

Year 7 French Curriculum Map – 2025-26

Topic 1 – Identity and Relationships		Topic 2 – Free time / School		Topic 3 – Where people live	
Content	Grammar and Phonics	Content	Grammar and Phonics	Content	Grammar
<p>Introductory language Classroom instructions Alphabet Days of the week Ways to learn vocabulary to support memory and recall. Numbers, month, birthday and age Greetings and simple introductions</p> <p>Introducing yourself Character and physical descriptions. Describing hair and eyes. Countries and nationalities Introducing Family members Describing family members</p>	<p>Grammar Word order Definite articles Verb endings Adjectival agreement (m/f) Etre and Avoir Indefinite articles Adjectival agreement (s/pl) 3rd person present verb endings</p> <p>Phonics SFC – silent final consonant Um/un – lundi, un Eu – deux, jeudi Oi – au revoir I – petit SFE – silent final e E – cheveux Eu – yeux Ç – français ien – chien ch – chat a – animal ê/è – frère, collègue, être open eu/oeu – sœur closed ô/o - drôle</p>	<p>Free time Weather and seasons Sports and opinions Free time activities Say what you do during different weather</p> <p>School School subjects and opinions Telling the time Describing your timetable Talking about teachers What there is in your school What do you do at brevertime</p>	<p>Grammar Il fait Opinions and justifications Present tense – jouer/faire Present tense regular verbs Definite articles Question words Quand / si Adverbs of frequency Numbers revision Adjectival agreement Intensifiers Il y a Using “on” to say “we”</p> <p>Phonics Ai - fait Ou - jouer Qu - musique, question, quatre En/an – quand Eill/eil – soleil Au/eau – aussi, eau j/soft g – jour, génial on é - -er, -ez y th – bibliotheque, maths ain/in – matin, maintenant</p>	<p>My town Describe the location of your town Places in town Activities in town Giving directions Asking someone to go somewhere</p> <p>My house Types of house and saying where you live Rooms in the house Bedroom and furniture Opinion of your house</p>	<p>Grammar Cardinal points Adjectival agreements Il y a On peut Tu and vous Je veux/tu veux J’habite a/dans Indefinite articles Prepositions</p> <p>Phonics U – sur É (-er, -ez) – aller H – hôtel, hôpital Ille, ill – ville Oi – avoir, doite, trois, pourquoi Oin -loin R – rendez-vous Ai – maison, faire, semaine Gn – campagne, montagne S – maison, cuisine Em,am – chambre Open o – porte, dormir Om – combine On - confortable</p>

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Unit description

Assessment	<u>Listening, Reading and Translation assessment</u>	<u>Listening, Reading and Translation assessment</u>	<u>Listening, Reading and Translation assessment</u>
	<u>Written homework</u> - Students create a poster of themselves including all necessary details that they have learned so far	<u>Written Assessment</u> school	<u>Written task</u> teachers could ask students to draw and annotate a picture of their house or a map of their town.
	<u>Role play task</u> to give basic details and practise conversation	<u>Written homework</u> - Students create a French version of their own timetable and have to annotate to give opinions of their subjects. 40 word written task to talk about free time.	<u>Role play task</u> at the tourist office
	<u>Vocabulary task</u> Vocabulary testing on quizlet/Languagenut/linguасcope	<u>Vocabulary task</u> Vocabulary testing on quizlet/Languagenut/linguасcope	<u>Vocabulary task</u> Students to use quizlet weekly to revise vocabulary for this unit. Students should print off the vocabulary they have practised and stick it in their books.

All resources are on TEAMS

Vocabulary matches with new AQA scheme of learning for the new GCSE/KS3

Workbooks can be used for extension

Each lesson should start with a retrieval task as suited to the teaching group. Retrieval should be closed book.

Yellow highlighted content indicates content to be revisited at KS4

Highlighted grammar to be revisited as labelled:

Verbs and tenses

Nouns and articles

Adjectives and agreement

High level structures

Opinions and reasons

Reference NC -

Understand and respond to spoken and written language from a variety of authentic sources: songs on Youtube, listening activities made by native speakers in school, timetables from Spanish schools, maps of Spanish cities.

Speak with increasing confidence, fluency and spontaneity: all students encouraged to use TL classroom phrases, speaking tasks based on style of GCSE assessment, increased emphasis on peer speaking activities.

Write at varying length, for different purposes, using a variety of grammatical structures: students begin to conjugate verbs in the present tense, express opinions and build vocabulary in lessons and independently. Students can use basic opinion phrases and begin to justify their opinions. Students can begin to use a variety of verbs in the 3rd person to talk about their wider life.

Discover and develop and appreciation of a range of writing in the language studied: students will look at letters, blogs, songs and poems on each term’s topic. Towards the end of TERM 2 students can look at an authentic text (children’s story).

Year 8 French Curriculum Map – 2025-26

Term 1 – Food, Holidays		Topic 2 –Past holiday / Media, technology and celebrity culture		Topic 3 – Revision and Exams, Customs and Festivals	
Content	Grammar and Phonics	Content	Grammar and Phonics	Content	Grammar
<p>La nourriture Introducing foods and drinks Saying what food you like Describing mealtimes Ordering a meal in a restaurant Shops – where to go for different food or drink</p> <p>Mes vacances Introducing countries and nationalities, revise weather. Saying where you prefer to spend your holidays and why. Talking about trave and accommodation. Travel and tourist transactions (train station and restaurant) Christmas in France.</p> <p>>something more? Inspire awe and wonder about the world and reflecting on personal experience of holidays. Immerse students in real life scenarios.</p>	<p>Grammar Revising nouns Verb conjugation of boire/manger Using exclamatory expressions to build complexity Using negatives Using tu/vous Quantities and quantifiers Il fait + weather Revising present tense (aller/voyager) Adverbs of intensity, time and frequency Faire + holiday activities Question words</p> <p>Phonics Eau An Oi Ai é soft c ou y e ô a</p>	<p>Mes vacances de l’année dernière A past holiday (where, with who, how you travelled). What you did on holiday last year. Opinion of a past holiday.</p> <p>Media and celebrity culture TV programmes Films and planning a trip to the cinema Discussing famous French speaking actors and actors I admire (Project) Reading and discussing famous French writers Music and famous French artists Eurovision – comparing music and celebrities from different countries and expression what other people think.</p> <p>>something more? Reflecting on personal experience of holidays. Highlighting extraordinary people and literature that inspires awe. Encouraging creative expression to connect with inner self.</p>	<p>Grammar Perfect tense regular and irriegular verbs with avoir Je suis allé(e) / je suis resté(e) Opinions Comparatives and superlatives Near future tense Negatives – pas, jamais, rien, Relative pronoun qui Irregular verbs present tense Adjectival positioning and agreement</p> <p>Phonics Ou Gn Ai E Soft c H Eu T-liaison</p>	<p>Technology Different types of technology and uses. Advantages and disadvantages of technology. Giving opinions on technology and comparing it.</p> <p>Revision of previous topics</p> <p>Customs and Festivals Geography of France and the French speaking world French festivals Festivals from the French speaking world Mardi Gras, Le jour de Bastille and Le Toussaint La fete des rois, L’Armistice, Le Carnaval, Le Ramadan/L’Aid Customs in France and French speaking countries.</p> <p>>something more? Reflecting on personal experience. Fostering a sense of belonging and interconnectedness with others, comparisons of festivals and celebrations. Using culture to inspire awe, wonder and spiritual insight. Promoting open-ended investigations.</p>	<p>Grammar Pour+infinitive Modal verbs (pouvoir) Seasons, months and dates Word order for possession</p> <p>Phonics Au Eu Ou Qu len N-liaison S-liaison</p>

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Unit description

Assessment	<u>Listening, Reading, Writing and Translation Assessment</u>	<u>Listening, Reading Assessment</u>	<u>EoY Exams</u>
	<u>Written homework</u> – Account of a past holiday	<u>Speaking assessment</u> read aloud task	<u>Written task</u> a festival I would like to visit
	<u>Role play task</u> restaurant	<u>Written homework-</u> Description of a French celebrity	<u>Role play task</u> at the tourist office
	<u>Vocabulary task</u> Vocabulary testing on quizlet/Languagenut/linguascope	<u>Vocabulary task</u> Vocabulary testing on quizlet/Languagenut/linguascope	<u>Vocabulary task</u> Vocabulary testing on quizlet/Languagenut/linguascope

Students will also have weekly vocab learning.

All resources are on TEAMS

Vocabulary matches with new AQA scheme of learning for the new GCSE/KS3

Workbooks can be used for extension

Each lesson should start with a retrieval task as suited to the teaching group. Retrieval should be closed book.

Yellow highlighted content indicates content to be revisited at KS4

Highlighted grammar to be revisited as labelled:

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Opinions and reasons

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Speak with increasing confidence, fluency and spontaneity: all students encouraged to use TL classroom phrases, speaking tasks based on style of GCSE assessment, increased emphasis on peer speaking activities.

Write at varying length, for different purposes, using a variety of grammatical structures: students begin to conjugate verbs in the present tense, express opinions and build vocabulary in lessons and independently. Students can use basic opinion phrases and begin to justify their opinions. Students can begin to use a variety of verbs in the 3rd person to talk about their wider life.

Discover and develop and appreciation of a range of writing in the language studied: students will look at letters, blogs, songs and poems on each term’s topic. Towards the end of TERM 2 students can look at an authentic text (children’s story).

Year 9 French Curriculum Map – 2024 Onwards

		Term 1 – Work and future plans		Term 2 – Healthy Living		Term 3 – Environment and Culture	
		Content	Grammar and Phonics	Content	Grammar and Phonics	Content	Grammar
9	Unit description	<p>Work and future plans Identify a variety of jobs. Identify places of work. Describe advantages and disadvantages of jobs. Describe characteristics that make people suitable for certain jobs. Describe what you have to do at work. Describe what you did yesterday at work. Say what jobs you would like to do. Jobs you can do with languages. Jobs in the French speaking world. Revision, assessment, consolidation and feedback. Christmas – cultural topic</p>	<p>Grammar Jobs (no article) Asking questions Au/a la Using varied adjectives Adjectival agreement Devoir Il faut/il ne faut pas Perfect tense Recap conditional tense Using varied structures</p> <p>Phonics Im E Qu gn r aill</p>	<p>Food and drink Introducing food and drink. Say what food you like. Describing different mealtimes. Order food in a restaurant. Where to shop for different foods and drinks. Daily routine. Speaking practice – design a menu/murder mystery.</p> <p>Healthy lifestyle Body parts Illnesses At the doctors/chemists Healthy and unhealthy lifestyle Revision/assessment/feedback.</p>	<p>Grammar Revising nouns Use exclamatory expressions Manger/boire Vous Partitive article Quantities and quantifiers Reflexive verbs Revision of gender J'ai mal Imperative Il faut / il ne faut pas On doit / on ne doit pas Negatives</p> <p>Phonics Eau Om Ain Ien Oeu Ai Ail</p>	<p>Environment Identifying environmental problems. What I do to protect the environment. What can the government do to help the environment. Solutions for the future.</p> <p>Revision and EOY Exams Feedback</p> <p>Culture Investigating sporting events in Francophone countries. Identifying French speaking sportspeople I admire.</p>	<p>Grammar Je m'inquite Revision of present tense Modal verbs 3rd person conditional Near future</p> <p>Phonics O Ez x-liaison ill silent consonant 't' qu s-liaison</p>
	Assessment	<p><u>Listening, Reading and Translation assessment</u></p> <p><u>Written homework</u> – Description of ideal job/place of work</p> <p><u>Photocard task</u> world of work</p> <p><u>Vocabulary task</u> Vocabulary testing on quizlet/Languagenut/linguascope</p>			<p><u>Listening, Reading and Translation assessment</u></p> <p><u>Written Assessment</u> food/shopping/health</p> <p><u>Written homework</u>- creating a menu</p> <p><u>Roleplay task</u> – in a restaurant</p> <p><u>Vocabulary task</u> Vocabulary testing on quizlet/Languagenut/linguascope</p>		

Students will also have weekly vocab learning.

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Vocabulary matches with new AQA scheme of learning for the new GCSE/KS3

Modern Foreign Languages Faculty

Curriculum – Key Stage 3

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Yellow highlighted content indicates content to be revisited at KS4

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>Something More?

Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:

Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?

Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.

Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.

Encouraging creative expression to connect with the inner self and the transcendent.

Fostering a sense of belonging and interconnectedness with others, nature, and the universe.

Encouraging self-awareness, emotional intelligence, and moral reasoning.

Promoting open-ended investigations rather than just seeking right answers.

Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

How does our curriculum do >Something More?

KS3 MFL:

- Reflect on personal experiences and foster a sense of belonging and interconnectedness with others, the world and the universe. Inspire awe through differences in ways of life
 - ✓ **Introducing students to real life scenarios and comparing life in the UK and other countries across a variety of topics such as school, family units, food and drink and festivals. Encouraging students to reflect and compare experiences of different ways of life from how people greet each other, to different relationships and jobs.**
- Using hands-on activities, field trips and authentic materials to immerse students in learning and evoke wonder.
 - ✓ **Y9 trip to France or Spain – students have the opportunity to experience first hand the culture of the language of study, eat authentic food, visit important historical sites and take part in local festivities and activities. Students are also exposed to a variety of film, literature and music to help broaden their horizons, find new interests and foster a sense of interconnectedness with the country of study.**
 - ✓
- Encourage creative expression:
 - ✓ **Students are encouraged to use their creative abilities to design, for example, their own family tree, restaurant menus, Christmas cards, school or uniform designs.**