Curriculum overview document_ Key Stage 4_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 4 curriculum vision

Our curriculum delivers a rigorous, high-challenge academic experience designed to transform learners into articulate, autonomous, and culturally astute communicators. Fully aligned with Pearson Edexcel specifications, our intent is underpinned by a systematic approach to phonics, vocabulary, and grammar, ensuring students confidently decode and manipulate the target language with high levels of grammatical accuracy. By front-loading sound-symbol correspondences and high-frequency vocabulary, we build strong cognitive foundations that enable a seamless transition from structured practice to spontaneous expression. Beyond preparation for external assessment, we actively develop cultural capital through immersion in authentic contexts. Ultimately, we foster intellectual curiosity and essential communication skills, equipping students with the linguistic resilience and international awareness required for higher education and global employability.

<u>At the end of KS4. French students will:</u>

- have key skills of a linguist
- be able to communicate in French and analyse the world around them
- start analysing aspects of their world and the French speaking world

Topic Title	Y1O - MODULE 1 - FREE TIME
Pupils will know	• **Cultural Knowledge:** habits, making social plans, and discussing past weekend activities. • **SSC:** Key sounds including [é], [liaison], [Silent final consonant], [Silent e], [k], [er], and [ez]. • **Grammar:** present tense (regular -er and irregular verbs), the near future tense, and the perfect tense (including forming questions) • **Language:** online activities, physical activities, media
Pupils will know how to (procedural knowledge)	• Discuss online activities (with pros and cons), describe physical activities, talk about media consumption, and recount past events. • Understand when people talk and write about online activities (with pros and cons), physical activities, media consumption, and past events • Use the present tense (regular -er and irregular verbs), the near future tense, and the perfect tense (including forming questions). • Respond to invitations, prepare and perform role plays, listen and transcribe in French, and participate in interviews. • Combine two tenses (present and perfect) within a single conversation.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Consolidation of regular and irregular verb conjugations across three key time frames: present, near future, and perfect. • Proficiency in asking questions, particularly in the perfect tense. • Ability to weave tenses together for more sophisticated, coherent accounts of past and present experiences.
Prior knowledge	LINKED TO Y7 MODULE 3, Y9 MODULE 2 • Describing physical appearance and personality. • Using adverbs. • Talking about hobbies, digital world
Future knowledge	LINKED TO Y12 UNIT 3 (LA CYBERSOCIETE), UNIT 4 (LA MUSIQUE FRANCOPHONE), UNIT 6 (LE SEPTIEME ART) • Discussing identity and emphatic pronouns. • Using reflexive verbs for daily routines.

	• Describing physical appearance and personality. • Using direct object pronouns and adverbs. • Talking about celebrations, positive role models, and PACS (civil solidarity pact).
Key vocabulary	Present, perfect tense, near future tense • online activities, physical activities, media Link to the vocabulary list

Topic Title	**Y1O - MODULE 2 - FAMILY AND FRIENDS**
Pupils will know	• **Cultural Knowledge:** Famous French-speaking people and the PACS (civil solidarity pact). • **SSC:** Key sounds including [è], [ê], [aî], [ai], [œ], [eu], and [ch]. • **Grammar:** reflexive verbs, adjective agreement (complex/gendered), and direct object pronouns. • **Language:** Identity, family and friends, weekend routines, friendship, physical appearance and personality, positive role models, and celebrations
Pupils will know how to (procedural knowledge)	• Discuss identity, weekend routines, friendship dynamics, physical appearance, and celebrations. • Understand when people talk or write about identity, weekend routines, friendship dynamics, physical appearance, and celebrations. • Use emphatic pronouns, reflexive verbs in the present tense, direct object pronouns, and adverbs. • Extend sentences using sequencers and connectives, translate passages into French, and describe photos. • Combine multiple tenses (present, perfect, and near future) within conversations and writing.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Mastery of reflexive verbs, adjective agreement (complex/gendered), and direct object pronouns. • Integrating adverbs and emphatic pronouns to add nuance to descriptions. • Proficiency in weaving present, perfect, and near future tenses to construct coherent narratives.

Prior knowledge	LINKED TO Y7 MODULE 1, Y8 MODULE 1 ● Free time activities, life online, and staying active. (previous module) ● Present tense (regular -er and irregular verbs), near future tense, and perfect tense. ● Forming questions in the perfect tense and combining present/perfect tenses.
Future knowledge	LINKED TO Y12 UNIT 1 (LA FAMILLE EN VOIE DE CHANGEMENT) ● Talking about school life, school subjects, and school rules. (next module) ● Using comparative adjectives and impersonal verb structures followed by infinitives. ● Introduction to the imperfect tense. ● Using irregular verbs in the perfect tense.
Key vocabulary	Reflexive verb, reflexive pronoun, direct object, indirect object Identity, family and friends, weekend routines, friendship, physical appearance and personality, positive role models, and celebrations Link to the vocabulary list

Topic Title	**Y1O - MODULE 3- SCHOOL**
Pupils will know	● **Cultural Knowledge:** School life in francophone countries and information about Madagascar. ● **SSC:** Key sounds including [Silent Final Consonants], [er], [é], [oi], [oy], [z], and [ien]. ● **Grammar:** comparative adjectives, impersonal verb structures followed by infinitives, irregular verbs in the perfect tense, and the imperfect tense. ● **Language:** School subjects, school life, school rules, making progress, and language learning.
Pupils will know how to (procedural knowledge)	● Talk about school subjects, give opinions with reasons, discuss school rules, and describe what school used to be like.

	● Understand when people talk or write about school subjects, opinions with reasons, school rules, and what school used to be like. ● Use comparative adjectives, impersonal verb structures followed by infinitives, irregular verbs in the perfect tense, and the imperfect tense. ● Express opinions, agree and disagree with others, and translate into French.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● Understanding and applying the imperfect tense to describe past experiences and habits. ● Mastery of impersonal verb structures (e.g., *il est...*) followed by infinitives. ● Correct usage of comparative adjectives for expressing opinions. ● Combining the imperfect, present, and near future tenses for more complex narrative flow.
Prior knowledge	LINKED TO Y7 MODULE 1 AND MODULE 2 ● Identity, family, friends, weekend routines, physical appearance, and celebrations. (previous module) ● Reflexive verbs, emphatic pronouns, direct object pronouns, and adverbs. ● Multi-tense fluency (present, perfect, and near future).
Future knowledge	LINKED TO Y13 UNIT 7 (SOCIETE DIVERSE), Y13 UNIT 8 (LES JEUNES ET LA POLITIQUE), Y13 UNIT 9 (LES MARGINALISÉS) ● Healthy living, meals and mealtimes, mental health, illnesses and accidents, booking a doctor's appointment, and lifestyle change(next module) ● Future plans (Module 8) ● Healthy living, traditional dishes, meals, and mealtimes. ● Using the partitive article (*du/de la/des*) and *en*. ● Giving advice using modal verbs (*devoir, vouloir, pouvoir*) and the imperative (*vous* form). ● Introduction to the simple future tense.
Key vocabulary	Comparative, imperfect tense ● School subjects, school life, school rules, making progress, and language learning.

	Link to the vocabulary list

Topic Title	Y1O - MODULE 4 - HEALTHY LIVING *
Pupils will know	• **Cultural Knowledge:** Traditional dishes from French-speaking countries and information about famous French-speaking people. • **SSC:** Key sounds including [en] [an], [em], [am], [ain], [in], [aim], [im], and [eu]. • **Grammar:** partitive articles (*du, de la, de l', des*) and the pronoun *en*, use modal verbs (*devoir, vouloir, pouvoir*), the simple future tense, and expressions with *avoir*. • **Language:** Healthy living, meals and mealtimes, mental health, illnesses and accidents, booking a doctor's appointment, and lifestyle changes.
Pupils will know how to (procedural knowledge)	• Describe meals and dishes, give opinions on food, discuss mental health, describe illnesses/accidents, and explain lifestyle improvements. • Understand when people talk or write about meals and dishes, opinions on food, mental health, illnesses/accidents, and lifestyle improvements. • Use partitive articles (*du, de la, de l', des*) and the pronoun *en*, use modal verbs (*devoir, vouloir, pouvoir*), the simple future tense, and expressions with *avoir*. • Understand advice in the *vous*-form imperative, book a doctor's appointment, spot small words that change meaning, and distinguish between tenses (imperfect, present, simple future) when listening.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Proficiency in using modal verbs for giving advice and mastering the partitive articles and the pronoun *en*. • Ability to manipulate and distinguish between the imperfect, present, and simple future tenses within narratives. • vocabulary and structures for managing medical appointments and health-related discussions.
Prior knowledge	LINKED TO Y8 MODULE 1, Y9 MODULE 1 • School life, school rules, and subjects.

	● Comparative adjectives and impersonal verb structures. ● Irregular verbs in the perfect tense. ● The imperfect tense for past descriptions.
Future knowledge	LINKED TO Y12 UNIT 2 (LE PATRIMOINE/LA GASTRONOMIE) ● Holidays and accommodation. ● The conditional tense (*je voudrais*, *j'aimerais*). ● Complex structures like relative pronouns and *si* clauses. ● Giving advice using *il vaut la peine de* and *il vaut mieux*.
Key vocabulary	Modal verb, pronoun, simple future ● Healthy living, meals and mealtimes, mental health, illnesses and accidents, booking a doctor's appointment, and lifestyle changes. Link to the vocabulary list

*for the academic year 2025/2026 (due to having had only 4 hours a fortnight in Y10), we will start Y11 with Module 4 Unit 4.

Year 11 overview

Topic Title	Y11 - MODULE 5 - HOLIDAYS*
Pupils will know	• **Cultural Knowledge:** Départements in France, Corsica, and festivals across the French-speaking world. • **SSC:** Key sounds including [au / eau / closed o / ô], [gn], [on/om], [un], and [en/an/em/am]. • **Grammar:** conditional tense form various question types, and use relative pronouns, *si* clauses (si + present + future). • **Language:** Holiday preferences, accommodation, ideal holiday activities, planning and booking trips, and staycation activities
Pupils will know how to (procedural knowledge)	• Discuss holidays, accommodation, ideal holiday destinations, and specific festival celebrations. • Understand when people talk or write about holidays, accommodation, ideal holiday destinations, and specific festival celebrations. • Use the conditional tense (*je voudrais*, *j'aimerais*), form various question types, express advice (*il vaut la peine de*, *il vaut mieux*), and use complex structures like relative pronouns and *si* clauses (si + present + future). • Review and book holiday accommodation, identify positive and negative opinions in texts/audio, and extend spoken and written responses to build complexity. • Combine the perfect and imperfect tenses to provide detailed accounts of past events.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Proficiency in expressing preferences and hypothetical scenarios. • Competence in using relative pronouns, *si* clauses, and modal verbs within the perfect tense. • Ability to weave multiple tenses (perfect, imperfect, conditional, and future) to create nuanced narrative responses. • Language for managing travel arrangements and booking accommodation.

Prior knowledge	LINKED TO Y8 MODULE 3 ● Healthy living, meals, and traditional dishes.(previous module) ● Partitive articles (*du/de la/des*) and *en*. ● Modal verbs (*devoir, vouloir, pouvoir*) and the imperative (*vous* form). ● Simple future tense and combinations of the imperfect, present, and future tenses.
Future knowledge	LINKED TO Y12 UNIT 2 (LE PATRIMOINE), Y13 UNIT 7 (SOCIÉTÉ DIVERSE), Y13 UNIT 12 (POLITIQUE D'IMMIGRATION) ● Environmental issues, geography, and climate.(next module) ● Understanding infographics, statistics, and percentages. ● Using the passive voice, the *nous*-form imperative, *en* + present participle, and *être en train de* / *venir de*.
Key vocabulary	Relative pronoun, conditional mood, if clauses ● Holiday preferences, accommodation, ideal holiday activities, planning and booking trips, and staycation activities. Link to the vocabulary list

Topic Title	**Y11 - MODULE 6 - OUR PLANET**
Pupils will know	● **Cultural Knowledge:** Information regarding francophone countries and understanding infographics related to the environment. ● **SSC:** Key sounds including [tion] and [open o]. ● **Grammar:** comparatives and superlatives, the present tense of the passive voice, *en* + the present participle, and the structures *être en train de* and *venir de*. ● **Language:** The climate, environmental problems, collaborative and day-to-day actions for environmental protection, and new technologies.
Pupils will know how to (procedural knowledge)	● Discuss geography, climate, and various environmental issues, as well as explain new technologies and daily actions to protect the environment.

	● Understand when people talk or write about geography, climate, and various environmental issues, new technologies and daily actions to protect the environment. ● Use comparatives and superlatives, the present tense of the passive voice, the *nous*-form imperative, *en* + the present participle, and the structures *être en train de* and *venir de*. ● Express opinions in a variety of ways, interpret infographics, statistics, and percentages, and distinguish between the usage of the imperfect and perfect tenses in context.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● Competence in using the passive voice and nuanced structures like *en* + present participle to express actions. ● Solidifying the ability to choose correctly between the imperfect and perfect tenses for narrative descriptions. ● Mastery of vocabulary and structures necessary to discuss complex global issues (geography, climate, and technology) persuasively.
Prior knowledge	LINKED TO Y8 MODULE 2, LINKED TO Y9 MODULE 3 ● Holiday preferences, accommodation, and staycation activities.(previous module) ● Conditional tense (*je voudrais*, *j'aimerais*). ● Question formation and expressing advice (*il vaut la peine de* / *il vaut mieux*). ● Complex sentence structures using relative pronouns and *si* clauses.
Future knowledge	LINKED TO Y12 UNIT 2 (LE PATRIMOINE), Y13 UNIT 8 (LA POLITIQUE ET LES JEUNES) ● Describing towns, villages, and ideal homes.(next module) ● Using demonstrative adjectives (*ce, cet, cette, ces*) and the pronoun *y*. ● Translating phrases with *depuis* and handling shopping/clothes vocabulary
Key vocabulary	Active/passive voices, present participle Link to the vocabulary list ● The climate, environmental problems, collaborative and day-to-day actions for environmental protection, and new technologies.

Topic Title	Y11 - MODULE 7 - WHERE I LIVE
Pupils will know	● **Cultural Knowledge:** Understanding commercial advertisements and the significance of various French-speaking regions. ● **SSC:** Key sounds including [a], various nasal sounds, [y], [i], [r], [th], and cases where final consonants are pronounced when *-e* or *-es* are added. ● **Grammar:** Use demonstrative adjectives (*ce, cet, cette, ces*), the pronoun *y*, *à* and *de* with the definite article, *de* to indicate possession, and *si* clauses. ● **Language:** Describing towns, villages, and ideal homes, shopping for clothes, asking for and understanding directions, and visiting other towns or cities.
Pupils will know how to (procedural knowledge)	● Describe towns, villages, and ideal homes; shop for clothes; and discuss past visits to other towns or cities. ● Understand when people talk or write about towns, villages, and ideal homes; shop for clothes; and past visits to other towns or cities ● Use demonstrative adjectives (*ce, cet, cette, ces*), the pronoun *y*, *à* and *de* with the definite article, *de* to indicate possession, and *si* clauses. ● Translate phrases with *depuis*, practice shopping role plays, transcribe unfamiliar words, work out the meaning of unfamiliar words, and spot different tenses from verb endings.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● Mastery of *ce, cet, cette, ces* to specify nouns. ● Correct usage of *y*, *à*, *de*, and *depuis* in descriptive and directional contexts. ● Language for shopping, clothes, and navigating cities. ● Using *si* clauses to describe hypothetical or ideal scenarios.
Prior knowledge	LINKED TO Y8 MODULE 2 ● Geography, climate, and environmental issues. (previous module) ● Comparatives and superlatives. ● The present tense of the passive voice and the *nous*-form imperative. ● Structures like *en* + present participle, *être en train de*, and *venir de*.

Future knowledge	LINKED TO Y12 UNIT 2 (LE PATRIMOINE), Y13 UNIT 9 (LES MARGINALISÉS) ● Talking about summer plans and future hopes. (next module) ● Expressing future plans using a range of structures (e.g., *après avoir* + past participle). ● Discussing travel, earning money, and career paths. ● Using infinitives as nouns and complex structures with *à* or *de*
Key vocabulary	Pronouns ● Describing towns, villages, and ideal homes, shopping for clothes, asking for and understanding directions, and visiting other towns or cities. Link to the vocabulary list

Topic Title	**Y11 - MODULE 8 - FUTURE PLANS**
Pupils will know	● **Cultural Knowledge:** Inter-rail pass, places in Canada ● **SSC:** Key sounds include [ail], [ill-], and [ille]. ● **Grammar:** *après avoir* + past participle, verbs that take *être* in the perfect tense, infinitives as nouns, and verbs followed by *à* or *de*. ● **Language:** Summer plans, future hopes, travel, earning money, and potential career paths and jobs.
Pupils will know how to (procedural knowledge)	● Discuss future plans and hopes, talk about travel, earning money, and potential career paths or jobs. ● Understand when people talk or write about future plans and hopes, travel, earning money, and potential career paths or jobs. ● Use *après avoir* + past participle, verbs that take *être* in the perfect tense, infinitives as nouns, and verbs followed by *à* or *de*. ● Buy tickets at a station, look up job-related vocabulary, and translate complex structures.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● Using a range of structures to express future plans and hopes. ● Mastery of *après avoir* + past participle, infinitives as nouns, and complex structures involving verbs followed by *à* or *de*. ● Proficiency in vocabulary related to jobs, career paths, and money/travel.

Prior knowledge	LINKED TO Y8 MODULE 3, Y11 MODULE 5 ● Describing towns, villages, and ideal homes. ● Using demonstrative adjectives (*ce, cet, cette, ces*) and the pronoun *y*. ● Translating phrases with *depuis* and handling shopping/clothes vocabulary
Future knowledge	LINKED TO Y13 UNIT 8 (LES JEUNES ET LA POLITIQUE), APPLYING FOR JOBS ● Discuss future plans and hopes, talk about travel, earning money, and potential career paths or jobs. ● Use *après avoir* + past participle, verbs that take *être* in the perfect tense, infinitives as nouns, and verbs followed by *à* or *de*. ● **Communication & Literacy:** Buy tickets at a station, look up job-related vocabulary, and translate complex structures
Key vocabulary	Past participle, auxiliary verbs, agreement of the past participles ● Summer plans, future hopes, travel, earning money, and potential career paths and jobs. 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