Year 7s Class of 2026/2027 Curriculum Map

FRENCH

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39

Post 16 Study

Following the GCSE exams students will be sufficiently prepared to move on to undertaking the French A level course as the same core skills of listening, reading, writing, translation and speaking are required for this course. At A Level there is much more of an emphasis on vocabulary and structures across all themes which are based on the society and culture of the language being studied. As well as this students will study literary texts and films in the language of study.

Those students not continuing to study A level French will be equipped not only with French skills specifically as outlined above but language learning skills which will allow them to pick up another lanuage at a future stage. They will also have increased their knowledge of the English language and have improved spoken communication skills. They will have developed their logic from applying grammatical rules and will be able to apply these skills and knowledge to other domains.

Year 11

Year 10

New GCSE for MFL for first assessment 2024.
Specifications not yet released. Expected by September 2023.

Year 9

MON MONDE À MOI - DYNAMO 3 - MODULE 1						PROJECTS D'AVENIR - DYNAMO 3 - MODULE 2					MA VIE EN MUSIQUE - DYNAMO 3 - MODULE 3						LE MEILLEUR DES MONDES - DYNAMO 3 - MODULE 4					LE MONDE FRANCOPHONE - DYNAMO 3 - MODULE 5								Grammar and tenses	Cultural enrichment
Point de Départ	Unit 1 Talking about after-school clubs and activities	Unit 2 Describing your friends	Unit 3 Describing birthday celebrations	Unit 4 Discussing what you are going to wear	Assessments	Point de Départ	Unit 1 Talking about what you want to do when you are older	Unit 2 Using the future tense	Unit 3 Talking about what things will be like in the future	Unit 4 Writing about an Inventor	Point de Départ	Unit 1 Describing what you used to like	Unit 2 Comparing your primary and secondary schools	Assessments	Unit 3 Talking about how things have changed	Unit 4 Interviewing a young refugee	Point de Départ	Unit 1 Discussing eating habits	Unit 2 Talking about animals and the natural world	Unit 3 Talking about platic and the environment	Unit 4 Talking about what you would like to do	Point de Depart	Unit 1 Using different articles	Unit 2 Using adjectives	Unit 3 Using infinitives in combination with other verbs	Unit 4 Talking about a francophone country	Unit 5 Understanding how to use the Future and Past tenses	Assessments	Unit 6 Writing an article about a francophone famous person	Consolidation of grammar knowledge from Key Stage 3.	French Film Project The study of a film including work related to both the language spoken in the film and also the cultural context in which it is set. To broaden pupils knowledge of the language and also the countries in
Speaking and Writing						Reading, Listening and Writing					Speaking and Writing						Reading, Listening and Writing					Speaking and Writing										Final written piece based on the film.

Year 8

VIVE LES VACANCES - DYNAMO 2 - MODULE 1						J'ADORE LES FÊTES - DYNAMO 2 - MODULE 2						À LOISIR - DYNAMO 2 - MODULE 3						LE MONDE EST PETIT - DYNAMO 2 - MODULE 4						LE SPORT EN DIRECT - DYNAMO 2 - MODULE 5							Grammar and tenses	Cultural enrichment
Point de Départ	Unit 1 Talking about a visit and what it was like	Unit 2 Taking about a recent holiday	Unit 3 The Past tense of irregular verbs	Unit 4 An interview about a special holiday	Assessments	Point de départ	Unit 1 Describing a festival	Unit 2 Detailed understanding about a festival	Unit 3 Buying food at a market	Unit 4 Talking about a special day and food	Unit 5 Talking about a future trip	Point de départ	Unit 1 Talking about digital technology	Assessments	Unit 2 Arranging to go to the cinema	Unit 3 Talking about leisure activities	Unit 4 Spotting synonyms when listening and reading	Unit 5 Creating a chat show interview	Point de Départ	Unit 1 Describing where you live	Unit 2 Talking about how you must help at home	Unit 3 Talking about daily routine	Unit 4 Reading texts for overall meaning	Unit 5 Welcome to Corsica writing	Point de Départ	Unit 1 Giving opinions on sports	Unit 2 Asking the way and giving directions	Assessments	Unit 3 Listening for cognates	Unit 4 Talking abouitinjuries and illness	Unit 5 Understanding sportspeople	Consolidation of grammar knowledge from year 7 & 8	French Film Project
At each assessment point students will be assessed on thier skills in listening, speaking, reading, writing, translation and grammar.																																

Year 7

LA RENTRÉE - DYNAMO 1 - MODULE 1							EN CLASSE - DYNAMO 1 - MODULE 2					MON TEMPS LIBRE - DYNAMO 1 - MODULE 3							MA VIE EN FAMILLE - DYNAMO 1 - MODULE 4					EN VILLE - DYNAMO 1 - MODULE 5								Grammar and Tenses			Cultural enrichment
Unit 1 Do you have brothers and sisters	Unit 2 Here is my classroom	Unit 3 Do you like that?	Unit 4 What are you like?	Unit 5 What do you do?	Assessments	Feedback & unit 6 Video Interview	Unit 1 What do you think of your school subjects	Unit 2 What do you wear?	Unit 3 Talking about your school day	Unit 4 Learning about a typical French school	Unit 5 Describing an ideal school	Unit 1 Talking about what sports you play	Unit 2 Talking about what activities you do	Assessments	Feedback	Unit 3 Discovering sport in French speaking countries	Unit 4 Talking about what you like doing	Unit 5 Creating an interview with a celebrity	Unit 1 Describing your family	Unit 2 Describing where you live	Unit 3 Talking about breakfast	Unit 4 Learning about Bastille Day	Unit 5 Creating a cartoon family	Unit 1 Saying where you go at the weekend	Unit 2 Inviting someone out	Unit 3 Ordering drinks and snacks in a café	Unit 4 Saying what you are going to do	Unit 5 Talking about plans for a special weekend	Assessments	Feedback				French Film Project
Reading, Listening and Translation							Speaking and Writing					Reading, Listening and Translation							Speaking and Writing					Reading, Listening and Translation											

Pre-secondary

Regardless of the language which has been studied at Key Stage 1 and 2 we would expect pupils to arrive at Cornelius Vermuyden having some understanding of studying a language. The National Curriculum at KS2 sets out that students should have experience of the following areas: Listening and responding to spoken language; exploring the sounds and patterns of language; using familiar vocabulary to ask and answer questions and give opinions; developing accurate pronounciation; understanding of simple written language and writing some simple phrases from memory. Grammatically speaking we would expect pupils to have some understanding of categories of words such as verbs, nouns and adjectives that can then be applied to learning the differences between the target language and English. Pupils may have some understanding of verb conjugation, masculine and feminine forms and sentence construction in a second language. It does not matter which language has been studied at KS2, the skills that are developed via the National Curriculum will equip pupils for whichever language they begin in year 7.

National Curriculum and Assessment Objectives:

The national curriculum for languages aims to ensure that all pupils:

Understand and respond to spoken and written language from a variety of authentic sources; speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation; can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt; discover and develop an appreciation of a range of writing in the language studied.

At GCSE Level the assessment objectives are:

AO1 Listening – understand and respond to different types of spoken language
AO2 Speaking – communicate and interact effectively in speech
AO3 Reading – understand and respond to different types of written language
AO4 Writing – communicate in writing

Curriculum Principles

Balanced – Promotes intellectual, moral, spiritual, creative, emotional, and physical development as equally important.

Rigorous – Seeks to develop intra-disciplinary habits of mind; the subject matter is taught in a way that is faithful to its discipline.

Coherent – Makes explicit connections and links between the different subjects/experiences encountered.

Progression Model – Focuses on progression by carefully sequencing knowledge; provides clarity about what getting better at a subject means (knowing and remember more)

Appropriate – Looks to avoid making unreasonable demands by matching level of challenge to a student's current level of maturity/knowledge.

Focussed – Seeks to keep the curriculum manageable by teaching the most important knowledge, identifies the big ideas or key concepts within a subject.

Relevant – Seeks to connect the valued outcomes of the curriculum to the students being taught it; provides opportunities for students to make informed choices.