

Languages (French) Curriculum Map 2026-2027



Year		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
7	Knowledge and Skills	Module 1: 'La rentrée'. Saying your name and learning numbers; Talking about brothers, sisters and age; Describing a classroom; Talking about likes and dislikes; Describing yourself and others; Saying what you do; Learning to pronounce key French sounds; Using the verb <i>avoir</i> ; Using the indefinite and definite articles; Using the verb <i>aimer</i> ; Using adjective agreement; Giving dates in French; Understanding infinitives and regular –er verbs. Writing task and Feedback	Module 2: 'En classe'. Talking about colours; Telling the time; Saying what you think of your school subjects and why; Talking about what you wear to school; Talking about your school day; Learning about a typical French school; Saying what there is/isn't using <i>il y a/il n'y a pas de</i> ; Talking about likes and dislikes using –er verbs and using new –er verbs; Using adjectives after nouns; Reading and listening for gist; Agreeing and disagreeing. Writing task and Feedback	Module 3: 'Mon temps libre' Talking about weather and seasons; Talking about which sports you play; Talking about activities you do; Discovering sport in French-speaking countries; Talking about what you like doing; Creating an interview with a celebrity. Learning more key French sounds; Using <i>jouer à</i> ; Using the verb <i>faire</i> ; Using cognates and context; Forming and answering questions. Writing task and Feedback	Module 4: Ma vie de famille Talking about animals; Describing your family; Describing where you live; Talking about breakfast; Learning about Bastille Day; Creating a cartoon family; Using higher numbers; Using the possessive adjectives 'my' and 'your'; Using the <i>nous</i> form of –er verbs; Using the partitive article (<i>du/de la/de l'/des</i>); Substituting words to make texts your own. Writing task and Feedback	Module 5: En Ville Talking about places in a town or village; Understanding prices in French; Saying where you go at the weekend; Inviting someone out; Ordering drinks and snacks in a café; Saying what you are going to do; Talking about plans for a special weekend. Using the verb <i>aller</i> ; Using the verb <i>vouloir</i> (to want); Using the <i>tu</i> and <i>vous</i> form of the verb; Using the near future tense (<i>aller</i> + infinitive); Using two tenses together. Writing task and Feedback	Revision of all key vocabulary and grammar points.
	Assessment	Formative assessments and assessments for learning in class. • Dictation into Spanish. • Speaking activities in class. • Reading/Listening/Writing and Speaking tasks. Extended pieces of writing (60-90 words).	Reading, Listening, Writing – students are assessed on the content they have been studying across the skills as listed above so far.	Formative assessments and assessments for learning in class. • Dictation into Spanish. • Speaking activities in class. • Reading/Listening/Writing and Speaking tasks. Extended pieces of writing (60-90 words).	Speaking – this is a 1:1 assessment with the student and the teacher. Formative assessments and assessments for learning in class. • Dictation into Spanish. • Speaking activities in class. • Reading/Listening/Writing and Speaking tasks. Extended pieces of writing (60-90 words).	Formative assessments and assessments for learning in class. • Dictation into Spanish. • Speaking activities in class. • Reading/Listening/Writing and Speaking tasks. Extended pieces of writing (60-90 words).	<u>Reading, Listening, Writing – students are assessed on the content they have been studying across the skills as listed above so far.</u>
8	Knowledge and Skills	Module 1: 'Vive les vacances' Talking about school holidays; Saying what you visited and what it was like; Describing a visit to a theme park; Saying where you went and how. Using the verbs <i>avoir</i> and <i>être</i> ; Using the perfect tense of regular –er verbs; Understanding/Using the perfect tense of irregular verbs; Using the perfect tense of <i>aller</i> /verbs that take <i>être</i> ; Listening and reading for negatives in the perfect tense. Writing task and Feedback	Module 2: J'adore les fêtes! Understanding dates; Describing a festival/celebration; Understanding more detailed information about a festival; Buying food at a market; Talking about what you are going to eat on a special day; Talking about a future trip. Working on a role-play task; Saying what you like and dislike; Using the present tense with regular verbs; Giving answers in French for a reading task; Combining the present and near future tenses. Writing task and Feedback	Module 3: À loisir Talking about celebrities and TV programmes; Talking about digital technology; Arranging to go to the cinema; Talking about leisure activities; Using singular and plural adjective agreement; Forming and answering a range of questions; Using negatives; Spotting synonyms; Using three tenses when speaking. Writing task and Feedback	Module 4: Le monde est petit Describing where you live; Discussing the weather; Talking about daily routine; Talking about moving house; Using <i>pouvoir</i> + infinitive; Using reflexive verbs; Using irregular adjectives; Using three tenses in writing; Translation into French. Writing task and Feedback	Module 5: Le sport en direct Talking about and giving opinions about sports; Asking the way and giving directions; Talking about injuries and illness; Taking part in a conversation with the doctor; Interviewing a sportsperson; Using <i>jouer à</i> and <i>faire de</i> ; Using the comparative and the imperative; Using <i>il faut</i> ; Translating from French into English; Asking and answering questions in three tenses. Writing task and Feedback	Revision of all key vocabulary and grammar points.
	Assessment	Formative assessments and assessments for learning in class. • Dictation into Spanish. • Speaking activities in class. • Reading/Listening/Writing and Speaking tasks. Extended pieces of writing (60-90 words).	Reading, Listening, Writing – students are assessed on the content they have been studying across the skills as listed above so far.	Formative assessments and assessments for learning in class. • Dictation into Spanish. • Speaking activities in class. • Reading/Listening/Writing and Speaking tasks. Extended pieces of writing (60-90 words).	Speaking – this is a 1:1 assessment with the student and the teacher. Formative assessments and assessments for learning in class. • Dictation into Spanish. • Speaking activities in class. • Reading/Listening/Writing and Speaking tasks. Extended pieces of writing (60-90 words).	Formative assessments and assessments for learning in class. • Dictation into Spanish. • Speaking activities in class. • Reading/Listening/Writing and Speaking tasks. Extended pieces of writing (60-90 words).	Reading, Listening, Writing – students are assessed on the content they have been studying across the skills as listed above so far.
9	Knowledge and Skills	Module 1: Ma vie en ligne Talking about what you do online, using the present tense of -er verbs, discussing pros and cons. - Tu as une vie active? Saying what you do to stay active, using the	Module 1: Qu'est-ce tu as fait? Saying what you did last weekend, using the perfect tense, pronouncing é, er, ez correctly. - J'ai participé aux jeux de la Francophonie Taking part in an	Module 2: Un week-end en famille Talking about your weekend routine, using reflexive verbs in the present tense, extending sentences using sequencers and connectives.	Module 2: La place des idoles Talking about positive role models, using direct object pronouns, using the present and perfect tenses. - Famille, amour, gâteau Talking about celebrations, using the	Module 3: Quelle est ta matière préférée? Talking about school subjects and school life, using comparative adjectives, giving opinions with reasons.	Module 3: Souvenirs d'école Talking about what school used to be like when you were younger, using verbs in the imperfect tense, translating into French.

		present tense of irregular verbs, listening and transcribing French - Qu'est-ce que tu regardes? Talking about what you watch, forming and answering questions, preparing a role-play. - Qu'est-ce qu'on va faire? Making plans to go out, using the near future tense, responding to invitations. Writing task and Feedback	interview, asking questions in the perfect tense, using two tenses together, present and perfect. - Revision Module 1 Writing task and Feedback	- L'amitié est la clé du bonheur Discussing friends and friendships, making adjectives agree, translating a passage into French. - Couleur famille Talking about what people look like, understanding the position of adjectives, describing a photo. Writing task and Feedback	present, the perfect and near future tense, recognising adverbs. Writing task and Feedback	- C'est injuste! Discussing school rules, using impersonal verbs structures followed by infinitives, expressing opinions, agreeing and disagreeing. - As-tu fait des progrès? Talking about making progress at school, using irregular verbs in the perfect tense, pronouncing oi and oy. Writing task and Feedback	- Les langues et l'avenir Talking about learning languages, using the present, imperfect and near future tenses, recognising a wide range of negatives. Writing task and Feedback
	Assessment	Formative assessments and assessments for learning in class. • Dictation into Spanish. • Speaking activities in class. • Reading/Listening/Writing and Speaking tasks. Extended pieces of writing (60-150 words).	Formative assessments and assessments for learning in class. • Dictation into Spanish. • Speaking activities in class. • Reading/Listening/Writing and Speaking tasks. Extended pieces of writing (90-150 words).	Reading, Listening, Writing – students are assessed on the content they have been studying across the skills as listed above so far.	Speaking – this is a 1:1 assessment with the student and the teacher. Formative assessments and assessments for learning in class. • Dictation into Spanish. • Speaking activities in class. • Reading/Listening/Writing and Speaking tasks. Extended pieces of writing (90-150 words).	Formative assessments and assessments for learning in class. • Dictation into Spanish. • Speaking activities in class. • Reading/Listening/Writing and Speaking tasks. Extended pieces of writing (90-150 words).	Reading, Listening, Writing – students are assessed on the content they have been studying across the skills as listed above so far.
10	Knowledge and Skills	Module 4: Bon appetit Talking about meals and mealtimes, using the partitive article, spotting small words that can change meaning. - Bien dans ma peau Talking about good mental health, using modal verbs, giving advice. - Ça ne va pas? Describing illnesses and accidents, using the perfect tense of reflexive verbs, booking a doctor's appointment. Writing task and Feedback	Module 4: Je change ma vie Saying what you will do to improve your life, using the simple future tense, using more complex sentence structures. - Mieux vivre Talking about lifestyle changes, using the imperfect, present and simple future tense. Writing task and Feedback	Module 5: Des vacances de rêve Talking about your ideal holiday, using the conditional, extending written and spoken responses. - On part pour la Corse Discussing what you can see and do on holiday, forming different types of questions, giving advice with il vaut la peine de and il vaut mieux. - Writing task and Feedback	Module 5: Le monde en fête Talking about festivals, using the perfect and imperfect tenses together, creating more complex sentences using relative pronouns. - Guide de voyage Reviewing and booking holiday accommodation, using the perfect tense of modal verbs, identifying positive and negative opinions. - Vive les vacances Talking about staycation activities, using a range of tenses, using si+present tense +simple future. Writing task and Feedback	Module 6: Notre monde est beau Talking about the geography and the climate, using comparative and superlative, learning about francophone countries. - Planète en danger Talking about environmental problems, understanding the present tense of the passive voice, pronouncing the open ,o' - Des grands gestes Discussing how we can work together to protect the environment, using the nous form imperative. Writing task and Feedback	Module 6: Des petits gestes Talking about day-to-day actions to protect the environment, using en+ present participle, understanding when to use the imperfect and perfect tenses. - Innovation verte Discussing new technologies, using être en train de and venir de. Writing task and Feedback
	Assessment	Speaking – this is a 1:1 assessment. Formative assessments and assessments for learning in class. • Dictation into Spanish. • Speaking activities in class. • Reading/Listening/Writing and Speaking tasks. Extended pieces of writing (90-150 words).	Reading, Listening, Writing – students are assessed on the content they have been studying across the skills as listed above so far.	Formative assessments and assessments for learning in class. • Dictation into Spanish. • Speaking activities in class. • Reading/Listening/Writing and Speaking tasks. Extended pieces of writing (90-150 words).	Formative assessments and assessments for learning in class. • Dictation into Spanish. • Speaking activities in class. • Reading/Listening/Writing and Speaking tasks. Extended pieces of writing (90-150 words).	Formative assessments and assessments for learning in class. • Dictation into Spanish. • Speaking activities in class. • Reading/Listening/Writing and Speaking tasks. Extended pieces of writing (90-150 words).	Mock: Reading, Listening, Writing – students are assessed on everything they have done so far throughout the GCSE course. Speaking – this is a 1:1 assessment with the student and the teacher.
11	Knowledge and Skills	Module 7: Là où j'habite Describing your town or village, using the pronoun y, translating phrases with depuis. - Sur la bonne route Asking for and understanding directions, using a and de with definite article, transcribing unfamiliar words. - Tendances et shopping Talking about shopping for clothes, using de to indicate possession, practising shopping role plays. Writing task and Feedback	Module 7: - La maison de mes rêves Describing your ideal home, using si clauses, working out meanings of unfamiliar words. - As-tu déjà visité Paris? Talking about visiting another town or city, translating questions in different tenses, spotting different tenses from verb endings. Writing task and Feedback	Module 8: Mes passions et mon avenir Talking about future plans and hopes, using après avoir plus a past participle, expressing future plans using a range of structures. - Express Mondial Talking about traveling and earning money, using verbs that take être with the perfect tense, buying tickets at a station. Writing task and Feedback	Module 8: - Quelles sont tes compétences? Talking about future career paths, using infinitives as nouns, looking up words for possible future jobs. - Bien payé, mais fatigué Talking about different jobs, using verbs followed by a or de, translating more complex structures. Writing task and Feedback	- Revision of all modules, practise papers, regular 1:1 speaking practise.	N/A
	Assessment	Formative assessments and assessments for learning in class. • Dictation into Spanish. • Speaking activities in class. • Reading/Listening/Writing and Speaking tasks.	Mock 1: Reading, Listening and Writing – F or H full paper.	Formative assessments and assessments for learning in class. • Dictation into Spanish. • Speaking activities in class. • Reading/Listening/Writing and Speaking tasks.	Mock 2: Reading, Listening and Writing – F or H full paper.	Final exams.	N/A

		Extended pieces of writing (90-150 words).		Extended pieces of writing (90-150 words). •Speaking – full mock speaking exam –read aloud, role play and photocard completely unseen and unprepared – general conversation – based on one chosen theme.			
13	Knowledge and Skills	Les aspects positifs d’une société diverse: L’enrichissement du a la mixite ethnique Diversité, tolérance et respect Diversité : un apprentissage pour la vie Quelle vie pour les marginalisés? Qui sont les marginalisés ? Quelle aide pour les marginalisés? Quelles attitudes envers les marginalisés? Study of the book: L’étranger Contexte Historique Biographie de directeur La structure Contexte social Speaking: Individual Research Project	Comment on traite les criminels : Quelles attitudes envers la criminalité? La prison-échec ou succès? D’autres sanctions Les ados, le droit de vote l’engagement politique : Le ados et l’engagement politique-motivés ou démotivés? Study of the book continue: L’étranger Contexte du livre Les plans La technique Speaking: Individual Research Project	Manifestations, grevés – a qui le pouvoir?: Le pouvoir de syndicats Manifestations et grevés : sont-elles efficaces? Attitudes différentes envers ces tensions politiques Study of the book continue: L’étranger Chapters and storyline Writing essays about the book for the exam. Speaking: Individual Research Project	La politique et l’immigration : Solutions : Solutions politiques à la question de l’immigration L’immigration et les parties politiques L’engagement politique chez les immigrés - Revision of all topics, practise papers, regular 1:1 speaking practise.	- Revision of all topics, practise papers, regular 1:1 speaking practise.	N/A
	Assessment	• Students practise exams in the real exam conditions and do the following: •Listen and respond to spoken passages from a range of contexts and sources covering different registers and adapted as necessary • Read and respond to a variety of texts written for different purposes, drawn from a range of authentic sources. • Translate into English/French; a passage of minimum 100 words. • Writing paper - all questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied. •Speaking paper - Discussion of a sub-theme with the discussion based on a stimulus card (5–6 minutes). The student studies the card for 5 minutes at the start of the test (25 marks). Presentation (2 minutes) and discussion (9–10 minutes) of Individual Research Project.	• Mock 1: Paper 1 – Listening, Reading and Writing (2.5 hours). • Paper 2 – Writing (2 hours). • Paper 3 – Speaking (30 minutes including preparation time). • Feedback from mocks used to inform revision.	• Mock 2: Paper 1 – Listening, Reading and Writing (2.5 hours). • Paper 2 – Writing (2 hours). • Paper 3 – Speaking (30 minutes including preparation time). • Feedback from mocks used to inform revision.	• Final preparation and practise papers, feedback from mocks used to inform final revision.	Final exams	N/A