Curriculum overview document_ Key Stage 3 _French

MFL VISION

Our vision for the French and German curricula is to empower students through an ambitious, knowledge-rich, and carefully sequenced program that fosters both linguistic proficiency and global awareness.

By embedding foundational grammar, vocabulary, and phonetic skills alongside meaningful cultural immersion, we cultivate resilience, independence, and confidence in every learner. Through authentic engagement with the French and German speaking world, our students develop the literacy, communication, and critical thinking skills necessary to express complex ideas, appreciate diverse perspectives, and succeed in an increasingly interconnected global society. Our aim is to inspire students to develop a long lasting respect and curiosity for other cultures and languages. The curriculum is intentionally designed to scaffold learning, with every module explicitly linking current knowledge to the skills and topics required for future success.

Key Stage 3 curriculum vision - French

Our vision for Key Stage 3 is to develop confident, independent linguists who possess both the cultural insight and the linguistic proficiency to navigate an interconnected world. By building a rigorous foundation in phonetics, grammar, and vocabulary, we empower students to move beyond simple communication toward expressing complex ideas.

<u>At the end of KS3. French students will:</u>

- have a clear understanding of what it is to be linguist, making connection between languages
- be able to communicate in French about the world around them
- have cultural knowledge of the equivalent aspects of their lives in French speaking countries

Year 7 overview

Topic Title	Y7- MODULE 1 - STARTING SCHOOL (LA RENTREE)
Pupils will know	• **Cultural Knowledge:** Insights into the global reach of the French language, including specific examples like the Ivory Coast, and cultural traditions such as Christmas in France. • **SSC:** A solid foundation in key French sounds, including vowels (é, i, u, eu), nasal sounds (en, in/un), consonants (gn, th, ch, r), and specific rules regarding silent final consonants. • **Grammar:** Understanding of essential verbs (*avoir*, *aimer*, regular *-er* verbs, être) in je, tu, il, elle form, the use of definite and indefinite articles, and the rules of adjective agreement. • **Language:** Vocabulary related to family members, age, classroom objects, personal likes and dislikes, daily activities, and calendar dates.
Pupils will know how to (procedural knowledge)	• Introduce themselves, state their age, talk/write about their family, and express likes and dislikes. • Understand when other other people introduce themselves, state their age, talk/write about their family, and express likes and dislikes. • Describe a classroom environment and provide physical or personality descriptions of themselves and others • Understand the description of a classroom environment and provide physical or personality descriptions of themselves and others. • Apply grammatical rules on adjectival agreement and verb conjugation in context.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Mastery of the verb *avoir* and regular *-er* verb patterns (je,tu, il, elle) • Understanding how to use definite/indefinite articles and basic adjective agreement to build descriptive sentences. • Establishing correct pronunciation habits to serve as the basis for all future oral communication.
Prior knowledge	• Students are coming with varying proficiency in French from KS2, some students having learnt French at primary school (mainly numbers, greetings, simple opinions, French traditions) and some

	haven't. We often get a couple of students who are French native speakers.
Future knowledge	move from simple present-tense descriptions to more complex sentence structures on school and hobbies (opinions) Linked to Y8 Module 1, Y10 Module 2, Y12 Unit 1 (la famille en voie de changement)
Key vocabulary	Verb, verb ending, adjective, agreement of the adjective, cognate ● Personal/Family/Classroom link to the vocabulary list

Topic Title	**Y7- MODULE 2 - IN CLASS (EN CLASSE)**
Pupils will know	● **Cultural Knowledge:** Famous French people, the French school day, how to greet people, and what French pupils wear to school. ● **SSC:** Key French sounds including i, au, eu, oi, en, h, th, ch, s, an, and on. ● **Grammar:** il y a /il n'y a pas de, -er verbs, position of the adjectives (colours) ● **Language:** Colours, school subjects, and typical features of a French school.
Pupils will know how to (procedural knowledge)	● Tell the time, talk/write about school subjects and opinions on them, and describe what they wear to school. ● Understand when people tell the time, talk or write about school subjects and opinions on them, and describe what they wear to school. ● Use -er verbs to express likes and dislikes and daily routine, position and agreement of the adjectives and use *il y a* and *il n'y a pas de* to describe what is or isn't present. ● Give opinions and reasons
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● mastery of new -er verbs ● consistent application of opinion-based sentence structures. ● understanding the specific placement of adjectives after the noun in French.

	• use of *il y a / il n'y a pas de* to describe • Correct pronunciation of silent letters (final 's' and 'e') and specific consonant clusters.
Prior knowledge	• Basic pronunciation of key French sounds. • Introductory vocabulary (names, numbers, dates). • Basic descriptive language for family and the classroom. • Initial introduction to the verb *aimer* and regular -er verbs.
Future knowledge	• Talking/writing about weather, seasons, and sporting activities. • Using *jouer à* and *faire*. • Advanced question formation Linked to Y10 Module 3, Y12 Unit 2, Y13 Unit 7
Key vocabulary	Place of the adjective, pronoun, negative structure • weather, seasons, and sporting activities. • Forms of *jouer à* and *faire*. • Question words link to the vocabulary list

Topic Title	**Y7- MODULE 3 - FREE TIME (TEMPS LIBRE)**
Pupils will know	• **Cultural Knowledge:** countries, popular French sports and sports in French speaking countries, and the film *Le Petit Nicolas*. • **SSC:** A range of complex sounds including g (soft) /gu, ai, è, tion, ch, h (silent), eil, and nasal sounds, as well as [ç], [u], [e], [silent final e], [silent final consonant], and [qu]. • **Grammar:** conjugation of jouer/faire+prepositions , aimer+infinitive • **Language:** Weather, seasons, sports, and leisure activities.
Pupils will know how to (procedural knowledge)	• Talk/write about the weather, the seasons, the sports they play, and their general leisure activities. • Understand when other people talk/write about the weather, the seasons, the sports they play, and their general leisure activities.

	• Use the verb *jouer à* for sports, *faire* for general activities, and *aimer* followed by an infinitive to express preferences. • Use cognates and context to discover sports in French-speaking countries, and form/answer questions to conduct a mock interview with a celebrity.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• specific usage of *jouer à* (for sports), *faire* (for activities), and *aimer* + infinitive (for hobbies) • interrogative structures necessary for conducting interviews. • using cognates and content cues to decode information • Basic French SSC (reading aloud)
Prior knowledge	• Telling the time, colors, and discussing school subjects. • Using -er verbs for opinions and describing school life. • Using *il y a / il n'y a pas de* and adjective placement. • Understanding phonics regarding [i], [au], [eu], [oi], [en], [h], [th], [ch], and silent letters.
Future knowledge	• Describing family members and using possessive adjectives (*mon*, *ton*, etc.). • au/à la/aux/a l' (in the context of town) and du/de la/ de l'/des (in the context of food - some) • Using the *nous* form of -er verbs.(je/tu/il/elle) • Talking about breakfast and using the partitive article (*du/de la/de l'/des*). • Learning about animals and higher numbers Linked to Y9 Module 2, Y12 unit 2 (la cybersociété), Y12 Unit 4 (la musique francophone), Y12 Unit 6 (le septième art)
Key vocabulary	regular/irregular verbs , prepositions • Weather, seasons, sports, and leisure activities. link to the vocabulary list

Year 8 overview

Topic Title	Y8 - MODULE 1: MY FAMILY
Pupils will know	• **Cultural Knowledge:** French animal sounds, breakfast in France, Bastille Day, Christmas in France, and descriptions of homes in Brussels and the Ivory Coast. • **SSC:** A wide range of sounds including [an/en], [on], [in], [ch], [-ill/-ille], [i/y], [ai/é], [ain/in], [u], [eu/oeu], [au/eau], [hard g], [soft g], and silent final consonants • **Grammar:** possessive adjectives (my/your), *nous* form of -er verbs, and use partitive articles (*du/de la/de l'/des)* • **Language:** Animals, family members, where people live, breakfast habits, and celebrations.
Pupils will know how to (procedural knowledge)	• Talk and write about animals, describe family members and their home, and discuss breakfast preferences. • Understand when other people talk and write about animals, describe family members and their home, and discuss breakfast preferences • Use possessive adjectives (my/your), apply the *nous* form of -er verbs, and use partitive articles (*du/de la/de l'/des*).
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Possessive Adjectives: *mon, ton*, etc., for accurate description. • The *nous* form of regular -er verbs. • Correct use of the partitive article (*du/de la/de l'/des*) for food and drink.
Prior knowledge	Linked to Year 7, Module 1 (starting school) • Weather, seasons, and leisure activities. • Usage of *jouer à* (for sports) and *faire* (for activities). • *Aimer* + infinitive structure. • Question formation techniques
Future knowledge	Linked to Y10 Module 2, Y12 Unit 1 (La famille en voie de changement) • Vocabulary for towns, villages, and landmarks. • Giving directions and understanding prices. • Using *aller* (to go) and *vouloir* (to want) for invitations and requests.

	• Ordering in a café using *tu* and *vous* forms. • The near future tense (*aller* + infinitive).
Key vocabulary	Partitive article / possession • family, home, and daily routine. link to the vocabulary list

Topic Title	**Y8 - MODULE 2 - WHERE I LIVE**
Pupils will know	• **Cultural Knowledge:** Landmarks of Paris, typical French café culture, and French café snacks/menus, difference between formal/informal language (tu/vous) • **SSC:** Key sounds including [é, -er, -ez], [au/eau], [eu], [r], and [ai/è]. • **Grammar:** *aller* (to go), the verb *vouloir* (to want), and the near future tense (*aller* + infinitive) to discuss plans. • **Language:** Places in a town or village, giving and understanding directions, and understanding prices in French.
Pupils will know how to (procedural knowledge)	• Conduct role-plays for giving directions, inviting someone out, and ordering food and drink. • talk/write about a future visit • Understand when other people talk and write about a future visit • Use the verb *aller* (to go), the verb *vouloir* (to want), and the near future tense (*aller* + infinitive) to discuss plans. • Correctly distinguish between and use the *tu* and *vous* forms. • Use two tenses together to discuss plans for a special weekend.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Mastery of *aller* and *vouloir* as foundational irregular verbs. • Understanding the construction and usage of the near future tense. • Developing the ability to adjust language formality using *tu* and *vous*. • Using two tenses in a single response to create more complex sentences.
Prior knowledge	• Animals, family members, and descriptions of home life. • Usage of possessive adjectives (*mon*, *ton*, etc.).

	● The *nous* form of -er verbs. ● Use of the partitive article (*du/de la/de l'/des*) for food and drink.
Future knowledge	LINKED TO Y10 module 1, Y12 UNIT 2 (le patrimoine) ● Talking about school holidays. ● Revising the verbs *avoir* and *être*. ● Using the perfect tense (past tense) to talk about what was done. ● Describing visits to attractions like theme parks. ● Using 3 time frames
Key vocabulary	Infinitive, time phrases ● Places in a town or village, giving and understanding directions, and understanding prices in French. link to the vocabulary list

Topic Title	**Y8 - MODULE 3 - HOLIDAYS (LES VACANCES)**
Pupils will know	● **Cultural Knowledge:** French school holidays, a visit to a French theme park, the film *Les Vacances du Petit Nicolas*, and a summary of the cartoon *Asterix and Obelix* ● **SSC:** Key sounds including [en/an], [on], [in], [un], [é], [u], [a], and the concept of liaison. ● **Grammar:** *avoir* and *être*, use the perfect tense of regular and irregular verbs, use verbs that take *être* in the perfect tense, and use negatives within the perfect tense. ● **Language:** School holidays, visiting theme parks, and describing holidays and travel.
Pupils will know how to (procedural knowledge)	● Say and write what you did during the holidays, describe a visit to a theme park, and explain where you went and how you traveled. ● Understand when people say or write about what they did during the holidays, describe a visit to a theme park, and explain where they went and how they traveled. ● Revise *avoir* and *être*, use the perfect tense of regular and irregular verbs, use verbs that take *être* in the perfect tense, and use negatives within the perfect tense.

	● Use the perfect tense, ask and answer questions, and combine the present and perfect tenses
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● Proficiency in forming the perfect tense with both *avoir* and *être* auxiliaries. ● Applying negatives correctly within past tense structures. ● Integrating two tenses (present and perfect) to provide more detailed accounts of events.
Prior knowledge	Knowledge of AVOIR and ETRE ● Places in town, giving directions, and understanding prices. ● Usage of the verbs *aller* (to go) and *vouloir* (to want). ● The near future tense (*aller* + infinitive). ● Distinguishing between *tu* and *vous* registers.
Future knowledge	Linked to Y11 Module 5, Y12 UNIT 2 (LE PATRIMOINE) ● Talking about festivals and celebrations. ● Transactional language for buying food at markets and ordering at restaurants. ● Using the near future tense with questions and combining it with the present tense.
Key vocabulary	Auxiliary verbs, past participles, agreement of the past participle link to the vocabulary list ● School holidays, visiting theme parks, and describing holidays and travel Link to the vocabulary list

Year 9 overview

Topic Title	Y9 MODULE 1 : CELEBRATIONS (LES FETES)
Pupils will know	• **Cultural Knowledge:** Introduction to French festivals, Christmas markets in Colmar, New Year celebrations in the Francophone world, *la fête des Rois*, and knowledge of traditional French dishes. • **SSC:** Key sounds including [in], [un], [en/an/em], [silent final consonant], [on], and [ou]. • **Grammar:**near future tense (including with questions) and combine the present and near future tenses. • **Language:** Festivals, celebrations, buying food at a market, ordering food at a restaurant, future trips, and health (injuries and illnesses)
Pupils will know how to (procedural knowledge)	• Talk and write about festivals, celebrations, injuries, and illnesses. • Understand when other people talk and write about festivals, celebrations, injuries, and illnesses. • Use the near future tense (including with questions) and combine the present and near future tenses. • Conduct transactional role-plays (buying food at a market, ordering at a restaurant, and consulting a doctor), use prediction strategies to support listening
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Mastery of the near future tense, including its use in questions. • Integrating present and near future tenses to create more detailed, varied accounts. • Practical vocabulary and etiquette for markets, restaurants, and medical appointments.
Prior knowledge	Linked To Y8 Module 2 (Future tense, breakfast, cafe), Y8 Module 3 (Past tense), • The perfect tense (regular and irregular verbs, *avoir* and *être* auxiliaries). • Using negatives within the perfect tense. • Describing holidays, travel, and past activities. • Asking and answering questions.

Future knowledge	Linked to Y10 Module 2, Y11 Module 5, Y12 Unit 2 (le patrimoine) ● Talking about celebrities, TV programs, and digital technology. ● Arranging a trip to the cinema and buying tickets. ● Expanding knowledge of negatives and perfect tense verbs. ● Using three tenses together (present, past, and future) for more advanced speaking and writing.
Key vocabulary	● Festivals, celebrations, buying food at a market, ordering food at a restaurant, future trips, and health link to the vocabulary list

Topic Title	**Y9 - MODULE 2 - LEISURE (LES LOISIRS)**
Pupils will know	● **Cultural Knowledge:** French TV programmes, French cinema and leisure activities of young people in French-speaking Africa. ● **SSC:** Masculine and feminine adjective forms, [silent final consonant], [en/an], [in], [un], [-tion, -ssion], and [qu]. ● **Grammar:** singular and plural adjective agreement, negation, and effectively combine three tenses (present, past, and future) ● **Language:** Celebrities, digital technology, cinema (arranging trips and buying tickets), leisure activities, and shopping.
Pupils will know how to (procedural knowledge)	● Discuss in writing and orally celebrities, TV programmes, digital technology, and leisure activities. ● Understand when other people discuss in writing and orally celebrities, TV programmes, digital technology, and leisure activities ● Use singular and plural adjective agreement, use negation, and effectively combine three tenses (present, past, and future) ● Arrange cinema trips, buy tickets, and conduct role-plays while shopping.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● Mastery of both singular/plural and masculine/feminine forms. ● Proficient use of negative structures. ● The ability to weave three tenses (present, past, and future) together to create advanced, coherent narratives. ● Language for managing social arrangements and purchases.

Prior knowledge	Linked to Y7 Module 3, Y8 Module 3 ● Festivals, celebrations, buying food at markets, and ordering at restaurants. ● Near future tense and transactional language. ● Combining present and near future tenses
Future knowledge	Linked to Y10 Module 1, Y12 unit 4 (la musique francophone) and Unit 12 Unit 6 (le septième art) ● Talking about food and eating habits. ● Discussing the environment, animals, and plastic pollution. ● Using superlatives, the conditional tense, and discussing volunteering.
Key vocabulary	link to the vocabulary list ● Celebrities, digital technology, cinema (arranging trips and buying tickets), leisure activities, and shopping.

Topic Title	**Y9 - MODULE 3 - WORLDWIDE ISSUES**
Pupils will know	● **Cultural Knowledge:** Cultural insights regarding French food and environmental issues, charitable organizations and volunteering in French society, Film *Bienvenue chez les Chtis (*French regions / North-South divide) ● **SSC:** Key sounds including [é] ● **Grammar:** range of negative structures, the superlative, the conditional mood(*J'aimerais...*). ● **Language:** eating habits, natural world, protection of the environment and plastic usage.
Pupils will know how to (procedural knowledge)	● Discuss in writing and orally personal eating habits, including the consumption of meat. ● Talk and write about animals, the natural world, and plastic pollution. ● Understand when people talk and write about personal eating habits, including the consumption of meat, animals, the natural world, and plastic pollution

	● Discuss the environment using the superlative. ● Express future wishes and desires using the conditional tense. ● Talk about volunteering and the impact of charitable associations.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● Using a range of negative structures. ● Applying superlative grammatical structures. ● Using the conditional mood (*J'aimerais*). ● Referencing to different time frames
Prior knowledge	Linked to Y8 Module 2 (local area), Y9 Module 1 (food) ● Understanding of food-related vocabulary and transactional language ● Competence in describing daily activities and routines. ● Ability to form questions and answers.
Future knowledge	Linked to Y11 module 4, Y11 Module 6, Y12 Unit 5 (le bénévolat), Y13 Unit 2 (les jeunes et l'engagement politique) ● Advanced tense manipulation including three-tense ● Use of modal verbs (*devoir, vouloir, pouvoir*) in the context of healthy living. ● Application of complex sentence structures.
Key vocabulary	Superlative, conditional mood, negative structures ● eating habits, natural world, protection of the environment and plastic usage. link to the vocabulary list

Mapping of Grammar content across the Key Stages link

Mapping of Cultural content across the Key Stages link

Mapping of SSC across the Key Stages link