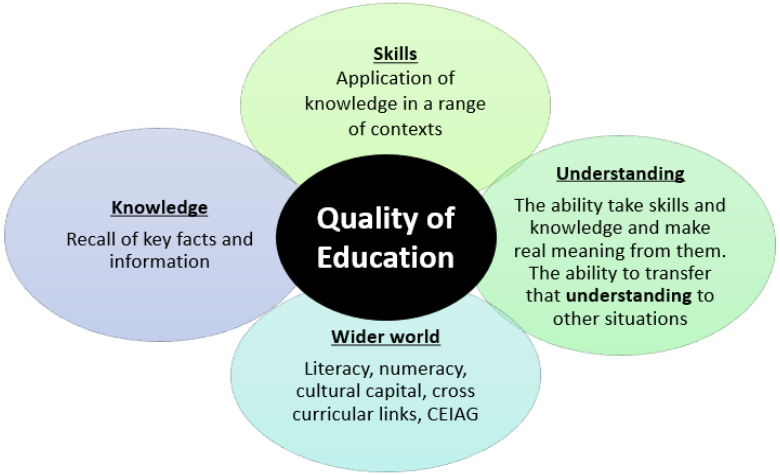
CIM - Curriculum Intent Map - French
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Curriculum objectives

Our French curriculum develops confident, articulate and culturally aware learners who can understand and communicate in French with increasing independence. Students develop listening, speaking, reading and writing through topic-based learning, supported by explicit teaching of vocabulary, grammar and phonics. They learn to express and justify their views, ask questions and respond to others.
We want students to understand the value of learning a language: communicating with people, understanding different perspectives and gaining access to cultures beyond their own experience. Learning about France and the wider French-speaking world broadens cultural knowledge and helps students recognise how languages can enrich their lives, further study and future careers. We aim to inspire continued language learning and prepare students for real-life communication as well as qualifications.



Students allocated to a French form in Year 7 study French throughout Years 7, 8 and 9. At the end of Year 9, they may choose to continue with AQA GCSE French (8652). Students who choose to remain at the Elizabethan Academy for sixth form may then progress to AQA A-level French (7652).

Curriculum values and context

Students begin with varied experiences of language learning. We establish secure foundations in pronunciation, essential vocabulary and grammar, then revisit and extend this knowledge in different contexts. Progression involves understanding more demanding language, adapting familiar structures and communicating with greater accuracy and independence. Ambitious expectations apply to all learners, with support and challenge matched to their needs.

Selected content from Connecte supports KS3 teaching, while Kerboodle French resources support the AQA GCSE course. These resources support our planned curriculum, with topics selected and sequenced to build on students' prior learning. The curriculum is currently being reviewed and rewritten to strengthen progression across year groups. As part of this work, some topics recur across cohorts to address gaps in prior learning, consolidate essential knowledge and prepare students for more demanding language.

Knowledge and understanding being developed

Vocabulary, sound–spelling relationships and grammar are developed together across the four language skills. Students learn to recognise and construct sentences, understand questions and extend responses. They move from familiar descriptions and opinions towards communication across time frames and reasoned viewpoints. Cultural knowledge includes everyday life and diverse experiences across the French-speaking world.

Across KS3, students develop their understanding and use of present, past and future tenses, with regular opportunities to revisit and practise these forms as their confidence and accuracy grow. At GCSE, vocabulary, phonics and grammar are taught and revisited in line with AQA specification 8652. Higher tier builds on Foundation requirements with additional specified content and greater task demand.

Curriculum sequencing and structure

Teachers explicitly explain and model grammar and pronunciation, then provide guided practice and opportunities to apply learning through listening, speaking, reading and writing. Sentence builder booklets are vocabulary reference resources for classwork and revision. Students learn to adapt language and construct their own responses, with scaffolds reduced as knowledge becomes more secure.

The curriculum is sequenced to build on prior learning, revisiting and extending vocabulary, grammar and phonics so that students communicate with increasing accuracy and independence. Cultural content is linked to taught topics and explores everyday life and diverse experiences in France and the wider French-speaking world. Classroom routines, questions, requests and paired exchanges give students purposeful opportunities to use French and apply their learning.

Careers links **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

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Retrieval activities revisit earlier vocabulary and structures to strengthen recall and support new learning. Vocabulary learning homework is set every other week at KS3 and weekly at KS4, through Quizlet or other vocabulary practice. This reinforces essential words and language chunks that build across year groups.

Students are assessed regularly across listening, speaking, reading and writing, alongside grammar, translation and other relevant examination skills. At KS3, assessment reflects taught content and measures progress against the department's KS3 descriptors, while preparing students for the demands of GCSE study. At KS4, work is assessed against the relevant AQA GCSE grading criteria, with tasks matched to Foundation or Higher tier requirements. Teachers use assessment information to identify and address gaps in learning. Feedback provides clear development tasks to help students improve their work and develop greater accuracy, confidence and independence.

At GCSE, teaching provides appropriate support and challenge to prepare students for Foundation or Higher tier. Students develop the language knowledge and examination skills required for their tier, with opportunities to extend their learning. Tier decisions reflect students' targets, progress, demonstrated performance and ambitions, and are reviewed as they move through the course.

Development of students' cultural capital, FBVs, personal development

Learning French develops students' cultural capital by introducing them to everyday life, traditions and viewpoints in France and the wider French-speaking world. Students compare these thoughtfully with their own experiences, developing respect for others, an appreciation of diversity and an understanding of Fundamental British Values, including mutual respect and tolerance of different faiths and beliefs. Speaking and collaborative tasks build confidence, communication, teamwork, perseverance and resilience, while language learning encourages creative thinking, problem solving and reflection. Classroom French and purposeful exchanges help students recognise the immediate value of communicating in another language. Through topics such as work and future plans, students explore how French can broaden their opportunities for further study and future careers. Celebrating events such as the European Day of Languages further develops cultural awareness and an appreciation of multilingual communities.

Curriculum equality and access

All learners are entitled to an ambitious French curriculum. Teachers use clear modelling, accessible resources and regular checks for understanding to support successful participation. Tasks, resources and appropriate adjustments enable students to access classroom learning, vocabulary homework and assessment. Support is matched to individual needs, while challenge develops through increasing independence, accuracy and depth of response, without setting fixed ceilings on achievement.

Meeting the needs of students with special educational needs and disabilities (SEND) within the classroom

Intent:
- Maintain ambitious expectations and identify the support each learner needs to access the French curriculum.

Implementation:
- Use pupil information and agreed reasonable adjustments.
- Provide clear instructions, visual support, chunked tasks and printed vocabulary where needed.
- Model responses and use structured writing or speaking prompts.
- Check understanding through questioning and feedback.
- Adapt or reduce scaffolds when students are ready.
- Apply appropriate assessment and examination access arrangements.

Impact:
- Students participate successfully, develop increasing independence and demonstrate progress in their knowledge and use of French.

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	Knowledge	Skills	Understanding	Wider world
Year 11	**Theme 2: Popular culture** **Unit 6: Celebrity culture** • Francophone public figures and routes to fame • Abilities, achievements and celebrity influence • Advantages and disadvantages of fame **Theme 1: People and lifestyle** **Unit 2: Healthy living and lifestyle** • Food, exercise, routines and lifestyle choices • Health problems, wellbeing and advice • Risks, recent activities and future intentions **Theme 3: Communication and the world around us** **Unit 8: Media and technology** • Media, devices, apps and frequency of use • Life before and after the internet • Benefits, risks and online safety • Past experiences and future possibilities **Unit 9: The environment and where people live** • Homes, towns, facilities and local issues • Environmental concerns and sustainable actions • Ideal places, recommendations and future intentions **Revision and consolidation** • Retrieve earlier identity, education/work, leisure, celebrations and travel/tourism content • Target vocabulary, grammar and examination skills across all three themes	**Grammar:** • Unit 6: perfect tense of avoir, être, faire and prendre • Tu/vous imperatives; savoir + infinitive • Demonstrative and possessive adjectives • Unit 2: negatives, adverbs, near future and quel • Perfect tense with avoir; indirect object pronouns • Unit 8: present verbs and opinion/modal verbs + infinitive • Present, perfect and specified imperfect forms together • Unit 9: verbs followed by à/de + infinitive • Je voudrais; infinitives as nouns • Perfect tense with avoir/être; de after negatives/quantities • Modals and clauses with si/quand **Higher development:** • Specified conditional forms and emphatic pronouns • Perfect tense of reflexive verbs and modals • Depuis with present tense; prescribed y/en usage • Extended negatives and imperative forms • Après avoir + past participle; plural indirect object pronouns • Consolidate prescribed future, imperfect and passive constructions through revision **Phonics:** • I/y, -ien, è/ê/ai, j/g/ch/gn, au/eau/ô • Nasal vowels, silent h, -ill/-ille and liaison **Skills:** • Dictation, reading aloud and follow-up conversation • Role play, photo discussion and unprepared responses • Comprehension, inference and translation • Foundation photo sentences, 50-word writing and grammar tasks • 90-word writing at both tiers; Higher 150-word writing • Use unit checks and mock feedback to target gaps	• Describe public figures' lives, abilities and achievements. • Explain celebrity influence and evaluate fame. • Discuss food choices, health and ways to improve lifestyles. • Give advice and compare recent habits with future intentions. • Explain media use, benefits and risks. • Compare life before and after technological developments. • Describe homes, towns and local facilities. • Discuss environmental problems and actions to protect the environment. • Explain what you have done and what you intend to do. • Compare places and recommend improvements. • Retrieve earlier topics within cumulative revision. • Combine time frames and justify viewpoints in speaking and writing. • Apply the vocabulary, grammar and tasks required at the entry tier. • Use feedback to improve accuracy, fluency and independence.	**Discussion of:** • Francophone public figures and media • Health, technology and online safety • Local communities and environmental responsibility **Cross-curricular links:** • **PSHE** – health and media influence • **Science/Geography** – climate and sustainable actions • **Computing** – technology and online safety • **English** – explanation and argument **Links to the following careers:** • Public relations officer • Journalist or media producer • Sustainability officer • Tour guide or travel consultant

Careers links **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

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Year 10	**Theme 1: People and lifestyle** **Unit 1: Identity and relationships with others** • Appearance, personality and personal information • Relationships with family and friends • Different families, partnerships and comparisons **Unit 2: Healthy living and lifestyle** • Food, drink, meals and preferences • Health problems, habits, exercise and wellbeing • Smoking, vaping, alcohol and other lifestyle risks • Advice, recent activities and future intentions **Unit 3: Education and work** • School subjects, teachers, timetable and facilities • Uniform, rules, homework and school experiences • Post-16 options, jobs, skills and ambitions • Ideal school/job and work experience **Theme 2: Popular culture** **Unit 4: Free-time activities** • Sport, music, television, films and leisure • Past activities, earlier habits and future plans **Unit 5: Customs, festivals and celebrations** • Family occasions, religious and other celebrations • Francophone traditions, festival foods and experiences • Past celebrations and future plans	**Grammar:** • Units 1–3: present regular -er/-ir/-re verbs; avoir, être, faire and aller • Adjective position/agreement and comparisons • Reflexive verbs for relationships and habits; qui • Negatives, adverb position and question forms • Near future, tu imperatives and quel • Perfect tense with avoir; regular participles • Specified singular indirect object pronouns • Pouvoir, devoir, vouloir; il faut + infinitive • Il y a / il y aura; indefinite adjectives; feminine job nouns • Units 4–5: perfect tense with irregular participles and être • Specified imperfect forms; past and future time markers • Partitive articles, places and emphatic pronouns • Common irregular present verbs and direct object pronouns **Higher development:** • Specified simple future and conditional forms • Present participles and impersonal expressions • Superlatives; être en train de / venir de + infinitive • Perfect tense of modals; pronouns and participle agreement • Y/en and prescribed relative clauses **Phonics:** • Silent final letters; -ail/-aille and -ill/-ille • Qu, -tion, c/ç, s, u/ou, oi/oy, é/-er/-ez and liaison **Skills:** • Listening comprehension, dictation and reading aloud • Role play, photo discussion and unprepared conversation • Reading, inference and translation in both directions • Foundation photo sentences, 50-word writing and grammar tasks • 90-word writing at both tiers; Higher 150-word writing	• Describe yourself and others and explain family relationships. • Compare different families and express reasoned views. • Explain food choices, health concerns and lifestyle risks. • Give advice and discuss recent activities and intentions. • Describe school life and justify opinions about rules and uniform. • Compare school experiences, including earlier schooling. • Discuss post-16 options, jobs and skills needed. • Describe an ideal school or job and work experience. • Explain leisure preferences and give accounts of activities. • Distinguish habitual past activities from completed events. • Describe customs and celebrations in your life and Francophone communities. • Give an account of a celebration and discuss future plans. • Use the vocabulary, grammar and tasks appropriate to Foundation or Higher tier. • Adapt language independently and improve work after feedback.	**Discussion of:** • Family diversity, relationships and lifestyles • Education and employment in French-speaking communities • Francophone leisure, customs and celebrations **Cross-curricular links:** • **PSHE** – health, relationships and careers • **PE** – exercise and sporting activities • **Religious Education** – festivals and beliefs • **English** – comparison and reasoned viewpoints **Links to the following careers:** • Public services interpreter • International sales manager • Tour guide or travel consultant • Hotel manager or guest relations officer

Careers links **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

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Year 9	**Family, friends and social plans** • Appearance, personality and family descriptions • Friendships and relationships with relatives • Qualities of a good friend and role models • Arranging to go out and recounting outings • Town facilities, meeting places and directions **Teenage life, routines and leisure** • Typical days and daily routines • Sport, music, games and leisure interests • Internet, online activities and social media • Television, cinema and reading • Past leisure activities and future plans **Food, celebrations and traditions** • Food, meals and preferences • Family occasions and festival activities • Selected celebrations across the Francophone world • What people can or must do to prepare • Past celebration experiences and future plans	**Grammar:** • Consolidate present forms of avoir, être, faire and aller • Articles, adjective agreement, possessives and comparisons • Singular reflexive verbs for relationships and routines • Questions, negatives, reasons and frequency phrases • Jouer à / de; faire de; partitive articles • Location phrases, directions and modal expressions • Near future for arrangements and intentions • Perfect tense with avoir: regular -er/-ir/-re participles • Frequent irregular participles: fait, lu, vu, pris, bu, eu, écrit • Selected perfect-tense verbs with être and agreement • Negatives in the perfect tense • C'était and familiar imperfect phrases for past descriptions • Pouvoir, vouloir and devoir + infinitive • Sequencers and time markers to distinguish time frames **Phonics:** • Consolidate liaison, silent letters and nasal vowels • Distinguish u/ou and é/-er/-ez • Apply sound–spelling patterns in longer texts **Skills:** • Justify opinions and sustain paired exchanges • Read aloud clearly and infer meaning in context • Recount events and discuss plans with less support • Translate, check accuracy and develop extended writing	• Describe family and friends in greater detail and explain relationships. • Discuss qualities of a good friend and the influence of role models. • Use town vocabulary and directions in social arrangements. • Ask questions, respond and explain plans. • Describe daily routines and teenage interests. • Move beyond naming activities to explaining habits and reasons. • Give an account of a past outing or leisure activity. • Distinguish completed events from current habits and future plans. • Understand accounts of other young people's experiences. • Describe food preferences and celebration traditions. • Explain preparations using modal expressions. • Recount a celebration and express an opinion about it. • Combine present, past and future language in longer responses. • Use feedback to improve accuracy and independence.	**Discussion of:** • Diverse families, friendships and role models • Teenage life and media in Francophone communities • Food, celebrations and traditions **Cross-curricular links:** • **PSHE** – relationships and online safety • **Geography** – towns and local facilities • **Religious Education** – festivals and traditions • **English** – accounts, opinions and supporting reasons **Links to the following careers:** • Customer service adviser • Retail sales assistant • Journalist or media producer • Tour guide or travel consultant

Careers links **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

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Year 8	**School** • Subjects, teachers and justified opinions • Timetables, time and the school day • Uniform, colours, facilities and school descriptions • Classroom language, requests and familiar rules **Town and routines** • Where you live and places in town • Activities in local places and opinions • Making arrangements and expressing wishes • Weekend plans using the near future • Weather and choices of activities • Daily routines and typical days • Present-tense reflexive verbs and selected future routines **Celebrations and holidays** • Birthdays and selected Francophone celebrations • Comparing preferences and preparing for an event • Giving an account of a past birthday • Destinations, transport and accommodation • Past holiday activities and opinions • Future holiday plans; simple holiday problems	**Grammar:** • Retrieve articles, adjective agreement, possessives and present verbs • Il y a / il n'y a pas de and location phrases • Habiter; en/au with countries and à with towns • Aller and au / à la / à l' / aux • Je voudrais + infinitive to express wishes • Aller + infinitive and future time markers • Pouvoir and vouloir for arrangements • Weather: il fait, il y a, il pleut / il neige • Singular reflexive verbs in the present; selected near-future forms • Comparatives: plus/moins…que • Pouvoir, vouloir and devoir + infinitive for celebrations • Perfect tense with avoir: regular participles and frequent irregulars • C'était / ce n'était pas for past opinions • Selected perfect-tense verbs with être and agreement • Il y avait / il n'y avait pas de for accommodation **Phonics:** • Revisit silent letters, liaison, nasal vowels and u/ou • Distinguish present forms, infinitives and past participles • Apply pronunciation to questions and longer accounts **Skills:** • Exchange information and make plans • Understand and produce short accounts across time frames • Translate and check verb forms; extend writing with reasons	• Give fuller reasons for school preferences and describe school life. • Use earlier learning with greater accuracy and independence. • Describe where you live and places you visit. • Explain what you do in town and arrange an outing. • Distinguish a wish from a future plan. • Describe your daily routine and another person's routine. • Explain how weather affects activities. • Say what you are going to do at the weekend. • Compare celebrations and describe preparations. • Explain what you did for your birthday and what it was like. • Describe a holiday destination, transport and accommodation. • Give a short account of holiday activities and future plans. • Recognise the difference between present activities, completed events and future intentions. • Adapt familiar language across school, town, routines and holidays.	**Discussion of:** • School life in Francophone communities • Paris and other French-speaking towns • Everyday routines and local leisure • Celebrations and Francophone holiday destinations **Cross-curricular links:** • **Geography** – settlements, destinations and transport • **Maths** – time and travel information • **English** – tense and sequencing events • **Religious Education** – celebrations and traditions **Links to the following careers:** • Tourist information officer • Passenger services adviser • Hotel receptionist • Tour guide

Careers links **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

CIM - Curriculum Intent Map - French
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Year 7	**Myself, family and friends** • Classroom instructions, equipment and basic requests • Greetings, introductions and saying how you feel • Alphabet, numbers, ages, days, dates and birthdays • Personality and physical appearance • Pets, colours and family members • Other people's ages and birthdays • Describing friends and Francophone role models **School** • Classroom questions and requests for help • Subjects, teachers and justified opinions • Telling the time, timetables and the school day • School uniform, colours and clothing • Facilities and descriptions of school • Familiar rules and classroom expectations **Free time** • Meals, food and drink preferences • Sports, leisure and weather • Online activities and frequency • Weekend outings and sequencing activities	**Grammar:** • Gender, plurals and definite/indefinite articles • Adjective position and agreement • Possessives: mon, ma, mes; ton, ta, tes • Present forms of avoir and être • Regular -er verbs, including aimer and porter • Selected -ir/-re patterns and frequent forms of faire, boire, prendre, lire, écrire and sortir • Il y a / il n'y a pas de; ne…pas / ne…jamais • Questions using intonation and est-ce que • Opinions, intensifiers and reasons with parce que • Partitive articles: du, de la, de l', des • Jouer à and faire de with contractions • Opinion verbs + infinitive; familiar il faut phrases • Frequency expressions and sequencers **Phonics:** • Silent final consonants and final -e • ç, in, eu, oi, è, œu and -ien/-ienne • Liaison, silent h, en/an, r, qu, au and gn • Distinguish -er endings and soft g **Skills:** • Listen and read for gist and detail • Read aloud, spell names and pronounce familiar language • Ask and answer questions; build and check sentences • Translate familiar phrases and adapt model responses	• Follow classroom instructions and ask for equipment or help. • Introduce yourself and exchange names, ages and birthdays. • Describe personality, appearance, pets, family and friends. • Recognise how gender, number and adjective agreement affect descriptions. • Use avoir and être to describe other people. • Give and justify opinions about subjects and teachers. • Understand timetables and tell the time. • Describe uniform and school facilities. • Ask familiar classroom questions and understand basic rules. • Explain food and drink preferences and typical meals. • Describe sports, online activities and weekend outings. • Explain how weather affects activities. • Use frequency phrases and sequencers to extend responses. • Apply familiar vocabulary to construct your own descriptions.	**Discussion of:** • French-speaking countries, names and diverse families • Schools in France and other Francophone countries • Francophone sport, music and everyday food **Cross-curricular links:** • **English** – sentence construction, articles and adjectives • **Maths** – numbers, dates and time • **Geography** – countries and locations • **PE** – sports and activities **Links to the following careers:** • Hotel receptionist • Tourist information officer • Customer service adviser • Visitor services assistant

At The Elizabethan Academy we offer a curriculum that:

- is broad, balanced, inspiring and inclusive
- builds confidence, independence and **resilience**
- encourages students to develop the **skills, knowledge and understanding** required to succeed academically
- encourages students to participate in a wide variety of activities which extend beyond the classroom
- places creativity and imagination at the heart of learning to develop enquiring minds
- enables students to understand the connections and links between different subjects
- raises students' aspirations through promoting academic excellence
- develops students' **social and cultural knowledge**, skills and understanding
- develops students' **respect for spiritual and moral values**, and tolerance towards other races, religions and ways of life.
- gives students the opportunities to put theoretical skills into practice and expand their knowledge beyond the exam specification
- prepares students for the world of work in a rapidly changing world.

Careers links **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

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	Year 7					
	Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Knowledge, skills and understanding 	• Classroom instructions, greetings and introductions • Alphabet, numbers, ages, dates and birthdays • Avoir, pronouns and familiar questions	• Personality and physical appearance • Pets, family, friends and role models • Être/avoir, possessives, plurals and adjective agreement	• Subjects, teachers and justified opinions • Timetables, time and the school day • Regular -er verbs and classroom questions	• Uniform, colours, school facilities and descriptions • Classroom requests and familiar rules • Porter, il y a / il n'y a pas de; adjective agreement	• Food, meals, sports and weather • Preferences, negatives and frequency • Partitive articles; jouer à, faire de, manger/boire/prendre	• Online activities and weekend outings • Selected -ir/-re verbs and sequencers • Consolidation of vocabulary, grammar and phonics
	Half term 1 – Baseline assessment Half term 2 – Dictation		Half term 3 – Reading and listening Half term 4 – Grammar and translation		Half term 5 – Speaking Half term 6 – End-of-year writing assessment	
Embed your knowledge 	Use the vocabulary booklet and fortnightly vocabulary homework. Practise pronunciation, retrieve earlier language and improve work after feedback.		Use the vocabulary booklet and fortnightly vocabulary homework. Practise pronunciation, retrieve earlier language and improve work after feedback.		Use the vocabulary booklet and fortnightly vocabulary homework. Practise pronunciation, retrieve earlier language and improve work after feedback.	
Extend your learning 	Choose a French-speaking country, school, sportsperson or musician. Use familiar French to share facts and explain preferences.					

Careers links **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

CIM - Curriculum Intent Map - French
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	Year 8					
	Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Knowledge, skills and understanding 	• School subjects, teachers, time and timetables • Justified opinions and classroom language • Retrieve present verbs and adjective agreement	• Uniform, facilities and school descriptions • Classroom requests and rules • Extend reasons and questions; consolidate school language	• Where you live and places in town • Opinions, wishes and arrangements • Habiter, aller, location phrases and je voudrais • Near future for weekend plans	• Daily routines and typical days • Weather and choices of activities • Singular reflexive verbs in the present • Selected near-future routines and weekend plans	• Birthdays and selected Francophone celebrations • Comparisons and preparations with modal verbs • Introduce perfect tense with avoir • Describe a past birthday using c'était	• Destinations, transport and accommodation • Past holiday activities using avoir and selected être verbs • Future plans; combine time frames • Consolidation and end-of-year assessment
	Half term 1 – Writing Half term 2 – Listening and reading		Half term 3 – Role play Half term 4 – Grammar and translation		Half term 5 – 50-word writing Half term 6 – End-of-year listening and reading assessment	
Embed your knowledge 	Use the vocabulary booklet and fortnightly vocabulary homework. Revisit present verbs, practise future plans and past accounts, and respond to feedback.		Use the vocabulary booklet and fortnightly vocabulary homework. Revisit present verbs, practise future plans and past accounts, and respond to feedback.		Use the vocabulary booklet and fortnightly vocabulary homework. Revisit present verbs, practise future plans and past accounts, and respond to feedback.	
Extend your learning 	Explore a Francophone town, celebration or holiday destination. Use familiar French to plan a visit or describe an event, including wishes, activities and reasons.					

Careers links **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

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	Year 9					
	Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Knowledge, skills and understanding 	• Family, friends, appearance and personality • Relationships, reasons and role models • Present verbs, possessives and adjective agreement	• Town facilities, meeting places and directions • Arranging to go out and recounting an outing • Questions, modals, future plans and past experiences	• Teenage life, routines and leisure interests • Present-tense reflexives and future plans • Regular perfect-tense forms for leisure activities	• Sport, music, games, television, films and online activities • Extend perfect tense with irregular participles and selected être verbs • Negatives, sequencers and more independent accounts	• Food, family celebrations and Francophone traditions • Preparations and festival activities • Modal verbs and present/past accounts	• Past celebration experiences and future plans • Combine present, past and future language • Consolidation and end-of-year 90-word writing
	Half term 1 – Reading aloud Half term 2 – Listening and reading		Half term 3 – 50-word writing Half term 4 – Grammar and translation		Half term 5 – Listening and reading Half term 6 – End-of-year 90-word writing assessment	
Embed your knowledge 	Use the vocabulary booklet and fortnightly vocabulary homework. Retrieve earlier grammar, practise reading aloud and adapt responses across time frames. Act on feedback.		Use the vocabulary booklet and fortnightly vocabulary homework. Retrieve earlier grammar, practise reading aloud and adapt responses across time frames. Act on feedback.		Use the vocabulary booklet and fortnightly vocabulary homework. Retrieve earlier grammar, practise reading aloud and adapt responses across time frames. Act on feedback.	
Extend your learning 	Explore teenage life or a celebration in a French-speaking community. Compare it with your own experience and prepare a short account using familiar language across time frames.					

Careers links **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

CIM - Curriculum Intent Map - French
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	Year 10					
	Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Knowledge, skills and understanding 	**Unit 1: Identity and relationships with others** • Appearance, personality, family and friendships • Present verbs, reflexives, adjectives and comparisons • Higher: prescribed future forms and present participles	**Unit 2: Healthy living and lifestyle** • Food, health problems, exercise and lifestyle risks • Near future, imperatives, perfect tense with avoir • Higher: future intentions and impersonal expressions	**Unit 3: Education and work** • School experiences, rules, jobs and post-16 options • Modals, negatives, il faut, il y a / il y aura • Higher: conditional, superlatives, venir de / être en train de	**Unit 4: Free-time activities** • Sport, music, entertainment, past activities and plans • Perfect tense with irregular participles and être; specified imperfect forms • Higher: perfect modals and participle agreement	**Unit 5: Customs, festivals and celebrations** • Special occasions, Francophone traditions and festival experiences • Direct object pronouns; past and near-future plans • Higher: y/en, prescribed future forms and relative clauses	**Complete outstanding content from Units 1–5** • Consolidate vocabulary, phonics and grammar • Practise all examination skills at the relevant tier • First round of mock examinations
	Half term 1 – 50-word writing and role play Half term 2 – Listening and reading		Half term 3 – 90-word writing Half term 4 – Speaking role play and reading aloud		Half term 5 – Reading and listening Half term 6 – First round of mock examinations	
Embed your knowledge 	Complete weekly vocabulary learning and Kerboodle practice. Retrieve grammar across topics, practise examination tasks at the relevant tier and complete development tasks after assessments.		Complete weekly vocabulary learning and Kerboodle practice. Retrieve grammar across topics, practise examination tasks at the relevant tier and complete development tasks after assessments.		Complete weekly vocabulary learning and Kerboodle practice. Retrieve grammar across topics, practise examination tasks at the relevant tier and complete development tasks after assessments.	
Extend your learning 	Use selected French-language material linked to relationships, health, education, leisure or festivals. Practise describing, comparing and justifying views at your tier.					

Careers links **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

CIM - Curriculum Intent Map - French
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	Year 11					
	Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Knowledge, skills and understanding 	**Unit 6: Celebrity culture** • Routes to fame, abilities, achievements and influence • Perfect tense, imperatives, savoir and demonstratives • Higher: conditional, reflexive perfect and depuis	**Unit 2: Healthy living and lifestyle** • Food, health, exercise, risks and advice • Near future, imperatives and perfect tense • Higher: future intentions and present participles	**Unit 8: Media and technology** • Devices, media habits, benefits, risks and online safety • Present/past comparisons and future possibilities • Higher: perfect modals, negatives and après avoir	**Unit 9: The environment and where people live** • Homes, towns, local issues and sustainable actions • Modals, je voudrais, past actions and plans • Higher: extended negatives, conditional and pronouns	**Exam-skills revision and consolidation of units** • Target vocabulary, grammar and phonics gaps across Themes 1–3 • Final speaking preparation and GCSE speaking examination	**Final revision and examination preparation** • GCSE listening, reading and writing examinations
	Half term 1 – Mock speaking examination; unit exam-skill practice Half term 2 – Autumn mock examinations; unit exam-skill practice		Half term 3 – Mini exam-skills check; unit exam-skill practice Half term 4 – February mock examinations; unit exam-skill practice		Half term 5 – Final preparation and GCSE speaking examination Half term 6 – GCSE listening, reading and writing examinations	
Embed your knowledge 	Complete weekly vocabulary learning, cumulative grammar retrieval and Kerboodle revision. Use unit and mock feedback to target gaps and practise all examination components at the entry tier.		Complete weekly vocabulary learning, cumulative grammar retrieval and Kerboodle revision. Use unit and mock feedback to target gaps and practise all examination components at the entry tier.		Complete weekly vocabulary learning, cumulative grammar retrieval and Kerboodle revision. Use unit and mock feedback to target gaps and practise all examination components at the entry tier.	
Extend your learning 	Read or listen to a short French-language item linked to a current topic. Summarise its message, explain your view and use accurate familiar language.					

Careers links **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**