

French Curriculum Content Overview 2024-2025

FRENCH							
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
A u t u m n 1	<p>Module 1 La rentrée (starting school)</p> <p><u>Point de départ</u> -Learning to pronounce key French sounds -Saying your name and learning numbers -key sounds: é, i, u, ç, eu, th, e, qu, r, gn, en, in/un,au/eau, oi [on] <u>Unité 1: As-tu des frères et soeurs?</u> - Talking about brothers, sisters and age -Using the verb avoir -key sound:} è</p>	<p>Module 1 Ma vie de famille (Family life)</p> <p><u>Point de départ</u> Introduction to French animal sounds and French people -Talking about animals -Using higher numbers [an/en] , [on] , [in] , [ch] <u>Unité 1: Décris-moi ta famille</u> -Describing your family -Using the possessive adjectives my and your [-ill/-ille] <u>Unité 2: Où habites-tu?</u> -Describing where you live -Using the nous form of -er verbs</p>	<p>Module 1 J'adore les fêtes! (celebrations)</p> <p><u>Point de départ</u> Introduction to French festivals -Talking about festivals and celebrations -Saying what you like and dislike learning about festivals in Francophone countries [in] , [un] , [en/an/em] <u>Unité 1: Et avec ça?</u> -Buying food at a market -Using transactional language buying food at a French market [silent final consonant] , [on]</p>	<p>YEAR 10</p> <p>Module 1 Tu as du temps à perdre (free time)</p> <p><u>Zone de culture: Fêtes et jeux</u> Using <i>aimer</i> + noun and <i>aimer</i> + infinitive Exploring events in the francophone world [é] [liaison]</p>	<p>Module 5 Le grand large... (Holidays)</p> <p><u>Point de départ</u> -Talking about what you normally do on holiday -Talking about holidays (past, present and future)</p> <p><u>Unité 1: des vacances de rêve</u> -Talking about an ideal holiday -Using the conditional</p>	<p>MODULE 1 La famille en voie de changement (changing family structures)</p> <p><u>1.1 Notre famille est spéciale</u> -different types of modern family -using regular and irregular verbs in the present tense</p>	<p>MODULE 7 Les aspects positifs d'une société diverse (a diverse society)</p> <p><u>7. 1 Origines du multiculturalisme et accueil des immigrés</u> -how French society has become multicultural and how immigrants and their descendants live in France -recognising and using comparative and superlative adverbs</p>
	<p>French spoken in countries around the world. [silent final consonant]</p> <p><u>Unité 2 Voici ma salle de classe!</u> -Describing a classroom -Using the indefinite and definite articles describing a classroom in France and the Ivory Coast [un/une] <u>Unité 3: Tu aimes ça?</u> -Talking about likes and dislikes</p>	<p>texts describing homes in Brussels and the Ivory Coast [-ill/-ille] , [i/y] <u>Unité 3: Qu'est-ce que tu manges au petit déjeuner?</u> -Talking about breakfast -Using the partitive article (du/de la/de l'/des) key sounds: ai/é , ain/in , u, eu/oeu , au/eau learning about breakfast in France</p>	<p><u>Unité 1: Ma vie en ligne</u> -Talking about what you do online -Using the present tense of regular -er verbs -Discussing pros and cons [Silent final consonant] [Silent e]</p> <p><u>Unit 2: Tu as une vie active?</u> -Saying what you do to stay active -Using the present tense of irregular verbs -Listening and transcribing in French</p> <p><u>Unit 3: Qu'est-ce que tu regardes?</u> -Talking about what you watch</p>	<p><u>Unit 1: des vacances de rêve</u> -Talking about an ideal holiday -Using the conditional</p> <p><u>Unité 2: Les hotels mode d'emploi.</u> -Booking and reviewing hotels -Using reflexive verbs in the perfect tense</p> <p><u>Unité 3: Bon appétit</u> -Ordering in a restaurant -Using en + the present participle French menu / vietnamese dishes</p> <p><u>Unité 4: En route!</u> -Talking about travelling -Using avant de + the infinitive</p>	<p><u>1.2 Se marier - oui ou non ?</u> -recent changes in relationships and marriage concerns -recognising and using the future tense and the immediate future</p> <p><u>1.3 Que de soucis !</u> -problems of three generations -recognising and using interrogative forms</p> <p>MODULE 2 Une culture fière de son patrimoine (cultural heritage)</p> <p><u>2.1 C'est quoi exactement, le patrimoine ?</u></p>	<p><u>7.2 Le multiculturalisme - succès ou échec ?</u> -how multiculturalism affects society -recognising and using demonstrative adjectives and pronouns</p> <p><u>7.3 La société canadienne et l'influence de la France dans le monde</u> -Canadian society and France's influence on the French-speaking world -recognising and using possessive adjectives and pronouns</p> <p>MODULE 8</p>	

<p>-Using the verb aimer + the definite article [j/ge] <u>Unité 4: Tu es comment?</u> -Describing yourself and others -Using adjective agreement [silent final e]</p> <p>ASSESSMENT: READING AND LISTENING</p>	<p>[silent final consonant] <u>Unité 4: On fait la fête!</u> -Bastille Day -Using a glossary / dictionary learning about Bastille Day [silent final consonant] <u>Unité 5: Une drôle de famille</u> -Creating a cartoon family -Substituting words to make texts your own -key sounds: é, au/eau, en . hard g, soft g Christmas in France ASSESSMENT: WRITING</p>	<p><u>Unité 3: Tu vas faire un voyage scolaire?</u> -Talking about a future trip -Using the near future tense (with questions) learning about Christmas markets in Colmar</p> <p><u>Unité 4: Bonne année</u> -Writing about New Year -Combining the present and the near future tenses New Year celebrations in the Francophone world the fête des Rois</p> <p><u>Unité 5: At the doctor's</u> -talking about injuries and illness -taking part in a conversation with a doctor</p> <p>ASSESSMENT : LISTENING AND READING</p>	<p>-Forming and answering questions -Preparing a role play [k] <u>Unité 4: Qu'est-ce qu'on va faire?</u> -Making plans to go out -Using the near future tense -Responding to invitations</p> <p><u>Unit 5: Qu'est-ce que tu as fait?</u> Saying what you did last weekend Using the perfect tense [é], [er], [ez] Burkina Faso</p> <p><u>Unit 6: J'ai participé aux Jeux de la Francophonie!</u> -Taking part in an interview -Asking questions in the perfect tense -Using two tenses together (present and perfect)</p> <p>ASSESSMENT: 4 skills</p>	<p><u>Unité 5: On négocie au souk</u> - Buying souvenirs - Using demonstrative adjectives and pronouns The Souks in North African countries</p> <p><u>Unité 6: C'était catastrophique!</u> -Talking about holiday disasters -Using the pluperfect tense French holiday habits</p> <p>Module 6 Au collège School</p> <p><u>Point de départ</u> Revising school subjects and talking about your timetable</p> <p><u>Unité 1: Mon bahut</u> -Talking about your school -Using the pronouns il and elle French school life, football centre</p> <p><u>Unité 2: L'école chez nous, l'école chez vous</u> -Comparing school in the UK and French-speaking countries -Using the pronouns ils and elles</p>	<p>-how heritage is a cultural and physical phenomenon -irregular verbs in the perfect tense</p> <p><u>2.2 Le patrimoine - un atout pour le tourisme?</u> -How UNESCO protects sites in France and Francophone countries -negative forms</p> <p><u>2.3 Architecture et gastronomie</u> -how architecture and gastronomy play an important role in France's heritage -the passive voice and on</p> <p><u>2.4 Est-ce qu'on peut créer du patrimoine moderne?</u> whether modern structures can be part of modern Francophone heritage - infinitive constructions</p>	<p>Les ados, le droit de vote et l'engagement politique (teenagers and politics)</p> <p><u>8.1 La politique : ça te branche ?</u> -young people and politics -expressing a future idea</p> <p><u>8.2 Pour ou contre le droit de vote ?</u> -the right to vote -using quand</p> <p><u>8.3 L'Union européenne a-t-elle un avenir ?</u> -the future of the European Union -using more than one tense in the same sentence</p> <p>MODULE 9 Quelle vie en France pour les marginalisés ? (life for the marginalised)</p> <p><u>9.1 L'exclusion sociale</u> -how marginalisation affects different sectors of the population -recognising and using depuis and venir de</p> <p><u>9.2 L'inclusion sociale des handicapés et des marginaux</u> -what the legal position is of marginalised people</p>
---	--	---	---	---	--	---

					<p>School system in France, Mali, La Reunion Unité 3: liberté, égalité, fraternité -Discussing school rules -Using il faut and il est interdit de</p> <p>School rules in France</p> <p><u>Unité 4: en pleine forme</u> -Discussing healthy living -Using the imperative</p> <p><u>Unité 5: sous influence</u> -Discussing vices -Using the present and future tenses</p> <p><u>Unité 6: En échange</u> -Talking about a school exchange -Using past, present and future timeframes</p>	<p>and what help is given to them -Using the passive with tenses other than the present</p> <p><u>9.3 Comment traitons-nous les marginaux ?</u> how other people react to marginalised groups recognising and using indefinite adjectives and pronouns</p> <p>MODULE 10 Manifestations et grèves - à qui le pouvoir ? (demonstrations and strikes)</p> <p><u>10.1 Le syndicalisme en action</u> -how important trade unions are in France -recognising and using interrogative adjectives and pronouns</p> <p><u>10.2 Grèves et manifestations</u> -why there are strikes and demonstrations in France and how effective they are -recognising and using prepositions</p> <p><u>11.3 Les grèves - réactions de la presse et du grand public</u></p>
--	--	--	--	--	---	--

							-what people's attitudes are towards the political tensions caused by strikes -recognising the past historic forms of irregular verbs
S p r i n g 1	<p><u>Unité 5: Qu'est-ce que tu fais?</u> -Saying what you do -Understanding infinitives and regular er verbs</p> <p><u>Unité 6: Mon interview par vidéo!</u> -Creating a video about yourself -Giving dates in French -key sounds : qu, r, é Christmas in France</p>	<p>Module 2 En ville (in town)</p> <p><u>Point de départ</u> Introduction to Paris landmarks and French café snacks, -Talking about places in a town or village -Understanding prices in French [é, -er, -ez] <u>Unité 1: Où vas-tu le weekend?</u> -Saying where you go at the weekend -Using the verb aller (to go) [au/eau] <u>Unité 2: Tu veux aller au café?</u> -inviting someone out -Using the verb vouloir (to want) [eu] <u>Unité 3: Vous désirez?</u> -Ordering drinks and snacks in a café -Using the tu and vous forms of the verb exploring a French café menu [r]</p>	<p>Module 2 A loisir (Leisure)</p> <p><u>Point de départ</u> Introduction to French TV programmes, La Fête du Cinéma-Talking about celebrities and TV programmes -Using singular and plural adjective agreement -key sounds: masculine & feminine forms of the adjectives [silent final consonant] , [en/an] , [in] , [un] [-tion, -ssion] <u>Unité 1: Ma vie numérique</u> -Talking about digital technology -Forming and answering a range of questions [qu] <u>Unité 2: On va au ciné?</u> -Arranging to go to the cinema -Buying cinema tickets <u>Unité 3: Quels sont tes loisirs?</u> -Talking about leisure activities -Using negatives</p>	<p>Module 2 Mon clan, ma tribu (Family and Friends)</p> <p><u>Zone de culture: Libre d'être moi</u> -Talking about your identity -Using emphatic pronouns Famous French speaking people</p> <p><u>Unit 1: Un week-end en famille</u> -Talking about your weekend routine -Using reflexive verbs in the present tense -Extending sentences using sequencers and connectives [è],[ê],[aï],[ai] [œ], [eu]</p> <p><u>Unit 2: L'amitié est la clé du bonheur</u> -Discussing friends and friendship -Making adjectives agree -Translating a passage into French <u>Unit 3: Couleur famille</u> -Talking about what people look like -Understanding the position of adjectives -Describing a photo [ch]</p>	<p>Module 7 Bon travail (future study and employment)</p> <p><u>Point de départ</u> discussing jobs and work preferences</p> <p><u>Unité 1: Quelle orientation t'attire?</u> -Discussing career choices -Saying better/worse and the best/Worst thing</p> <p><u>Unité 2 il faut que je fasse ça!</u> -Talking about plans hopes and wishes -Understanding the subjunctive</p> <p><u>Unité 3: je voudrais postuler...</u> -Applying for jobs -using direct object pronouns in the perfect tense French job ad and covering letter</p> <p><u>Unité 4: Mon boulot dans le tourisme</u></p>	<p>Film study: Au Revoir les Enfants</p> <p>MODULE 3 La cybersociété (cybersociety)</p> <p><u>3.1 La technologie et la vie quotidienne</u> -how important technology is in everyday life -using the definite and indefinite articles</p> <p><u>3.2 La technologie et les jeunes</u> -what the world of cybernauts is like -forming reflexive verbs</p> <p><u>3.3 Les pièges de plus en plus sophistiqués</u> -what the dangers of society are -positioning and agreement of adjectives</p> <p><u>3.4 Le boom technologique en Afrique francophone</u></p>	<p>MODULE 11 Comment on traite les criminels (how we treat criminals)</p> <p><u>11.1 La prison, ça marche ?</u> -how the judicial and prison systems work in France -using the inversion of the subject and the verb</p> <p><u>11.2 Perspectives sur la criminalité</u> - what people's different attitudes are towards criminality -recognising and using the present subjunctive</p> <p><u>11.3 Prévention, réhabilitation et réinsertion</u> -what is done in terms of crime prevention and reintegration in the community -recognising and using the perfect subjunctive</p> <p>MODULE 12 La politique et l'immigration</p>
	S p r i n g 2	<p>Module 2 En classe (in class)</p> <p><u>Point de départ</u> Introduction to famous French people and the French school day. -Talking about colours -Telling the time -key sounds: i, au, eu, oi, en [oi]</p>					

<p><u>Unité 1: Qu'est-ce que tu penses de tes matières?</u> -Saying what you think of your school subjects and why -Talking about likes and dislikes using -er verbs [h],[th]</p> <p><u>Unité 2 : Qu'est-ce que tu portes?</u> -Talking about what you wear to school -Using adjectives after nouns -key sound: ch / silent s learning about what French pupils wear to school [silent final e]</p> <p><u>Unité 3: Ta journée scolaire est comment?</u> -Talking about your school day -Using new -er verbs the French school day and how to greet people [an/en] , [on]</p> <p><u>Unité 4: C'est comment, un collège français?</u> -Learning about a typical French school -Reading and listening for gist</p> <p><u>Unité 5: Un collègue super cool</u> -Saying what there is/isn't, using il y a and il n'y a pas de -Agreeing and disagreeing</p>	<p><u>Unité 4: Qu'est-ce que tu vas faire?</u> -Saying what you are going to do -Using the near future tense (aller infinitive) [-er]</p> <p><u>Unité 5: Je vais visiter Paris</u> -Talking about plans for a special weekend -Using two tenses together -key sounds: é/ er, è/ ai learning about what you can do in Paris</p> <p>ASSESSMENT: LISTENING & READING</p>	<p>discovering leisure activities of young people in French-speaking Africa</p> <p><u>Unité 4: Tu as fait des achats?</u> -Spotting synonyms -Looking up perfect tense verbs when reading</p> <p><u>Unité 5: Normalement, hier et demain</u> -Using three tenses when speaking -Speaking from notes</p> <p>FILM <i>La Famille Bélier / Bienvenue chez les Ch'tis</i></p>	<p><u>Unit 4: La place des idoles</u> -Talking about positive role models -Using direct object pronouns -Using the present and perfect tenses Famous French speaking role models</p> <p><u>Unit 5: Famille, amour, gâteau</u> -Talking about celebrations -Using the perfect, present and near future tenses -Recognising adverbs PACS</p> <p>ASSESSMENT: 4 skills</p> <p>Module 3 Ma vie scolaire (School)</p> <p><u>Zone de culture: Au collège chez nous</u> -Describing photos Learning about school life in francophone countries [Silent Final Consonants]</p> <p><u>Unit 1: Quelle est ta matière préférée?</u> -Talking about school subjects and school life -Using comparative adjectives -Giving opinions with reasons</p> <p><u>Unit 2: C'est injuste!</u> -Discussing school rules</p>	<p>-Understanding case studies -Using verbs followed by à or de France and marriage</p> <p>Module 8 Un oeil sur le monde (worldwide problems)</p> <p><u>Point de départ</u> Talking about what makes you tick</p> <p><u>Unité 1: Notre planète</u> -Discussing problems facing the world -Making connections between word types</p> <p><u>Unité 2: Protéger l'environnement</u> -Talking about protecting the environment -Using the modal verbs pouvoir and devoir in the conditional Eco Ecole</p> <p><u>Unité 3: D'où vient ton tee-shirt?</u> -Discussing ethical shopping -Using the passive</p> <p><u>Unité 4: Je suis solidaire</u> -Talking about volunteering -Using indirect object pronouns</p>	<p>-what the new technological Africa is like -forming the perfect tense</p> <p>MODULE 4 La musique francophone contemporaine (French speaking music)</p> <p><u>4.1 Sauvez la musique francophone!</u> -how to protect contemporary French music -forming imperatives</p> <p><u>4.2 Connaissez-vous la musique francophone contemporaine</u> -how diverse French music is today -recognising and using the past historic</p> <p><u>4.3 Vous écoutez de la musique francophone ?</u> -what music is popular among young people -recognising and using the imperfect</p> <p><u>4.4 La musique francophone africaine</u> -which music and festivals are emerging in Africa -forming present and past participles</p>	<p>(Politics & immigration)</p> <p><u>12.1 L'évolution de l'immigration et de l'intégration</u> -how political solutions to the issue of the integration of immigrants have evolved in France -recognising and using impersonal verbs and dependent infinitives</p> <p><u>12.2 L'attitude des partis politiques envers l'immigration</u> -how French political parties deal with immigration -recognising and using direct and indirect speech</p> <p><u>12.3 La protection des immigrés et l'engagement politique</u> -France's political involvement with immigrants -recognising the imperfect subjunctive</p> <p>CONSOLIDATION</p>
--	--	--	---	---	--	---

	<p>[silent final consonant]</p> <p>ASSESSMENT: WRITING</p>			<p>-Using impersonal verb structures followed by infinitives -Expressing opinions, agreeing and disagreeing [er],[é]</p> <p><u>Unit 3: As-tu fait des progrès?</u> -Talking about making progress at school -Using irregular verbs in the perfect tense [oi], [oy]</p> <p><u>Unit 4: Souvenirs d'école</u> -Talking about what school used to be like when you were younger -Using verbs in the imperfect tense -Translating into French [z] Madagascar</p> <p><u>Unit 5: Les langues et l'avenir</u> -Talking about learning languages -Using the imperfect, present and near future tenses -Recognising a wider range of negatives [ien]</p> <p>ASSESSMENT: 4 skills</p>	<p><u>Unité 5: les grands événements</u> -Discussing big events - Giving arguments for and against French events</p> <p>CONSOLIDATION</p>		
--	---	--	--	--	---	--	--

S u m m e r 1	Module 3 Mon temps libre (my free time) <u>Point de départ</u> Introduction to Francophone countries and popular French sports. -Talking about weather and seasons -Learning more key French sounds: g (soft) /gu, ai, è, tion, ch, h (silent), eil, nasal sounds <u>Unité 1: Tu es sportif / sportive?</u> -Taking about which sports you play -Using jouer à [ç] <u>Unité 2: Qu'est-ce que tu fais?</u> -Talking about activities you do -Using the verb faire [u] <u>Unité 3: Le sport dans les pays francophones</u> -Discovering sport in French-speaking countries -Using cognates and content discovering sports in French-speaking countries [e] , [silent final e]	Module 3 Vive les vacances (Holidays) <u>Point de départ</u> Introduction to the French school holidays -Talking about school holidays -Revising the verbs avoir and être [en/an] , [on] , [in] , [un] <u>Unité 1: Tu as passé de bonnes vacances?</u> -Saying what you did during the holidays -Using the perfect tense of regular-er verbs [é] <u>Unité 2: Qu'est-ce que tu as fait?</u> -Describing a visit to a theme park -Using the perfect tense of irregular verbs a visit to a French theme park [u] <u>Unité 3: Tu es allé(e) où?</u> -Saying where you went and how -Using the perfect tense of verbs that take être -key sound: liaison Summary of the novel Le tour du monde en quatre-vingts jours by Jules Verne	Module 3 Le meilleur des mondes (best of the worlds) <u>Point de départ</u> Introduction to food and the environment -Talking about food -describing a photo <u>Unité 1: est-ce que tu manges de la viande?</u> -discussing eating habits -using a range of negatives <u>Unité 2: action pour la nature</u> -talking about animals and the natural world -using the superlative <u>Unité 3: Mission anti-plastique</u> -Talking about plastic and the environment -referring to 2 different time frames <u>Unité 4: J'aimerais changer le monde</u> -talking about what you would like to do -using the conditional tense <u>En plus: les associations caritatives</u>	Module 4 En pleine forme (Healthy living) <u>Zone de culture: Sain ou malsain?</u> -Describing and giving opinions about dishes -Understanding advice in the <i>vous</i> -form imperative Traditional dishes from French-speaking countries <u>Unit 1: Bon appétit!</u> -Talking about meals and mealtimes -Using the partitive article (<i>du, de la, de l', des</i>) and <i>en</i> -Spotting small words that can change meaning [en] [an], [em], [am] [ain], [in], [aim], [im] <u>Unit 2: Bien dans ma peau</u> -Talking about good mental health -Using modal verbs (<i>devoir, vouloir, pouvoir</i>) -Giving advice [eu] <u>Unit 3: Ça ne va pas?</u> -Describing illness and accidents -Using expressions with <i>avoir</i> -Booking a doctor's appointment <u>Unit 4: Je change ma vie</u>		Book study: L'Etranger MODULE 5 Le rôle du bénévolat (volunteering) <u>5.1 Aider les défavorisés - pourquoi et comment ?</u> why people want to become volunteers forming comparative and superlative adjectives <u>5.2 Le bénévolat transforme des vies</u> how charity organisations help those in need recognising and using the imperfect and pluperfect <u>5.3 Une expérience de volontaire</u> how volunteering benefits those who help recognising and using direct and indirect object pronouns MODULE 6 Cinéma : le septième art	
S u m m e r 2							

	<p><u>Unité 4: Tu aimes faire ça?</u> -Talking about what you like doing -Using aimer + the infinitive [silent final consonant] <u>Unité 5: Questions, questions, questions!</u> -Creating an interview with a celebrity -Forming and answering questions [qu] ASSESSMENT: SPEAKING</p>	<p><u>Unité 4: Quel désastre!</u> -Listening for negatives in the perfect tense -Reading to spot the perfect tense in a text [a] <u>Unité 5: Mon voyage extraordinaire!</u> -Asking and answering questions -Using the present and perfect tenses together ASSESSMENT: SPEAKING FILM <i>Les Vacances du Petit Nicolas</i></p>	<p>-to talk about volunteering</p>	<p>-Saying what you will do to improve your life -Using the simple future tense -Using more complex sentence structures <u>Unit 5: Mieux vivre</u> -Talking about lifestyle changes -Using the imperfect, present and simple future tenses -Distinguishing between tenses when listening Famous French speaking people ASSESSMENT: 4 skills(Y10 mocks)</p>		<p>(the sixth art form) <u>6.1 Le cinéma : un art populaire</u> when cinema was invented and its place in France recognising and using the present subjunctive <u>6.2 Les moments forts du cinéma en France</u> what the greatest developments in French cinema in the twentieth century are understanding and using the conditional mood <u>6.3 La passion du cinéma</u> how popular cinema is in France using adverbs Individual Research Project</p>	
--	--	--	------------------------------------	--	--	--	--