

**Desborough College**  
**French Curriculum Map**

KS3	Term 1 (7 weeks)	Term 2 (7 weeks)	Term 3 (7 weeks)	Term 4 (6 weeks)	Term 5 (5 weeks)	Term 6 (6 weeks)
<b>Year 7</b>	<b>Introduction to French: Basic Conversation and Grammar</b>	<b>Francophone Culture and Continued Grammar Exploration</b>	<b>Vocabulary Groundwork and Continued Cultural Exploration</b>	<b>The Francophone World</b>	<b>Grammar Knowledge Expansion and Conversational Practice</b>	<b>Consolidation and Transition</b>
	<ul style="list-style-type: none"> <li>Recognising French pronunciation patterns</li> <li>Understanding the concept of grammatical gender</li> <li>Basic conversational questions and responses</li> </ul>	<ul style="list-style-type: none"> <li>Introduction of regular and irregular verbs in the present tense form</li> <li>Discussing aspects of francophone culture (i.e. music, TV, films, fashion, food, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>The use of <i>on</i> and other pronouns beyond <i>je</i></li> <li>Consolidation of material from terms 1 &amp; 2 through application into different contexts</li> </ul>	<ul style="list-style-type: none"> <li>Further exploration of cultural themes in Francophone countries (i.e. sports, festivals, etc.)</li> <li>Introduction of some common irregular verbs (<i>faire</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Conducting conversations around specific themes and real-life scenarios (ordering food, making plans to go out, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction of more common irregular verbs (<i>vouloir</i>)</li> <li>Looking ahead to Year 8 with the near future tense</li> </ul>
	<b>Assess. – Writing</b> and Progress Checks on the 5 <sup>th</sup> of the term.	<b>Assess. – Speaking</b> and Progress Checks on the 5 <sup>th</sup> of the term.	<b>Assess. – Reading</b> and Progress Checks on the 5 <sup>th</sup> of the term.	<b>Assess. – Listening</b> and Progress Checks on the 5 <sup>th</sup> of the term.	<b>Assess. – Speaking</b> and Progress Checks on the 5 <sup>th</sup> of the term.	<b>Assess. – End of Year</b> and Progress Checks on the 5 <sup>th</sup> of the term.

<b>Year 8</b>	<b>Holidays and the Perfect Tense</b>	<b>Festivals and the Near Future Tense</b>	<b>Hobbies, Cultural Exploration and Grammar Consolidation</b>	<b>Expanding Grammar, More Cultural Exploration and Transition</b>	<b>Sports and Grammar Consolidation</b>	<b>Injuries, Illnesses and Interviews</b>
	<ul style="list-style-type: none"> <li>Discussing past and present holiday plans</li> <li>Recapping key grammar points from Year 7</li> <li>Introducing a new tense: the perfect (past)</li> <li>Using the perfect and present tenses together</li> </ul>	<ul style="list-style-type: none"> <li>Discussing festivals (i.e. Christmas, Easter, etc.) and different foods and activities</li> <li>Introducing a new tense: the new future</li> <li>Using the present and near future tenses together</li> </ul>	<ul style="list-style-type: none"> <li>Discussing hobbies and pop culture (TV, cinema and celebrities)</li> <li>Consolidating the key grammar points from terms 1 and 2</li> <li>Using the perfect, present and near future tense together</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the world around you (i.e. where you live and the weather)</li> <li>Introducing reflexive verbs</li> <li>Continuing to consolidate the perfect, present and near future tenses</li> </ul>	<ul style="list-style-type: none"> <li>Discussing sports and famous sporting figures</li> <li>Introducing the comparative and the imperative</li> </ul>	<ul style="list-style-type: none"> <li>Discussing illnesses, injuries and learning to take part in a dialogue with a doctor</li> <li>Continuing to use the perfect, present and near future tenses in the context of asking and answering questions in French</li> </ul>

	<b>Assess. – Writing</b> and Progress Checks on the 5 <sup>th</sup> of the term.	<b>Assess. – Speaking</b> and Progress Checks on the 5 <sup>th</sup> of the term.	<b>Assess. – Reading</b> and Progress Checks on the 5 <sup>th</sup> of the term.	<b>Assess. – Listening</b> and Progress Checks on the 5 <sup>th</sup> of the term.	<b>Assess. – Speaking</b> and Progress Checks on the 5 <sup>th</sup> of the term.	<b>Assess. – End of Year</b> and Progress Checks on the 5 <sup>th</sup> of the term.
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<b>Year 9</b>	<b>Wider Life and Interests</b>	<b>Future Plans and a Futuristic World</b>	<b>How It Is and How It Used to Be</b>	<b>Lifestyle and the Environment</b>	<b>The Francophonie</b>	<b>French Cultural Research Project &amp; Transition into GCSE</b>
	<ul style="list-style-type: none"> <li>Key thematic points: expressing likes and dislikes, discussing afterschool activities, friends, birthday celebrations and clothes.</li> <li>Key grammar points: revision of the perfect and the near future tense. Introduction of reflexive verbs.</li> </ul>	<ul style="list-style-type: none"> <li>Key thematic points: discussing future plans regarding university, apprenticeships and jobs. Discussing what the future may look like for society.</li> <li>Key grammar points: pouvoir (to be able to), vouloir (to want) and devoir (to have to), and the simple future tense.</li> </ul>	<ul style="list-style-type: none"> <li>Key thematic points: changing trends in music, comparing the past and the present, interviewing a refugee.</li> <li>Key grammar points: direct object pronouns, the imperfect tense, the comparative, and recapping questions and question words.</li> </ul>	<ul style="list-style-type: none"> <li>Key thematic points: food, diets (vegetarianism, veganism, etc.), the natural world, the environment, and green living.</li> <li>Key grammar points: negatives, recapping the comparative, introduction of the superlative, and the conditional tense.</li> </ul>	<ul style="list-style-type: none"> <li>Key thematic points: discussing different aspects of the francophone world – famous sites and monuments, different French-speaking countries, famous francophone artists, musicians, writers and sportspeople.</li> <li>Consolidating the grammar concepts which were introduced throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>Conducting independent research on francophone countries and producing a fact file in French.</li> <li>Starting the GCSE syllabus, establishing expectations and rules.</li> </ul>
	<b>Assess. – Writing</b> and Progress Checks on the 5 <sup>th</sup> of the term.	<b>Assess. – Speaking</b> and Progress Checks on the 5 <sup>th</sup> of the term.	<b>Assess. – Reading</b> and Progress Checks on the 5 <sup>th</sup> of the term.	<b>Assess. – Listening</b> and Progress Checks on the 5 <sup>th</sup> of the term.	<b>Assess. – Speaking</b> and Progress Checks on the 5 <sup>th</sup> of the term.	<b>Assess. – End of Year</b> and Progress Checks on the 5 <sup>th</sup> of the term.

KS4	Term 1 (7 weeks)	Term 2 (7 weeks)	Term 3 (7 weeks)	Term 4 (6 weeks)	Term 5 (5 weeks)	Term 6 (6 weeks)
<b>Year 10</b>	<b>Units 1+2 (Foundation)</b>	<b>Units 3+4 (Foundation)</b>	<b>Units 5+6 (Foundation)</b>	<b>Units 7+8 (Foundation)</b>	<b>Units 9+10 (Foundation)</b>	<b>Units 11+12 (Foundation) Units 1+2 (Higher)</b>
	<ul style="list-style-type: none"> <li>Key thematic points: family, friendships, relationships, marriage, the</li> </ul>	<ul style="list-style-type: none"> <li>Key thematic points: free-time activities, different festivals and celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>Key thematic points: describing your home and the surrounding region.</li> </ul>	<ul style="list-style-type: none"> <li>Key thematic points: discussing current issues such as poverty, climate</li> </ul>	<ul style="list-style-type: none"> <li>Key thematic points: discussing school rules and routines,</li> </ul>	<ul style="list-style-type: none"> <li>Discussing future options and plans, such as university and employment.</li> </ul>

	<p>internet and social media, and mobile phones.</p> <ul style="list-style-type: none"> <li>Key grammar points: reflexive verbs, the future tense, the present tense, irregular verbs.</li> </ul>	<ul style="list-style-type: none"> <li>Key grammar points: pouvoir, vouloir and devoir + infinitive constructions, using 'quand', 'lorsque' (when) and 'si' (if). Reflexive verbs in the perfect tense, revisiting the imperfect tense.</li> </ul>	<p>Discussing the different leisure activities that can be done in your town.</p> <ul style="list-style-type: none"> <li>Key grammar points: negative phrases followed by 'de', and demonstrative pronouns.</li> </ul>	<p>change, personal health and fitness, drugs, alcohol and addiction.</p> <ul style="list-style-type: none"> <li>Key grammar points: using the si (if) + present tense construction, using set phrases to conduct a discussion and express agreement or disagreement.</li> </ul>	<ul style="list-style-type: none"> <li>Key grammar points: emphatic pronouns, using the phrase 'il faut' (one must).</li> </ul>	<ul style="list-style-type: none"> <li>Using the si (if) + future tense construction, and using qui and que to construct more complex sentences.</li> </ul>
	<b>Assess.</b> – Exam-style Listening, Reading and Writing at the end of Unit 2.	<b>Assess.</b> – Exam-style speaking assessment.	<b>Assess.</b> – Exam-style Listening, Reading and Writing at the end of Unit 6.	<b>Assess.</b> – Exam-style Listening, Reading and Writing at the end of Unit 8.	<b>Assess.</b> – Exam-style Listening, Reading and Writing at the end of Unit 11.	<b>Assess.</b> – End of Year Mocks + Speaking assessment.

	<b>Units 3+4 (Higher)</b>	<b>Units 5+6 (Higher)</b>	<b>Units 7+8 (Higher)</b>	<b>Units 9+10 (Higher)</b>	<b>Units 11+12 (Higher)</b>	<b>GCSE Examinations</b>
<b>Year 11</b>	<ul style="list-style-type: none"> <li>Demonstrative pronouns</li> <li>The pronouns 'en' and 'y'</li> <li>The perfect infinitive</li> <li>Using the perfect and imperfect tenses together</li> </ul>	<ul style="list-style-type: none"> <li>The conditional tense</li> <li>Possessive pronouns</li> <li>vouloir que + subjunctive construction</li> <li>Using 'il vaut / vaudrait mieux'</li> </ul>	<ul style="list-style-type: none"> <li>The pluperfect tense</li> <li>The subjunctive</li> <li>Revision of past, present and future tenses + using them together</li> <li>Practice and preparation for speaking assessments</li> </ul>	<ul style="list-style-type: none"> <li>The perfect tense of -ir and -re verbs.</li> <li>Revision of the conditional tense</li> <li>Revision of key speaking phrases (time phrases, connectives, opinion phrases, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Using quand (when) clauses</li> <li>Avoiding the passive tense in writing and speaking</li> <li>Identification and consolidation of any knowledge gaps</li> <li>Practicing exam-style questions, devising exam strategies, and making exam aids (flash cards, etc.)</li> </ul>	
	<b>Assess.</b> – Exam-style Listening, Reading and Writing at the end of Unit 4.	<b>Assess.</b> – Exam-style Listening, Reading and Writing at the end of Unit 6.	<b>Assess.</b> – Exam-style speaking mock	<b>Assess.</b> – GCSE Speaking Examinations		