

French Curriculum Booklet 2025-26

Subject Lead: Mrs Manning



St Dunstan's School
GLASTONBURY

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.” Nelson Mandela

Languages are an integral part of St Dunstan’s and we strive to develop motivated, engaged and confident language learners with a positive, can-do attitude.

We strongly believe that languages are a skill for life and that being able to speak another language is a huge asset that will help our pupils to succeed in the future. Not only is a foreign language useful for travelling, it is also a great advantage for university and career prospects and gives our pupils opportunities to work or study abroad later in life. Having an understanding of foreign languages also provides an opening to other cultures, encourages the celebration of differences and prevents insularity.

The St Dunstan’s French curriculum intends to instil the St Dunstan’s core values of Truth; Resilience; Ambition; Community and Kindness (TRACK) as follows:

Truth: The French Curriculum enables students to know and understand the correct structures and pronunciation as well as understand the truth of a new culture.

Resilience: The French Curriculum contributes greatly to our school’s values. We encourage students to reflect on their learning and show resilience when tasks become challenging. We encourage our learners to not give up and to recognise that taking risks in speaking, although sometimes uncomfortable, is a necessity in both French and in their lives. Teachers focus on building the relationships and the environment needed to make mistakes, which we value because making mistakes is an opportunity to learn.

Ambition: The curriculum intent is to ensure that all learners are studying a challenging curriculum. Students flourish and achieve above expected outcomes because of this challenge.

Community: The curriculum intent is to develop in students a deep appreciation of the cultural differences of the world. We intend to supplement our in-class coverage of the curriculum, with visits to France in Years 7 and 10, thus enriching the cultural capital of our students.

Kindness: We encourage kindness in all our lessons and with all our students. This can take the form of encouraging students to help each other as well as more formal episodes from the Scheme of Learning. EG. In Year 7 the written assessment we conduct with students forms part of a ‘secret Christmas card’ to the teachers. The overarching aims for our students are confident communication, and a broad cultural awareness in our multilingual and multicultural world. They will gain a strong phonetic knowledge to enable them to converse confidently (and pronounce new vocabulary) and a reinforcement of many literacy skills from their first language. Students will learn how to manipulate grammar to allow them to personalise information and retain core phrases that can be recycled in a large number of real life situations. Through this knowledge and confidence they will become resilient and competent linguists who are open-minded and versatile communicators.

French Curriculum Implementation:

Key Stage 3

All pupils study French from Year 7 through to Year 9. The MNSP Scheme of Learning for French is followed, which meets and at times exceeds the National Curriculum. The content of our curriculum provides learners with the ability to understand and communicate about personal and factual information that goes beyond their immediate needs and interests. Pupils are taught to develop and justify points of view in speech and writing, with increased spontaneity, independence and accuracy. The topics we study also ensure that pupils are prepared for further study at GCSE.

We ensure that:

- phonics, vocabulary and grammar underpin the curriculum so that pupils can quickly understand and produce language for themselves and make progress. The curriculum is deliberately ordered so that the components of each topic make sense and that new language builds on previously learned language with secure foundations.
- there is a variety of skills in lessons eg, speaking, listening, reading, translation and writing using suitable resources.
- there is a focus on positive error correction as a path to improvement and part of a natural language learning process where pupils are clear about how they can make progress.
- pupils have a sound understanding of, and the ability to use, grammatical structures as the building blocks which allow for more autonomous use of language.
- we develop and embed literacy skills for all pupils such as inferring meaning, predicting, and retrieving information from texts containing unfamiliar language.

Assessment is designed for pupils to have a good understanding of their progress through regular self/peer assessment, low stakes quizzes and knowledge recall tests as well as targeted teacher feedback to test knowledge. This ensures that pupils are aware of their own strengths and weaknesses, where the gaps are in their own learning and what they need to do to address these. Pupils are guided in understanding how they learn best and in developing effective language learning strategies, as well as how to reflect on their work, review and improve it.

Key Stage 4

Our curriculum is based around the AQA Specification to ensure that all knowledge, understanding and skills required for GCSE are covered. We ensure that we cover the language required for different abilities to ensure that the needs and aspirations of our pupils are met. Final decisions on tiers of entry (either foundation or higher) are made following the November Mocks in Year 11. To ensure that pupils of all abilities can access the work, we scaffold tasks and add support. We also provide “challenge” tasks which require pupils to extend their learning using different tenses or talk about others as well as themselves with more idiomatic and complex structures. This ensures that our pupils are prepared for A levels should they wish to continue their language studies.

Allocated Curriculum Time:

	Year 7	Year 8	Year 9	Year 10	Year 11
Lessons per fortnight	4	4	4	5	5

Year 7 French Programme of Study

	Curriculum Foci Areas	Assessment
Term 1	<p>Talking about myself including name, where you live, age and birthday and a physical description</p> <ul style="list-style-type: none"> ● Be able to communicate sentences used to introduce self with focus on pronunciation ● Develop knowledge of vocabulary (countries, languages, numbers, months, hair and eye colour) ● Introduce key verbs j'ai and je suis which will be reinforced throughout 7 	<p>Speaking assessment: questions and answers in French and read aloud passage on term 1 content</p>
Term 2	<p>Talking about who is in your family with details about them</p> <ul style="list-style-type: none"> ● Develop knowledge of vocabulary (family members, higher numbers, adjectives to describe people) ● Other forms of avoir and être are introduced (il/elle and ils/elles) ● Use negatives to say you don't have ● Be able to understand and use possessive adjectives correctly ● Understand adjective ending changes for masculine and feminine ● Be able to communicate about your pets including pets ● Understand articles using un/une/des ● Understand how to form plurals of some words 	<p>Listening & Writing assessment on terms 1 and 2 content</p>
Term 3	<p>Talking Leisure</p> <ul style="list-style-type: none"> ● Be able to communicate opinions about what you like to do and actually do at the weekend including opinions, school subjects, comparison vocab, leisure activities ● Understand using opinions verbs + infinitives and conjugating verbs in the present tense regular er verbs ● irregular verbs aller and faire 	<p>Listening & Reading assessment on terms 1-3 content</p>
Term 4	<p>Talking about school and mealtimes</p> <ul style="list-style-type: none"> ● Be able to communicate opinions about school subjects ● Be able to communicate extended sentences about what you like to eat and what you eat at different meal times including opinions and justifications ● Understand when to use le/la/les or partitive article du/de la/des ● Develop cultural knowledge of French eating habits and foods 	<p>Reading & Writing assessment on terms 1-4 content</p>
Term 5	<p>Your town - what there is and what you can do there</p> <ul style="list-style-type: none"> ● Be able to communicate extended sentences about your town - what there is and what you can do there ● Revision and Year 7 exams 	<p>Summer Exam (Listening, Reading & Writing on content of year 7)</p>
Term 6	<p>Your town - what there is and what you can do there</p> <ul style="list-style-type: none"> ● Use the modal verb on peut + infinitive to say what you can do and cannot do in your town ● Say where you will go using aller à ● to say where you will go next weekend using aller + infinitive 	<p>Speaking Project</p>

- Use negatives to say what there isn't and what you cannot do
- Develop cultural knowledge of Francophone town

Year 8 French Programme of Study

	Curriculum Foci Areas	Assessment
Term 1 and 2	<p>Free Time including what you wear, the weather and activities</p> <ul style="list-style-type: none"> ● Develop knowledge of vocabulary (clothes, weather, time expressions) and be able to recall previous knowledge of free time activities from year 7 ● Form extended sentences using a range of verbs in the present tense and dependent clauses (when and if..). ● Understand and use the verbs faire, aller as well as regular verbs for different people with the appropriate sports and activities ● Understand and say the time in French to say when you do activities 	<p>Listening & Writing assessment on terms 1 and 2 content</p>
Term 2 and 3	<p>Holidays including usual, preferences and past holidays</p> <ul style="list-style-type: none"> ● Develop knowledge of holiday vocabulary (accommodation, transport) and be able to recall previous knowledge from year 7 ● Consolidate knowledge of verbs in present tense including being able to talk about others' usual and preferred holidays ● Understand and be able to form sentences using the perfect tense to talk about past holidays ● Give opinions about past holidays using c'était 	<p>Listening & Reading assessment on terms 1-3 content</p>
Term 3 and 4	<p>Illnesses and injuries including being able to say what you want to, have to and can and cannot do</p> <ul style="list-style-type: none"> ● Develop knowledge of vocabulary (parts of body) ● Form sentences using modal verbs + infinitive ● Consolidate knowledge of perfect tense to say how injury/illness happened 	<p>Reading & Writing assessment on terms 1- 4 content</p>
Term 5 and 6	<p>France and French people including learning about the geography of France and famous French people</p> <ul style="list-style-type: none"> ● Develop cultural knowledge of France – its Geography, famous people ● Be able to state facts about France and famous French people including what they have done using the past tense and high numbers for years ● Make comparisons between France and Britain using comparatives and superlatives 	<p>Summer Exam (Listening, Reading & Writing on content of year 8) Speaking Project</p>

Year 9 French Programme of Study

	Curriculum Foci Areas	Assessment
Term 1	<p>Media including TV, music and film</p> <ul style="list-style-type: none"> Develop knowledge of vocabulary (tv programmes, film types, musical genres and be able to recall previous knowledge of key verbs from year 7 Form extended sentences a range of opinions, more complex opinions and justifications 	<p>Reading & Writing assessment on term 1 content</p>
Term 2	<p>Technology</p> <ul style="list-style-type: none"> Develop knowledge of vocabulary (technology) and be able to recall previous knowledge of key verbs from year 7 Form extended sentences using a range of verbs in the present tense to talk about how you and others in your family use technology usually Recap past tense to talk about how you and others in your family have used technology recently 	<p>Listening & Writing assessment on terms 1 and 2 content</p>
Term 3 and 4	<p>Health including eating habit preferences and future intentions</p> <ul style="list-style-type: none"> Develop knowledge of knowledge needed to talk about healthy and unhealthy lifestyles (food, sport, exercise, sleeping habits) and be able to recall previous knowledge from year 7 Consolidate knowledge of verbs in present tense and past tense to talk about usual and recent habits Use impersonal structures to give advice Understand and be able to form sentences using the Future tense to talk about future intentions to stay healthy Form extended sentences using a range of verbs in the present and future tense and past tense 	<p>Listening & Reading assessment on terms 1-4 content</p>
Term 5 and 6	<p>Begin GCSE course - Me, my family and friends and personal relationships</p> <ul style="list-style-type: none"> Go above and beyond knowledge learned at KS3 to use more complex phrases to talk about self, family and friends Use possessive adjectives to talk about your friends/family Use adjectives accurately to describe others and use complex opinion phrase Use reflexive verbs to be able to talk about relationships with family and friends and pronouns 	<p>End of Year Exam: Trust Listening, Reading & Writing on content of KS3</p> <p>Speaking Project</p>

Year 10 and 11 GCSE French Programme of Study

Exam Board: AQA (9-1)

Exam Specification: 8652 new specification for first teaching in 2024.

Year 10	Curriculum Foci Areas	Assessment
Term 1	Identity and relationships with others <ul style="list-style-type: none"> ● Introducing yourself ● Personality descriptions ● Family relationships ● Different types of families ● Friends and Friendship ● Future plans for partners 	Read aloud tasks and general conversation and exam style reading and translation tasks on topic covered
Term 2	Healthy living and lifestyle <ul style="list-style-type: none"> ● Food preferences ● Health problems and addictions ● Lifestyle choices and habits ● Recent activities 	Extended Writing task and exam style listening tasks on topics covered
Term 3	Education and work <ul style="list-style-type: none"> ● School and School rules ● Studies post-16 ● Describing jobs ● Jobs in the creative industries ● Work experience 	Exam style listening and reading tasks on all topics covered
Term 4	Free time activities <ul style="list-style-type: none"> ● Hobbies and sports ● TV, cinema and music ● Leisure activities in the past ● Plans for leisure activities ● Leisure activities around the world 	Extended Writing and exam style listening tasks on topic covered
Term 5	Customs, festivals and celebrations <ul style="list-style-type: none"> ● Birthdays and special days ● Customs and celebrations ● Describing popular festivals in the past ● Describing recent and future festival plans 	End of Year 10 Exam: full GCSE paper at Foundation level for Listening, Reading and Writing on all topics covered on the specification
Term 6	Celebrity culture <ul style="list-style-type: none"> ● Becoming famous ● Abilities and achievements ● Pros and Cons of being famous ● Famous French/German/Spanish-speaking celebrities 	Speaking Exam 1 x role play card 1 x read aloud task and general questions 1 x photo card followed 5-7 minutes general conversation

Year 11	Curriculum Foci Areas	Assessment
Term 1	Travel and tourism, including places of interest <ul style="list-style-type: none"> • Usual holiday travel plans • Past holiday experiences • Future and ideal holiday destinations 	Translation into French or Spanish and from French or Spanish into English covering content from Year 10
Term 2	Media and technology <ul style="list-style-type: none"> • Activities online • Life before and after the internet • Current and past internet use including reason • Advantages and disadvantages of online technology 	GCSE Mock Exam 1 Full GCSE Paper for Listening, Reading and Writing Tiers to be decided at this stage for individual pupils either Higher or Foundation
Term 3	The environment and where people live <ul style="list-style-type: none"> • Different global and local environmental problems • Ways to tackle environmental issues and future plans to address these • Describing home and local environment and activities around the house and in town • Advantages and disadvantages of local area 	End of Topic Extended Written assessment
Term 4	Revision of Year 10 and Year 11 content and preparation for speaking exams	GCSE Mock Exam 2 Full GCSE Paper for Listening, Reading and Writing Mock Speaking Exam Final tiers to be decided following these exams
Term 5	GCSE EXAMS	

Final Assessment Structure:

Component	Weighting (%)	Content	Proposed Examination Date
Paper 1 Listening (35 mins Foundation/45 mins Higher)	25%	Entire specification	May/June
Paper 2 Speaking (9 mins Foundation/12 mins Higher)	25%	Entire specification	May/June
Paper 3 Reading (45 mins Foundation/60 mins Higher)	25%	Entire specification	May/June
Paper 4 Writing (70 minutes Foundation/75 minutes Higher)	25%	Entire specification	May/June

Revision and Support:

There are many ways in which you can support your child in the study of French:

- Encourage your child to engage with his language learning regularly - little and often is ideal - ask them to talk you through their lesson notes
- Support with completion of homework in particular with learning vocabulary - cover the English to check understanding from the French to English and then cover the French to see what has been retained (English to French) - test them!
- Encourage your child to watch any French programmes with subtitles such as age range appropriate cartoons or series available on YouTube, Netflix and Amazon Prime
- Encourage your child to listen to FrenchLanguage music on Spotify or YouTube ideally with lyrics

KS3 Useful resources:

<https://www.languagesonline.org.uk>

<http://www.bbc.co.uk/schools/gcsebitesize>

<https://senecalearning.com/en-GB/>

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