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. 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 students in French and German follow the AQA A Level course that is divided into modules focusing on social issues and trends and political and artistic culture in the countries where the target language is spoken. Students begin year 12 with an intensive grammar unit, revising tenses used at GCSE and being introduced to some more complex grammar. Students study in detail two set works in the target language over the two years: a film in year 12 and a book in year 13. A Level students also carry out an Independent Research Project on a topic of their own choosing. Assessments are planned for the end of each module from the A Level course. There are internal mock exams at the end of year 12 and part way through year 13, which allow students and teachers to check progress and provide feedback and support for how to progress further as students move towards the final A Level exams.

| Year | Knowledge (Topics / contexts)  What pupils will ‘**know’**. | Skills acquired  What pupils will be able to ‘**do’**. | Grammar concepts developed  What pupils will ‘**understand’**. | Detailed Feedback/ Assessment Opportunities |
| --- | --- | --- | --- | --- |
| **7** | **Term 1a**  Phonics and classroom language  **Term 1b**  Personal information, physical appearance, favourite objects  **Term 2a**  Personality, family, school subjects, friends  **Term 2b**  School, home and animals  **Term 3a**  Revision and exams  **Term 3b**  Food and drink | * Decoding French sounds, * Recognising and using French cognates * Memorisation techniques * Reading techniques * Using transferable language * Structuring a piece of French writing * Dictionary skills * Making extended sentences * Recycling language * Identifying and explaining * language patterns * Listening skills | * Nouns and articles * Present tense of avoir * Adjective Agreement * Comparisons using plus/moins * Possessives * Imperfect Tense * Depuis+Present tense * Direct Object Pronouns * Verb +infinitive structures * Present tense of regular –er verbs 1st/2nd/3rd Person * Perfect tense with avoir * Plurals * Du/de la /des * Negatives * Use of de after negative | **Term 1b**  **Speaking Assessment:** answering questions about yourself (Detailed Feedback in an assessment grid with WWW and NS)  **Term 2a**  **Reading assessment:** Answering questions about your school  Extended piece of written homework on opinion of school subjects (Detailed feedback with WWW NS)  **Term 2b**  **Writing assessment:** Writing a blog about your world (Detailed feedback with WWW and NS)  Test on Year 7 infinitive phrases  **Term 3a**  **Reading, Listening and Writing Exams**  Writing Exam will have detailed FB with WWW and NS  **Term 3b**  **Speaking Assessment** on Food and drink (Detailed feedback in an assessment grid with WWW and NS)  **Listening Assessment** on Food and drink |
| **8** | **Term 1a**  Talk about your town and what you can do. Ask for directions and make arrangement  **Term 1b**  Talk about clothes and weather. Discuss weekend activities and music.  **Term 2a**  Talk about holidays and festivals  **Term 2b**  Talk about sports and leisure. Talk about parts of the body.  **Term 3a**  Revision and exams  **Term 3b**  Talk about your daily routine and life in a French speaking country. | * Grammar memorisation techniques * Listening strategies * Using a bilingual dictionary * Checking written work * Using time phrases to help identify tenses * Checking written work * Remembering grammar rules * Speaking Strategies * Using transferable langauge | * Position of adjectives * Prepositions * The imperative * The present tense of regular –er verbs * Reflexive verbs * Possessive adjectives * The near future tense * The perfect tense with avoir and être * Expressions using avoir | **Term 1a**  **Writing Assessment:** extended writing and translation on the topic of town (Detailed feedback with WWW and NS)  Test on infinitive phrases from Module 5  **Term 1b**  **Reading Assessment:** extracting information from spoken sources about clothes and weather  Test on infinitive phrases from Module 6  Extended piece of written homework on opinions of music (Detailed feedback WWW and NS)  **Term 2a**  Extended piece of written homework work on holidays(tenses included depend on set) (Detailed feedback WWW and NS)  Test on infinitive phrases from Module 7  **Term 2b**  **Listening Assessment:**  extracting information from spoken sources about sports and leisure  Test on infinitive phrases from Module 8  Extended piece of written homework on weekend leisure activities (tenses included depend on set) (Detailed feedback WWW and NS)  **Term 3a**  **Reading, Listening and Writing Exams**  Writing Exam will have detailed FB with WW and NS  **Term 3b**  Test on infinitive Phrases from Module 9  Extended piece of written homework talking about daily routine (tenses included depend on set)  Detailed feedback WWW and NS) |
| **9** | **Term 1a**  Talk about tv programmes. Talk about music and film genres. Talk about reading preferences  **Term 1b**  Talk about your school and plans for the future.  **Term 2a**  revision and exams  **Term 2b**  Talk about healthy and unhealthy lifestyles. Talk about resolutions to be healthier.  **Term 3a**  Talk about how you travel and compare means of transport. Plan a holiday. Talk about a past and dream holiday.  **Term 3b**  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. | * Extend sentences * Understand longer texts * Identify, expresss and justify opinions * Use context to identify meaning * Translate into French * Ask and answer questions * Develop geographical awareness * Cultural awareness strategies | * Direct object pronouns: le, la, les * Faire + infinitive and rendre + adjective * Ce que * Opinions using the perfect and imperfect tenses * ‘Verb + infinitive’ structure * Simple and near future * Adjective Agreement * Modal verbs * Depuis+ Present tense * Reflexive verbs * The pronoun en * Expressions of quantity * Future tense * Present tense of choisir and partir * Correct tenses with si and quand * Perfect and imperfect tenses * Use different tenses * depuis * Plurals * Prepositions * Position of adjectives | **Term 1a**  **Reading Assessment:** focus on non-negotiable grammar structures and vocabulary from the Media module  Test on infinitive phrases from Module 1  Extended piece of written homework on opinions of television programmes or films (Present tense) (Detailed feedback WWW and NS)  **Term 1b**  **Speaking Assessment:** answering questions on school  (Detailed Feedback in an assessment grid with WWW and NS)  Test on infinitive phrases from Module 2  **Term 2a**  **Reading, listening and writing exams**  Writing Exam will have detailed FB with WW and NS  **Term 2b**  **Reading Assessment:**  Extracting information from written sources about healthy living  Test on infinitive phrases from Module 3  Extended piece of written homework on plans to be more healthy**(future tense)**(Detailed Feedback in an assessment grid with WW and NS)  **Term 3a**  Extended piece of writing on holidays in all 3 tenses (Detailed Feedback in an assessment grid with WW and NS)  Test on infinitive phrases from Module 4  **Term 3b**  **Listening Assessment:** Holidays/Town and local area  Test on infinitive phrases Module 5  Extended piece of writing comparing your town to a French one  (Detailed Feedback in an assessment grid with WW and NS) |
| **10 & 11** | **Theme 1: Identity and Culture**  friends and family: relationships with friends and family and making arrangements to go out.  Talk about what you were like when you were younger  free time: discussing leisure activities, reading habits, music, film + TV. New technology  festivals: talk about food and meals. Talk about your daily life and special occasions.  **Theme 2: Local, national, international and global areas of interest**  talk about your region and town. Discuss plans and the weather. Describe community projects  talk about your holiday in all tenses. Order food in a restaurant and talk about travel.  **Theme 3: Current and future study and employment**  talk about your school: comparison with a school in France, school rules and a school exchange.  Discuss jobs and work preferences.  **Theme 4 : Local, national, international and global areas of interest**  discuss problems facing the world.  talk about protecting the environment.  talk about volunteering and big events. | * coping with role play and photo cards * writing under controlled conditions * translation skills * justifying opinions * using language in new contexts * listening and reading strategies * coping with the unexpected question * forming questions | * Using irregular verbs in the present tense * Reflexive verbs in the present and past tense * The near future tense * Revision of the perfect tense * The imperfect tense * Combining the present, perfect and imperfect tenses * Using depuis+ present tense * Using the comparative * Using direct object pronouns (le, la les) * Using superlative adjectives * Using pouvoir and devoir * Using the pronoun en * Using venir de +infinitive * Using the pronoun y * Negatives * Asking questions using quel/quelle/quels/quelles * the future tense * the conditional * en + present participle * avant de+infinitive * pluperfect tense * il faut / il est interdit de * passive | * Assessments will be completed at the end of each module focusing at least 2 skills on listening, reading and writing.   Writing Assessment will have detailed FB with WW and NS  Speaking conversation answers are marked in detail throughout the course.  Detailed Feedback with WW and NS every three questions)  Regular vocabulary tests from the KS4 vocabulary booklet at the end of each module.  Regular testing of infinitive phrases connected to the topic of study |

| 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** | **Intensive grammar unit** | Conjugate verbs accurately in a variety of tenses  Agree adjectives accurately with nouns (in number and gender) | The present tense (including modals and reflexive verbs)  The perfect tense  The near and simple future tenses  The imperfect tense  The conditional tense  The pluperfect  The subjunctive  Adjective agreement | Test on key verbs in the present tense  **Grammar Assessment:**  Tenses used at GCSE and more complex grammar |
| **Theme 1: Aspects of French-speaking society: Current trends**  **Unit 1: La famille en voie de changement**  Describe and discuss trends in marriage and other forms of partnership.  Consider and discuss the merits and problems of different family structures.  Consider relationships between the generations and discuss problems that can arise. | Skim texts for gist  Translate into French  Use a bilingual dictionary | Form and use the imperfect tense  Form and use the perfect tense  Recognise and understand the past historic tense | Continuous assessment throughout the year at the end of each module  **SPS Internal Exams:**  Paper 1 – Listening, Reading + Writing  Paper 2 – Writing  Writing Exam will have detailed FB with WW and NS  Paper 3 – Speaking  Speaking Exam will have detailed oral FB with WW and NS straight after the exam  Student essays on past paper questions about the film  One timed essay  Key essays will have detailed FB with WW and NS |
|  | **Unit 2 – La cyber-société**  Describe and discuss how technology has transformed everyday life  Consider and discuss the dangers of digital technology  Consider the different users of digital  technology and discuss possible future developments | Express opinions  Use strategies to broaden range of  vocabulary  Answer questions in French | Understand and use infinitive constructions  Understand and use object pronouns  Form the present tense of regular and irregular verbs |
|  | **Unit 3 – Le rôle du bénévolat**  Examine the voluntary sector in France and the range of work volunteers provide  Discuss the benefits of voluntary work for those that are helped and how beneficiaries request help  Look at the benefits of voluntary work for those that do it and for society as a whole | Interpret and explain figures and statistics  Summarise from reading and listening  Translate into English | Use connectives – temporal and causal  Use conditional and *si* sentences (Imperfect  and conditional)  Form and use the future tense |
|  | **Theme 2: Artistic culture in the French-speaking world**  **Unit 4 – Une culture fière de son patrimoine**  Understand the notion of heritage and heritage preservation on a regional and national scale  Consider the ways in which some of the country’s most famous heritage sites market themselves  Comprehend how heritage impacts upon and is guided by culture in society | Use adjective agreements, comparatives and superlatives  Use *si* sentences (present and future)  Use the subjunctive with expressions of doubt, uncertainty or necessity | Develop extended answers  Avoid repetition  Interpret pictures |
|  | **Unit 5 – La musique francophone contemporaine**  Consider the popularity of contemporary francophone music and its diversity of genre and style  Consider who listens to contemporary  francophone music, how often and by  what means  Consider and discuss the threats to  contemporary francophone music and how it might be safeguarded | Use question forms and command forms Use the subjunctive to suggest possibility with verbs of wishing and emotional reaction  Use the conditional | Listen for detail  Justify opinions  Express doubt and uncertainty |
| **Unit 6 – Le septième art**  Consider a variety of aspects of French Cinema  Consider the major developments in the evolution of French cinema from its beginnings until the present day  Consider the continuing popularity of French cinema and film festivals | Summarise from listening  Use persuasive language  Write with a purpose | Use infinitive Constructions  Use si sentences (Pluperfect/Past Conditional)  Use connectives followed by the subjunctive |
|  | **Film: Au revoir les enfants (Louis Malle)**  Analyse one of the AQA set works : Characters, themes, historical context, the director’s intentions and techniques | Critically analyse the film  Use the method: Point, Development, Example  Structure an essay  Plan an essay in response to a question about a film  Write an essay in French about a film | A Level French essay language  Understanding the significance of the following elements, seen in the film:   * Characters * Themes * Historical context * Director’s intentions * Director’s techniques |
| **13** | **Theme 1: Aspects of French-speaking society: Current trends**  **Unit 1 – Les aspects positifs d’une société diverse.**  Consider the benefits of living in an ethnically diverse society.  Consider the need for tolerance and respect of diversity.  Consider how we can promote diversity to create a richer world. | Form and use the present tense  Form and use the future tense  Form and use the conditional | Use dictionary skills  Use strategies for gist comprehension  Pronounce loanwords | Continuous assessment throughout the year at the end of each module  **A Level Mock Exams:**  Paper 1 – Listening, Reading + Writing  Paper 2 – Writing  Writing Exam will have detailed FB with WW and NS  Paper 3 – Speaking  Speaking Exam will have detailed oral FB with WW and NS straight after the exam  **Final A Level Exams:**  Paper 1 – Listening, Reading + Writing  Paper 2 – Writing  Paper 3 – Speaking |
| **Unit 2 – Quelle vie pour les marginalisés ?**  Examine different groups who are socially marginalised  Discuss measures to help those who are marginalised  Consider contrasting attitudes to people who are marginalised | Form and use the imperfect tense  Form and use the perfect tense  Form and use the pluperfect tense | Respond to a stimulus  Express approval and disapproval  Vary vocabulary by using synonyms |
| **Unit 3 – Comment on traite les criminels.**  Examine different attitudes to crime  Discuss prison and its merits and problems  Consider alternative forms of punishment | Recognise and understand the past historic tense  Use different tenses with si  Use infinitive constructions | Express obligation  Ask questions and create a dialogue  Summarise a reading text |
| **Theme 2: Aspects of Political Life in the French-Speaking World**  **Unit 4 – Les ados, le droit de vote et l’engagement politique**  Discuss arguments relating to the vote and examine the French political system and its evolution  Discuss engagement levels of young people and their influence on politics  Discuss the future of politics and political engagement | Form and use the passive voice  Form and use the subjunctive mood  Use the subjunctive mood | Avoid the passive  Talk about data and trends  Express doubt and uncertainty |
| **Unit 5 – Manifestations, grèves – à qui le pouvoir?**  Understand the important role of unions  Talk about strikes and protests and consider different methods of protesting  Discuss different attitudes towards strikes, protests and other political tensions | Understand and use subject and object pronouns  Understand and use relative pronouns  Understand and use demonstrative adjectives and pronouns | Translate the English gerund into French  Use language to promote a cause  Talk about priorities |
| **Unit 6 – La politique et l‘immigration**  Discuss some of the political issues concerning immigration in francophone countries  Consider the viewpoints of political parties regarding immigration  Consider immigration from the standpoint of immigrants, as well as aspects of racism | Form and use the future perfect and the conditional perfect  Choose the right tenses  Use language for describing change | Use language for describing change  Summarise from listening  Disagree tactfully |
| **Book: Kiffe Kiffe Demain (Faïza Guène)**  Analyse one of the AQA set works: Characters, themes, social context, the author’s intentions and techniques | Critically analyse the book  Use the method: Point, Development, Example  Structure an essay  Plan an essay in response to a question about a film  Write an essay in French about a French book | A Level French essay language  Understanding the significance of the following elements, seen in the book:   * Characters * Themes * Social context * Author’s intentions * Author’s techniques | Student essays on past paper questions about the book  One timed essay  Key essays will have detailed FB with WW and NS |
| **Individual Research Project (IRP)**  Research a topic of your choice that relates to the French language or a French-speaking country.  Create and learn a short presentation on that topic.  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. | Choose a topic  Conduct independent research  Analyse research  Structure and prepare for the presentation and discussion (which will be in French)  Manage a discussion | A Level French formal spoken language  Critical analysis  Presentation skills  Discussion skills | Regular check-ins with staff to show progress made on the IRP  The IRP is assessed as part of **Speaking Exam** |