Writing</i>	Travel and tourism. Revise countries and transport Weather expressions. Booking accommodation. Nightmare hotel stay. Holiday activities. Dream holiday. Describing a past holiday. <i>Assessment: Reading and Writing</i>	Health. Staying fit and healthy. Different types of food. Diet and the importance of diet. Drugs, alcohol and tobacco. <i>Summative assessment: Reading and Listening (Foundation Mock)</i>	Year end targets To be able to write, understand and translate longer, more detailed texts. To be able to use four tenses (present, perfect, simple future and imperfect). To be able to understand and use more complex structures such as: comparatives and superlatives relative pronouns (qui, que) adverbs conjunctions pronouns To be able to prepare answers to questions based on pictures and specific scenarios in preparation for speaking assessments.



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<p>Year 9</p>	<p>Holidays</p> <p>Countries and prepositions. Questions about holidays. Past holidays. The perfect tense.</p> <p><i>Assessment: Writing</i></p>	<p>Free-time</p> <p>Friends. Possessive adjectives (our). Pocket money. Gadgets (using comparatives and superlatives) Television and films. Direct object pronouns. Books.</p> <p><i>Assessment: Reading and Grammar</i></p>	<p>Future plans</p> <p>The future tense (distant future) What I will do at the weekend. Future plans. Careers.</p> <p><i>Assessment: Speaking</i></p>	<p>Health</p> <p>Illness . Injuries and the perfect tense. Healthy living. Using negatives. Giving advice. Understanding complex texts.</p> <p><i>Assessment: Writing</i></p>	<p>When I was young</p> <p>The imperfect tense. What I used to do. Sports I used to play.</p> <p><i>Assessment: End of year Assessment</i></p>	<p>Family relationships (GCSE)</p> <p>Physical and personality description of friends and family. Negative constructions. Imperfect tense. Describing our relationship with friends and family (who do you get on with/ do not get on with? Why?</p>	<p>Year end targets</p> <p>To be able to produce longer, more descriptive paragraphs with a wider range of vocabulary, opinions and justifications. To be able to translate longer passages. To be able to use three tenses (present, perfect and simple future). To be able to use more complex negative constructions (ne...que, ne personne etc.). To recognise and use the imperative. To be able to respond verbally to basic topic specific questions, including photo descriptions.</p>
<p>Year 8</p>	<p>Town and directions</p> <p>Places in the town. Giving directions. Prepositions of place (e.g. next to, to the right of) . Where I go in town. Daily routine.</p>	<p>School and hobbies</p> <p>School subjects. Giving my opinion. My timetable. Hobbies. Difference between 'to play' and 'to do'. What I like to do.</p> <p><i>Assessment: Reading and Listening</i></p>	<p>Everyday life</p> <p>Talking about families. Regular ER verbs. Jobs. The weather. A typical day. IR and RE verbs.</p> <p><i>Assessment: Speaking</i></p>	<p>Free-time activities</p> <p>The past tense (perfect) with avoir. Things I did last weekend. Things I did yesterday. Things I've watched on television.</p> <p><i>Assessment: Grammar</i></p>	<p>Going out</p> <p>The past tense (perfect) with être. Places you've been. Events in the past. Invitations and excuses. Modal verbs (pouvoir, vouloir and devoir). Clothes.</p> <p><i>Summative assessment: Reading and Listening (all topics)</i></p>	<p>Food and French cuisine</p> <p><i>Restaurant project</i> The near future tense. Saying what foods you like/ don't like. French meals. Saying what you would like (the conditional tense). Using the verb 'manger'.</p> <p><i>Unassessed role play</i></p>	<p>Year end targets</p> <p>To be able to understand and produce more complex sentences with broader range of connectives. To be able to use more complex descriptions. To be able to use two tenses (present, perfect). To be able to use justifications. To be able to use some time phrases. To be able to recognise and use reflexive verbs. To be able to use prepositions. To be able to confidently create negative constructions. To be able to respond verbally to more complex questions using appropriate lesson vocabulary. To be able to translate short passages.</p>
<p>Year 7</p>	<p>About me</p> <p>Key classroom language. Introducing myself. The alphabet. Numbers and age. Days, months and birthdays. Colours</p> <p><i>Assessment: Writing</i></p>		<p>Family and friends</p> <p>Family members , how to say 'my' (possessive adjectives). The verb 'avoir' (to have). Pets. Describing myself and others.</p> <p><i>Assessment: Reading and Listening</i></p>	<p>My home</p> <p>Where I live. My home. My room. The time. What I do at home.</p> <p><i>Assessment: Speaking</i></p>	<p>Town and directions</p> <p>Places in the town. Giving directions. Prepositions of place (e.g. next to, to the right of) . Where I go in town. Daily routine.</p> <p><i>Assessment: End of year summative assessment – Reading and Writing</i></p>		<p>Year end targets</p> <p>To be able to recognise simple words and phrases in familiar contexts. To be able to understand and construct simple sentences in familiar topics. To be able to use basic adjectives (eg colour, size). To be able to give opinions (eg J'aime. Je n'aime pas). To be able to use basic connectives to extend sentences (et, mais). To be able to respond to simple questions (eg greetings, age, physical description).</p>



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