



Modern Foreign Languages

CURRICULUM OVERVIEW – KS3 & KS4

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Curriculum Overview - Subject: French

Year group	Topic and length	Key Words	Key Skills	Retrieval	Key Knowledge	Assessments	Cultural Capital	Link to NC & Specs
7 HT1	Je me présente	<p><i>Bonjour, salut, ça va, au revoir, ...</i></p> <p><i>Items for opinions: le college, la lecture, le sport, le cinéma, les films, la musique, les BDs etc.</i></p> <p><u>Grammar:</u></p> <p><i>Present tense: je m'appelle, j'ai ... ans, j'aime, j'adore, je préfère, je n'aime pas, je déteste...</i></p> <p><i>AVOIR & ETRE</i></p> <p><i>Je/Tu/Il/Elle (subject pronouns)</i></p> <p><i>Mon anniversaire c'est le ...</i></p> <p><i>Possessive adjectives (Mon, Ton, Son)</i></p> <p><i>Intensifiers</i></p> <p><i>Basic conjunctions</i></p> <p><i>Genders (articles le/la/les and un/une/des) + adjectival agreement</i></p>	S/L/W/R	<p>Cognates</p> <p>Previous learning (primary)</p>	<ul style="list-style-type: none"> Greetings & name Months/days Numbers (1-31) Birthday/Age Expressing opinions (cognates) Appearance/ Personality Family members & pets 	AO4 Writing	<p>Sharing personal opinions and value each other's thoughts and beliefs.</p> <p>European Day of Languages (September)</p> <p>Black History Month (October)</p>	<p><u>New Specs (Exam 2026)</u></p> <p>AO2 Understand and respond to written language in writing</p> <p>AO3 Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specs</p> <p><u>National Curriculum</u></p> <p>Use and manipulate a variety of key grammatical structures and patterns</p> <p>Use accurate grammar, spelling and punctuation</p> <p>Transcribe words and short sentences that they hear</p> <p>Express and develop ideas</p>
7 HT2	Mon collège	<p><i>School subjects</i></p> <p><i>Adjectives/comparisons</i></p> <p><i>Days/Time (12h/24h)</i></p> <p><i>Break time activities (on)</i></p>	S/L/W/R	<p>Opinion verbs (present tense) + subject pronouns</p> <p>Personality adjectives (teachers)</p>	<ul style="list-style-type: none"> Opinions on school subjects + reasons Telling the time Describing a school day 	AO1 Listening Assessment	<p>Differences in education systems.</p> <p>Christmas (December)</p>	<p><u>New Specs (Exam 2026)</u></p> <p>AO1 Understand and respond to spoken language</p> <p><u>National Curriculum</u></p>

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				Numbers (1-31) Grammar (present, conjunctions, negatives)				<p>Use and manipulate a variety of key grammatical structures and patterns</p> <p>Use accurate grammar, spelling and punctuation</p> <p>Transcribe words and short sentences that they hear</p> <p>Express and develop ideas clearly with increasing accuracy</p> <p>Listen to a variety of forms of spoken language to obtain information and respond appropriately</p>
7 HT3	Mes passe-temps	<p>Technology: <i>Qu'est ce que tu fais avec ton ordi/portable?</i></p> <p><i>Je joue/je surfe sur internet/je tchatte/je regarde des clips video/je télécharge de la musique/j'envoie des SMS/je parle avec mes amis/j'envoie des emails</i></p> <p>Sports: <i>Je joue ... au basket/au billard/au foot/au hockey/au rugby/au tennis/au ping-pong/au volley/à la pétanque (aux boules), sur la Wii</i></p> <p><i>Je fais ... du judo/du parkour/du patin à glace/du roller/du skate/du vélo/de la danse/de la gymnastique/de la natation/de l'équitation/des promenades.</i></p> <p>Regular ER verbs in the present tense (Je, tu, il, elle, on)</p> <p><i>Tu es sportif?</i></p> <p><i>Mon sportif préféré c'est ...</i></p>	S/L/W/R	<p>Opinions + reasons</p> <p>Grammar (present, conjunctions, negatives, genders/adjectival agreement)</p> <p>Days of the week</p>	<ul style="list-style-type: none"> Talking about computers and mobiles Talking about sports you play Sports Personalities Talking about spare time activities Sports you would like to try 	AO3 Reading Assessment	<p>Enable pupils to participate and respond to cultural activities and looking a role model (sport celebrities).</p> <p>Mardi Gras (February)</p>	<p>New Specs (Exam 2026)</p> <p>AO2 Understand and respond to written language in writing</p> <p><u>National Curriculum</u></p> <p>Read a and show comprehension of original and adapted materials from a range from a range of different sources</p>

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		<p>Weather & Season: <i>quand il fait chaud/il fait beau/il pleut/il fait froid/en hiver/en été</i></p> <p>What you like to do: <i>le soir, le weekend, le samedi matin/après-midi/soir, j'aime ... retrouver mes amis en ville, regarder la télévision, jouer sur ma Playstation, écouter de la musique, faire les magasins, faire du sport, jouer au foot, trainer avec mes copains, téléphoner à mes copines</i></p> <p>Sport celebrities: <i>il fait de la lute, elle fait du jogging, elle a gagné le match, il est champion régional, elle s'entraîne ... fois par semaine, ils font de la musculation, elles écoutent de la musique, ils jouent au foot, ...</i></p> <p>High frequency words: <i>sur, quand, tout/toute/tous/toutes, d'habitude, d'abord, ensuite, puis</i></p>						
7 HT4	Ma zone	<p>Habiter (present tense)</p> <p>Places in town: <i>Qu'est-ce qu'il y a dans ta ville ... il y a/il n'y a pas de ... un café, un centre commerciale, un centre de loisirs, un château, un cinéma, une église, un hôtel, un marché, un parc, un restaurant, un stade, une patinoire, une piscine, des magasins, des musées.</i></p> <p>Opinions: <i>je pense que ... A mon avis ...</i></p> <p>C'est... <i>bien/super/joli/intéressant/en nuyeux/vraiment nul/trop petit/j'aime ça/j'adore ça/tu es d'accord? Oui, je suis d'accord (non)</i></p> <p>Directions: <i>où est/sont...? C'est .. à gauche/droite/tout droit/au</i></p>	S/L/W/R	<p>Spare time activities</p> <p>Opinions + reasons</p> <p>Grammar (present (je/il/elle/on + regular verbs, conjunctions, negatives, genders/adjectival agreement, articles)</p> <p>Expressions of frequency</p>	<ul style="list-style-type: none"> Describing places in town Giving your opinions on your town/area Asking for & giving directions Describing what you can do in your town/area (and what you are going to do) Where you would like to live 	AO4 Writing Assessment	<p>Discussing the positives & negatives of your area/community, things you could do to improve/look after your community and promote your area.</p> <p>Easter (April/March)</p>	<p><u>New Specs (Exam 2026)</u></p> <p>AO3 Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specs</p> <p><u>National Curriculum:</u></p> <p>Use and manipulate a variety of key grammatical structures and patterns</p> <p>Use accurate grammar, spelling and punctuation</p> <p>Express and develop ideas clearly with increasing accuracy</p>

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		<i>carrefour/entre/derrière/devant</i> What you can do: <i>je peux/tu peux/il-elle-on peut/nous pouvons/vous pouvez/ils peuvent ...</i> <ul style="list-style-type: none"> • <i>aller à un concert</i> • <i>faire du bowling</i> • <i>faire du vélo</i> • <i>faire un promenade</i> • <i>jouer au babyfoot/flipper</i> • <i>manger au restaurant</i> • <i>visiter les jardins</i> • <i>visiter les monuments</i> • <i>visiter les musées</i> 						
7 HT5	A table!	<i>Food/drinks/meals</i> <i>Food preferences</i> <i>Ordering in a restaurant</i>	S/L/W/R	Grammar (present (je/il/elle/on + regular verbs, conjunctions, negatives, genders/adjectival agreement, articles) Adverbs/Expressions of frequency	<ul style="list-style-type: none"> - Food/drinks/meals - Food preferences - Ordering food in a restaurant (would like) - Food in French speaking countries 	AO2 Speaking Assessment	Looking at different aspects of other cultures. Sharing personal opinions and value each other's thoughts, identity and choices. Discussing healthy eating. Fête de la musique (June)	<u>New Specs (Exam 2026)</u> AO2 Understand and respond to spoken language in speaking (and writing) <u>National Curriculum:</u> Speak coherently and confidently with increasingly accurate pronunciation and intonation Initiate and develop conversation
7	Pause! (HT6)	<i>Describing people</i> <i>Unfamiliar/complex language</i>	S/L/W/R		<ul style="list-style-type: none"> • Close the gap • Reading for pleasure • Film study <i>Kirikou & la Sorcière</i> 		Insight into French African Culture	<u>New Specs (Exam 2026)</u> AO3 Demonstrate knowledge and accurate application of the grammar and vocabulary <u>National Curriculum</u>

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								Use and manipulate a variety of key grammatical structures and patterns.
8	On est connectés! HT1	Studio 2 Module 1 & 3	S/L/W/R	Present & Future	<ul style="list-style-type: none"> • TV • Cinema • Music • Reading • Describing film or book 	AO1 Listening	<p>We will be discussing festivals, TV, cinema, books and media in order to raise awareness and understand other cultures.</p> <p>EDL (September)</p> <p>Black History Month (October)</p>	<p><u>New Specs (Exam 2026)</u></p> <p>AO2 Understand and respond to spoken language in speaking (and writing)</p> <p><u>National Curriculum</u></p> <p>Read a and show comprehension of original and adapted materials from a range of different sources</p>
8 HT2	On part à Paris!	Studio 2 Module 2	S/L/W/R	<p>Spare time activities</p> <p>On peut + infinitive</p> <p>Il y a + places in town</p> <p>Grammar (present (je/il/elle/on + regular verbs, future, conjunctions, negatives, genders/adjectival agreement, articles)</p>	<ul style="list-style-type: none"> • What you can do in Paris • Saying what you like to do • Asking for tourist information • Saying what you visited and what it was like • Saying what you did 	AO4 Writing Assessment	<p>Engage with the possibility of travel and the purpose of experiencing foreign cultures.</p> <p>Christmas (December)</p>	<p><u>New Specs (Exam 2026)</u></p> <p>AO2 Understand and respond to written language in writing</p> <p><u>National Curriculum</u></p> <p>Read a and show comprehension of original and adapted materials from a range of different sources</p>

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				Frequency expressions & adverbs				
8 HT3	Chez moi!	<p>Homes: j'habite, dans ... la maison, l'appartement, la rue, à la campagne, dans un village, dans une ville</p> <p>Adjectives: petit, grand, beau/belle, joli, vieux/vieille, nouveau/nouvelle, neuf/neuve, modern, confortable, gros</p> <p>Rooms: chez moi, il y a/il n'y pas de... la chambre (de mes parents), ma chambre, la cuisine, le jardin, la salle à manger, la salle de bains, le salon, les toilettes.</p> <p>Furniture and appliances: l'armoire, le bureau, le canapé/la chaise, la douche, la fenêtre, le frigo, le lavabo, le lit, la machine à laver, la télé.</p> <p>Prepositions: dans/devant, derrière, entre, sous, sur, à côté de, à gauche de/droite de, en face de</p>	S/L/W/R	<p>3 tenses</p> <p>Adjectival agreement</p> <p>Sequencers</p>	<ul style="list-style-type: none"> Describing where you live (and would like to live) House/Furniture Meals Carnaval/Chandleur 	AO3 Reading Assessment	La Chandeleur & Carnaval (February)	<p>New Specs (Exam 2026)</p> <p>AO3 Demonstrate knowledge and accurate application of the grammar and vocabulary</p> <p><u>National Curriculum</u></p> <p>Use tenses or other structures which convey the present past and/or future as appropriate as the language studied</p> <p>Use accurate grammar, spelling and punctuation</p>
8 HT4	Ma vie d'ado	Studio 2 Module 3 (except music)	S/L/W/R	<p>Personality</p> <p>ETRE</p> <p>Spare time activities (On) (present tense)</p> <p>Perfect tense</p>	<ul style="list-style-type: none"> Personality Friendship Weekend plans with friends Fashion/My style Last weekend 	AO4 Writing Assessment	<p>Reflecting on what makes a good friend & healthy relationships</p> <p>Easter (March/April)</p>	<p>New Specs (Exam 2026)</p> <p>AO2 Understand and respond to written language in writing</p> <p>AO3 Demonstrate knowledge and accurate application of the grammar and vocabulary</p> <p><u>National Curriculum</u></p> <p>Read and show comprehension of original and adapted</p>

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								materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material
8 HT5	Je suis actif		S/L/W/R		<ul style="list-style-type: none"> Daily routine Parts of the body Sports & injuries Extreme sports (studio 1 p62) 	A02 Listening Assessment	Roland-Garros (French Open/May)	<p>New Specs (Exam 2016)</p> <p>AO1 understand and respond to spoken language in speaking (and in writing)</p> <p><u>New Curriculum:</u></p> <p>Express and develop ideas clearly and with increasing accuracy</p> <p>Develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests</p> <p>Speak coherently and confidently with increasingly accurate pronunciation and intonation</p>
8 HT6	Pause!	<i>Describing people</i> <i>Reading & Listening skills</i> <i>Unfamiliar/complex language</i>	S/L/W/R		<ul style="list-style-type: none"> La France (regions, DOM-TOM, traditions, festivals) Film Study 'Les Choristes' 		<p>Insight into French culture through the use of media (history, education, ...)</p> <p>Learn about other cultures and diversity</p>	<p><u>New Specs (Exam 2026)</u></p> <p>AO3 Demonstrate knowledge and accurate application of the grammar and vocabulary</p> <p><u>National Curriculum</u></p> <p>Use and manipulate a variety of key grammatical structures and patterns</p>

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9 HT1	Bien dans sa peau	Studio 3 Module 2 + past resources	S/L/W/R	Opinions Reasons Conjunctions Near future Negative phrases Adverbs	<ul style="list-style-type: none"> What you eat/drink Healthy living What will you change to be healthier Physical and mental wellbeing 	A03 Reading Assessment	Students are to discuss healthy living and what is necessary to do to keep a healthy lifestyle. European Day of Languages (September) Black History Month (October)	<u>New Specs (Exam 2026)</u> AO1 understand and respond to spoken language in speaking (and in writing) <u>New Curriculum:</u> Express and develop ideas clearly and with increasing accuracy. Develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests. Speak coherently and confidently with increasingly accurate pronunciation and intonation
9 HT2	Moi dans le monde	Mes droits • My rights J'ai le droit ... I have the right ... Je n'ai pas le droit ... I don't have the right ... d'aller au MacDo avec mes copains. to go to McDonald's with my friends d'aller sur des forums. to go on forums d'aller sur Facebook. to go on Facebook de jouer à des jeux vidéo le soir. to play video games in the evening de regarder la télé dans ma chambre. to watch TV in my bedroom de sortir avec mes copains le weekend. to go out with my friends on weekends de sortir seul(e). to go out by myself de surfer sur Internet une heure par jour. to surf the Internet for one hour	S/L/W/R	Previously learnt vocabulary relevant to the topic	<ul style="list-style-type: none"> Discussing what you are allowed to do Discussing what is important to you Talking about things to buy (sustainability) Describing what makes you happy 	A02 Listening Assessment	Students will be able to reflect about their place in the world. What are their rights and their responsibilities and share their point of view. Being accepting of others. Christmas (December)	<u>New Specs (Exam 2026)</u> AO2 Understand and respond to written language in writing (and in speaking) <u>National Curriculum</u> Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material Read literary texts in the language to stimulate

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		<div><div><div><div><div><div></div><div>Mes priorités • My priorities</div></div></div><div><div>Mes priorités sont ...</div><div>My priorities are ...</div></div><div><div>le foot.</div><div>football.</div></div><div><div>la musique.</div><div>music.</div></div><div><div>la santé.</div><div>health.</div></div><div><div>l'argent.</div><div>money.</div></div><div><div>mon chien.</div><div>my dog.</div></div><div><div>ma famille.</div><div>my family.</div></div><div><div>mes amis.</div><div>my friends.</div></div><div><div>mes études.</div><div>my studies.</div></div></div></div><div><div><div><div><div></div><div>Je n'aime pas du tout ... • I really don't like ...</div></div></div><div><div>le racisme.</div><div>racism.</div></div><div><div>la cruauté envers les animaux.</div><div>cruelty to animals.</div></div><div><div>la pauvreté dans le monde.</div><div>poverty in the world.</div></div><div><div>la violence.</div><div>violence.</div></div><div><div>l'état de la planète.</div><div>the state of the planet.</div></div></div></div><div><div><div><div><div></div><div>Les achats • Shopping</div></div></div><div><div>J'achète ...</div><div>I buy ...</div></div><div><div>J'ai acheté ...</div><div>I bought ...</div></div><div><div>Je vais acheter ...</div><div>I'm going to buy ...</div></div><div><div>des jeux vidéo et des DVD.</div><div>video games and DVDs.</div></div><div><div>des vêtements ou des chaussures.</div><div>clothes or shoes.</div></div><div><div>des produits du commerce équitable.</div><div>fair-trade products.</div></div><div><div>des produits d'occasion.</div><div>second-hand products.</div></div><div><div>des produits écolos.</div><div>'green' products.</div></div><div><div>des produits que j'aime.</div><div>products I like.</div></div></div></div><div><div><div><div><div></div><div>Le bonheur • Happiness</div></div></div><div><div>Pour moi, le bonheur, c'est ...</div><div>For me, happiness is ...</div></div><div><div>d'aller à la pêche.</div><div>going fishing.</div></div><div><div>d'être avec mon chien.</div><div>being with my dog.</div></div><div><div>d'être en famille.</div><div>being with my family.</div></div><div><div>de danser.</div><div>dancing.</div></div><div><div>de faire les magasins.</div><div>going shopping.</div></div><div><div>de jouer au foot.</div><div>playing football.</div></div><div><div>de manger de la pizza.</div><div>eating pizza.</div></div><div><div>de partir en vacances.</div><div>going on holiday.</div></div><div><div>de retrouver mes copains.</div><div>meeting up with my friends.</div></div></div></div><div><div>Studio 3 (Red & Green)</div><div>Modules 5</div></div></div>					ideas, develop creative expression and expand understanding of the language and the culture
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9 HT3	Quand je serai grand ...	<i>School subjects</i> <i>Range of opinions and conjunctions</i> <i>Modal verbs (pouvoir, devoir, vouloir)</i> <i>Impersonal structures (il faut, il est important de, il est essentiel de ...)</i> <i>imperfect</i> <i>If clauses (present/will future)</i> <i>Time phrases & future expressions: je veux, j'espère, j'ai l'intention, je rêve de...</i>	S/L/W/R		<ul style="list-style-type: none"> School subject preferences School pressure Jobs Parents/dream job Future plans 	AO4 Writing Assessment	Discussing career and the importance of languages. Reflect on pressures that pupils go under (as teenagers) and mindfulness. Talking about the environment and what to do to help at home	<u>New Specs (Exam 2026)</u> AO1 Understand and respond to spoken language in writing (And in speaking) <u>National Curriculum</u> Listen to a variety of forms of spoken language to obtain information and respond appropriately
9 HT4	Je ne suis pas d'accord!	<i>Expressing your views about current issues</i>	S/L/W/R		<ul style="list-style-type: none"> Online activities/Gaming Internet safety World issues 	A02 Listening Assessment	Reflecting on positive/negatives of internet and current world issues	
9 HT5	Holidays	<i>Studio 3 Module 4</i>	S/L/W/R		<ul style="list-style-type: none"> Discussing holiday Imagining adventure holiday What you take Problem on holiday (past) 	AO4 Writing Assessment	Plan a trip, deal with unexpected situations abroad.	
9 HT6	Pause		S/L/W/R		<ul style="list-style-type: none"> Equality (song <i>Double Je</i>) Film Study <i>Taxi 2</i> 		Insight into French culture through the use of media (history, education, ...) Discussing gender equality and diversity	<u>New Specs (Exam 2026)</u> AO3 Demonstrate knowledge and accurate application of the grammar and vocabulary

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Festivals/Cultural Capital

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