

Learning the language and culture of other countries is vital to young people in today's global community. Communicating effectively in another language is a lifelong skill for education, employment, and leisure. Pupils increase in confidence, independence and creativity, whilst developing literacy skills in their own language. They come to appreciate the differences and similarities between people of different countries and thereby learn to value cultural diversity.

Our curriculum is designed to ensure we are developing independent learners who can manipulate the language that has been taught and make meaning of it. Throughout our curriculum we aim to ensure that new knowledge is both retained and accessible to the long-term memory by, where appropriate, focusing on chunks of language rather than single words. We have carefully considered the grammar and key phrases that pupils should be able to manipulate at the end of each key stage and have mapped how we will get to this end stage in our schemes of work. Throughout Key Stages 3, 4 and 5 we see the importance of regularly re-capping key themes so have mapped out in our curriculum opportunities for the recycling of key language and grammar points.

Key Stage 3

All pupils start French in Year 7 and follow a three-year KS3 course. Most pupils start learning German in Year 8. Pupils learn to talk about themselves and other people through topic-based modules which focus on the skills of Listening, Reading, Speaking and Writing. Grammar underpins their learning. In KS3 pupils are introduced to the learning strategies that help them to pronounce, memorise and translate individual words and phrases confidently. They begin to write and understand longer passages of text that include opinion, justification and more sophisticated vocabulary. Assessments are planned for the end of each topic and aim to check understanding but also aim to be motivating and achievable for all pupils.

Key Stage 4

Pupils are offered the chance to study one or two languages at GCSE. French pupils follow the AQA course and German pupils study the Pearson course. GCSE Mandarin is offered to pupils who have studied a foundation course in Year 9 following the AQA specification. Pupils' language skills in KS4 continue to be developed in the four key areas tested at GCSE – Speaking, Listening, Reading, and Writing. Pupils are encouraged to use language creatively and to acquire a useful level of competence in real-life situations. Language and cultural awareness are promoted as well as a deeper understanding of grammar. Pupils are tested in at least two skills at the end of each module.

Key Stage 5

KS5 pupils in French and German follow the AQA A Level course that is divided into topics focusing on the politics and culture of the target language country that they are studying. A Level pupils also carry out an independent research project on a topic of their own choosing. Pre-U is offered to Mandarin pupils and the course includes a focus on language as well as the literature and history of China.

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Grammar concepts developed What pupils will 'understand'.
7	<p>Term 1a Phonics and classroom language</p> <p>Term 1b Personal information, physical appearance, favourite objects</p> <p>Term 2a Personality, family, school subjects, friends</p> <p>Term 2b School, home and animals</p> <p>Term 3a Revision and exams</p> <p>Term 3b Food and drink</p>	<p>Decoding French sounds, Recognising and using French cognates</p> <p>Memorisation techniques</p> <p>Reading techniques Using transferable language</p> <p>Structuring a piece of French writing</p> <p>Dictionary skills</p> <p>Making extended sentences</p> <p>Recycling language</p> <p>Identifying and explaining language patterns</p> <p>Listening skills</p>	<p>Nouns and articles</p> <p>Present tense of avoir</p> <p>Adjective Agreement</p> <p>Comparisons using plus/moins</p> <p>Possessives</p> <p>Imperfect Tense</p> <p>Depuis+Present tense</p> <p>Direct Object Pronouns</p> <p>Verb +infinitive structures</p> <p>Present tense of regular –er verbs 1st/2nd/3rd Person</p> <p>Perfect tense with avoir</p> <p>Plurals</p> <p>Du/de la /des</p> <p>Negatives</p> <p>Use of de after negative</p>
8	<p>Term 1a Talk about your town and what you can do. Ask for directions and make arrangement</p> <p>Term 1b Talk about clothes and weather. Discuss weekend activities and music.</p> <p>Term 2a Talk about holidays and festivals</p> <p>Term 2b</p>	<p>Grammar memorisation techniques</p> <p>Listening strategies</p> <p>Using a bilingual dictionary</p> <p>Checking written work</p> <p>Using time phrases to help identify tenses</p> <p>Checking written work</p> <p>Remembering grammar rules</p> <p>Speaking Strategies</p> <p>Using transferable language</p>	<p>Position of adjectives</p> <p>Prepositions</p> <p>The imperative</p> <p>The present tense of regular –er verbs</p> <p>Reflexive verbs</p> <p>Possessive adjectives</p> <p>The near future tense</p> <p>The perfect tense with avoir and être</p> <p>Expressions using avoir</p>

Year	Knowledge (Topics / contexts) What pupils will 'know' .	Skills acquired What pupils will be able to 'do' .	Grammar concepts developed What pupils will 'understand' .
	<p>Talk about sports and leisure. Talk about parts of the body.</p> <p>Term 3a</p> <p>Revision and exams</p> <p>Term 3b</p> <p>Talk about your daily routine and life in a French speaking country.</p>		
9	<p>Term 1a</p> <p>Talk about tv programmes. Talk about music and film genres. Talk about reading preferences</p> <p>Term 1b</p> <p>Talk about your school and plans for the future.</p> <p>Term 2a</p> <p>revision and exams</p> <p>Term 2b</p> <p>Talk about healthy and unhealthy lifestyles. Talk about resolutions to be healthier.</p> <p>Term 3a</p> <p>Talk about how you travel and compare means of transport. Plan a holiday. Talk about a past and dream holiday.</p> <p>Term 3b</p> <p>Talk about an exchange visit with a town in France. Learn about important regions and towns in France. Compare your town and house with one in France.</p>	<p>Extend sentences</p> <p>Understand longer texts</p> <p>Identify, express and justify opinions</p> <p>Use context to identify meaning</p> <p>Translate into French</p> <p>Ask and answer questions</p> <p>Develop geographical awareness</p> <p>Cultural awareness strategies</p>	<p>Direct object pronouns: le, la, les</p> <p>Faire + infinitive and rendre + adjective</p> <p>Ce que</p> <p>Opinions using the perfect and imperfect tenses</p> <p>'Verb + infinitive' structure</p> <p>Simple and near future</p> <p>Adjective Agreement</p> <p>Modal verbs</p> <p>Depuis+ Present tense</p> <p>Reflexive verbs</p> <p>The pronoun en</p> <p>Expressions of quantity</p> <p>Future tense</p> <p>Present tense of choisir and partir</p> <p>Correct tenses with si and quand</p> <p>Perfect and imperfect tenses</p> <p>Use different tenses</p> <p>depuis</p> <p>Plurals</p> <p>Prepositions</p> <p>Position of adjectives</p>

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Grammar concepts developed What pupils will 'understand'.
10 & 11	<p>Theme 1: Identity and Culture</p> <p>friends and family: relationships with friends and family and making arrangements to go out.</p> <p>Talk about what you were like when you were younger</p> <p>free time: discussing leisure activities, reading habits, music, film + TV. New technology</p> <p>festivals: talk about food and meals. Talk about your daily life and special occasions.</p> <p>Theme 2: Local, national, international and global areas of interest</p> <p>talk about your region and town. Discuss plans and the weather. Describe community projects</p> <p>talk about your holiday in all tenses. Order food in a restaurant and talk about travel.</p> <p>Theme 3: Current and future study and employment</p> <p>talk about your school: comparison with a school in France, school rules and a school exchange.</p> <p>Discuss jobs and work preferences.</p> <p>Theme 4 : Local, national, international and global areas of interest</p> <p>discuss problems facing the world.</p> <p>talk about protecting the environment.</p> <p>talk about volunteering and big events.</p>	<p>coping with role play and photo cards</p> <p>writing under controlled conditions</p> <p>translation skills</p> <p>justifying opinions</p> <p>using language in new contexts</p> <p>listening and reading strategies</p> <p>coping with the unexpected question</p> <p>forming questions</p>	<p>Using irregular verbs in the present tense</p> <p>Reflexive verbs in the present and past tense</p> <p>The near future tense</p> <p>Revision of the perfect tense</p> <p>The imperfect tense</p> <p>Combining the present, perfect and imperfect tenses</p> <p>Using depuis+ present tense</p> <p>Using the comparative</p> <p>Using direct object pronouns (le, la les)</p> <p>Using superlative adjectives</p> <p>Using pouvoir and devoir</p> <p>Using the pronoun en</p> <p>Using venir de +infinitive</p> <p>Using the pronoun y</p> <p>Negatives</p> <p>Asking questions using quel/quelle/quels/quelles</p> <p>the future tense</p> <p>the conditional</p> <p>en + present participle</p> <p>avant de+infinitive</p> <p>pluperfect tense</p> <p>il faut / il est interdit de</p> <p>passive</p>

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Grammar concepts developed What pupils will 'understand'.	Assessments How do we and the pupils know what has been learnt?
12	<p>Theme 1: Aspects of French-speaking society: Current trends</p> <p>Unit 1: La famille en voie de changement</p> <p>Describe and discuss trends in marriage and other forms of partnership.</p> <p>Consider and discuss the merits and problems of different family structures.</p> <p>Consider relationships between the generations and discuss problems that can arise.</p>	<p>Skim texts for gist</p> <p>Translate into French</p> <p>Use a bilingual dictionary</p>	<p>Form and use the imperfect tense</p> <p>Form and use the perfect tense</p> <p>Recognise and understand the past historic tense</p>	<p>Continuous assessment throughout the year</p> <p>SPS Internal Exams:</p> <p>Paper 1 – Listening, Reading + Writing</p> <p>Paper 2 – Writing</p> <p>Paper 3 - Speaking</p>
	<p>Unit 2 – La cyber-société</p> <p>Describe and discuss how technology has transformed everyday life</p> <p>Consider and discuss the dangers of digital technology</p> <p>Consider the different users of digital technology and discuss possible future developments</p>	<p>Express opinions</p> <p>Use strategies to broaden range of vocabulary</p> <p>Answer questions in French</p>	<p>Understand and use infinitive constructions</p> <p>Understand and use object pronouns</p> <p>Form the present tense of regular and irregular verbs</p>	
	<p>Unit 3 – Le rôle du bénévolat</p> <p>Examine the voluntary sector in France and the range of work volunteers provide</p> <p>Discuss the benefits of voluntary work for those that are helped and how beneficiaries request help</p>	<p>Interpret and explain figures and statistics</p> <p>Summarise from reading and listening</p> <p>Translate into English</p>	<p>Use connectives – temporal and causal</p> <p>Use conditional and <i>si</i> sentences (Imperfect and conditional)</p> <p>Form and use the future tense</p>	

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Grammar concepts developed What pupils will 'understand'.	Assessments How do we and the pupils know what has been learnt?
	Look at the benefits of voluntary work for those that do it and for society as a whole			
	<p>Theme 2: Artistic culture in the French-speaking world</p> <p>Unit 4 – Une culture fière de son patrimoine</p> <p>Understand the notion of heritage and heritage preservation on a regional and national scale</p> <p>Consider the ways in which some of the country's most famous heritage sites market themselves</p> <p>Comprehend how heritage impacts upon and is guided by culture in society</p>	<p>Use adjective agreements, comparatives and superlatives</p> <p>Use <i>si</i> sentences (present and future)</p> <p>Use the subjunctive with expressions of doubt, uncertainty or necessity</p>	<p>Develop extended answers</p> <p>Avoid repetition</p> <p>Interpret pictures</p>	
	<p>Unit 5 – La musique francophone contemporaine</p> <p>Consider the popularity of contemporary francophone music and its diversity of genre and style</p> <p>Consider who listens to contemporary francophone music, how often and by what means</p> <p>Consider and discuss the threats to contemporary francophone music and how it might be safeguarded</p>	<p>Use question forms and command forms</p> <p>Use the subjunctive to suggest possibility with verbs of wishing and emotional reaction</p> <p>Use the conditional</p>	<p>Listen for detail</p> <p>Justify opinions</p> <p>Express doubt and uncertainty</p>	
	Unit 6 – Le septième art	Summarise from listening	Use infinitive Constructions	

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Grammar concepts developed What pupils will 'understand'.	Assessments How do we and the pupils know what has been learnt?
	<p>Consider a variety of aspects of French Cinema</p> <p>Consider the major developments in the evolution of French cinema from its beginnings until the present day</p> <p>Consider the continuing popularity of French cinema and film festivals</p>	<p>Use persuasive language</p> <p>Write with a purpose</p>	<p>Use si sentences (Pluperfect/Past Conditional)</p> <p>Use connectives followed by the subjunctive</p>	
	<p>Film: Au revoir les enfants (Louis Malle)</p> <p>Analyse one of the AQA set works : Characters, themes, historical context, the director's intentions and techniques</p>	<p>Critically analyse the film</p> <p>Use the method: Point, Development, Example</p> <p>Structure an essay</p> <p>Plan an essay in response to a question about a film</p> <p>Write an essay in French about a film</p>	<p>A Level French essay language</p> <p>Understanding the significance of the following elements, seen in the film:</p> <p>Characters</p> <p>Themes</p> <p>Historical context</p> <p>Director's intentions</p> <p>Director's techniques</p>	
13	<p>Theme 1: Aspects of French-speaking society: Current trends</p> <p>Unit 1 – Les aspects positifs d'une société diverse.</p> <p>Consider the benefits of living in an ethnically diverse society.</p> <p>Consider the need for tolerance and respect of diversity.</p> <p>Consider how we can promote diversity to create a richer world.</p>	<p>Form and use the present tense</p> <p>Form and use the future tense</p> <p>Form and use the conditional</p>	<p>Use dictionary skills</p> <p>Use strategies for gist comprehension</p> <p>Pronounce loanwords</p>	<p>Continuous assessment throughout the year</p> <p>Final A Level Exams:</p> <p>Paper 1 – Listening, Reading + Writing</p> <p>Paper 2 – Writing</p> <p>Paper 3 – Speaking</p>
	<p>Unit 2 – Quelle vie pour les marginalisés ?</p>	<p>Form and use the imperfect tense</p> <p>Form and use the perfect tense</p>	<p>Respond to a stimulus</p> <p>Express approval and disapproval</p>	

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Grammar concepts developed What pupils will 'understand'.	Assessments How do we and the pupils know what has been learnt?
	<p>Examine different groups who are socially marginalised</p> <p>Discuss measures to help those who are marginalised</p> <p>Consider contrasting attitudes to people who are marginalised</p>	<p>Form and use the pluperfect tense</p>	<p>Vary vocabulary by using synonyms</p>	
	<p>Unit 3 – Comment on traite les criminels.</p> <p>Examine different attitudes to crime</p> <p>Discuss prison and its merits and problems</p> <p>Consider alternative forms of punishment</p>	<p>Recognise and understand the past historic tense</p> <p>Use different tenses with si</p> <p>Use infinitive constructions</p>	<p>Express obligation</p> <p>Ask questions and create a dialogue</p> <p>Summarise a reading text</p>	
	<p>Theme 2: Aspects of Political Life in the French-Speaking World</p> <p>Unit 4 – Les ados, le droit de vote et l'engagement politique</p> <p>Discuss arguments relating to the vote and examine the French political system and its evolution</p> <p>Discuss engagement levels of young people and their influence on politics</p> <p>Discuss the future of politics and political engagement</p>	<p>Form and use the passive voice</p> <p>Form and use the subjunctive mood</p> <p>Use the subjunctive mood</p>	<p>Avoid the passive</p> <p>Talk about data and trends</p> <p>Express doubt and uncertainty</p>	
	<p>Unit 5 – Manifestations, grèves – à qui le pouvoir?</p> <p>Understand the important role of unions</p>	<p>Understand and use subject and object pronouns</p> <p>Understand and use relative pronouns</p>	<p>Translate the English gerund into French</p> <p>Use language to promote a cause</p> <p>Talk about priorities</p>	

Year	Knowledge (Topics / contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Grammar concepts developed What pupils will 'understand'.	Assessments How do we and the pupils know what has been learnt?
	<p>Talk about strikes and protests and consider different methods of protesting</p> <p>Discuss different attitudes towards strikes, protests and other political tensions</p>	<p>Understand and use demonstrative adjectives and pronouns</p>		
	<p>Unit 6 – La politique et l’immigration</p> <p>Discuss some of the political issues concerning immigration in francophone countries</p> <p>Consider the viewpoints of political parties regarding immigration</p> <p>Consider immigration from the standpoint of immigrants, as well as aspects of racism</p>	<p>Form and use the future perfect and the conditional perfect</p> <p>Choose the right tenses</p> <p>Use language for describing change</p>	<p>Use language for describing change</p> <p>Summarise from listening</p> <p>Disagree tactfully</p>	
	<p>Book: Kiffe Kiffe Demain (Faïza Guène)</p> <p>Analyse one of the AQA set works: Characters, themes, social context, the author’s intentions and techniques</p>	<p>Critically analyse the book</p> <p>Use the method: Point, Development, Example</p> <p>Structure an essay</p> <p>Plan an essay in response to a question about a film</p> <p>Write an essay in French about a French book</p>	<p>A Level French essay language</p> <p>Understanding the significance of the following elements, seen in the book:</p> <ul style="list-style-type: none"> • Characters • Themes • Social context • Author’s intentions • Author’s techniques 	

Year	Knowledge (Topics / contexts) What pupils will 'know' .	Skills acquired What pupils will be able to 'do' .	Grammar concepts developed What pupils will 'understand' .	Assessments How do we and the pupils know what has been learnt?
	<p>Individual Research Project (IRP)</p> <p>Research a topic of your choice that relates to the French language or a French-speaking country.</p> <p>Create and learn a short presentation on that topic.</p> <p>Prepare several key ideas on that topic that you could discuss at length with someone, giving your explicit opinion with justification and suggesting possible outcomes for the future.</p>	<p>Choose a topic</p> <p>Conduct independent research</p> <p>Analyse research</p> <p>Structure and prepare for the presentation and discussion (which will be in French)</p> <p>Manage a discussion</p>	<p>A Level French formal spoken language</p> <p>Critical analysis</p> <p>Presentation skills</p> <p>Discussion skills</p>	