



St Gabriel's Curriculum Map - Subject: French 2024-2027

Curriculum Intent	The learning of a language broadens a child's understanding of the world around them. It builds confidence to communicate in a wide range of situations at school and overseas. It develops an understanding and tolerance of other cultures to embrace differences positively demonstrating core values of Catholic teaching.									
KS2	TIME	Year 7	Year 8	Year 9	KS3	Year 10	Year 11	KS4	KS5	Careers
Declarative Knowledge: Pupils: - explore the patterns and sounds of language through songs and rhymes - engage in conversations - ask and answer questions - express opinions - seek clarification and help. - speak in sentences, using familiar vocab and basic structures. - develop accurate pronunciation when reading aloud or using familiar phrases. - present ideas orally - read and show understanding of words, phrases and simple writing - appreciate stories, songs, poems and rhymes in the language - understand basic grammar appropriate to the language being studied, including feminine/masculine forms and the conjugation of high-frequency verbs, how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	HT1	Bonjour mes amis! <i>Greetings, numbers, etre in the present tense</i>	Mon collège <i>School subjects, giving opinions, telling the time</i>	Mes vacances <i>Perfect tense conjugation using AVOIR and ETRE as an auxiliary with both regular and irregular verbs to give an account of a holiday in the past.</i>	Declarative Knowledge: Pupils are able to: - use and understand present tense conjugations, regular and irregular. - express and justify opinions with a widening range of adjectives. - form adjective agreements. By the end of Yr 9 they can: - identify and use tenses and structures which convey all three tenses - use and manipulate key grammatical structures - develop and use a deepening vocabulary that goes beyond immediate needs and interests, - give and justify opinions - use accurate grammar, spelling and punctuation. - listen to a variety of forms of spoken language to obtain and respond to information appropriately - develop conversations, cope with unfamiliar unexpected language - develop ideas clearly with increased accuracy - read / show comprehension of original / adapted materials - give accurate translations of short, suitable material - read literary texts in the language [such as stories, songs, poems], to develop creative expression and expand understanding of the language and culture.	Theme 1.1 Identity and Relationships	Theme 2.1 Free time activities	Declarative Knowledge: Pupils will be encouraged to adopt a wider range of adjectives, time markers, connectives + frequencies and use them confidently both orally and in written work. Crucially pupils will be taught an appreciation of language patterns so that by the end of the course they can cope with previously unseen language both in class, in countries where the TL is spoken and under exam conditions. Pupils will be exposed to longer and more complex sentences and taught how to replicate these with accurate syntax and adjectival agreement.	Skills AQA A Level The syllabus requires students to continue to develop: -spontaneous use of language -application of pronunciation, syntax vocabulary and idioms. -reading literary texts identifying the main points and gist of listening and reading extracts -translation skills KNOWLEDGE AQA A Level 3.1 Social Issues and Trends builds on GCSE Theme 1 developing further language related to family,	MFL careers: Interpreter/ translator – some work is freelance but also within an organisation Some work might include community-based assignments for example hospitals, police stations. The main international conferences include Brussels, London, Geneva and Paris. The Languages for translation most in demand are the languages of the EU. Customer Services representative You need to be able to communicate fluently on the phone to advise customers. Teacher You need two languages to be an MFL teacher. It takes 5 years to train to be a languages' teacher. A four-year degree course and then one year PGCE. MOD The Ministry of Defence recruit MFL graduates. Most are selected because of their aptitude to learning a new language. Graduates are trained by
	HT2	Moi et ma famille <i>Talking about families using adjectival agreement</i>	En ville <i>What we like to do in our home town</i>			Theme 1.3 Education and work	Theme 2.2 Customs, festivals and celebrations			
	HT3	Décris-toi <i>Avoir in the present tense, siblings, physical descriptions</i>	À loisir <i>What we like to do in our spare time.</i>	Tu t'entends bien avec ta famille ? <i>Reflexive verbs talking about your relationships with your friends and family.</i>		Theme 1.2 Healthy Living	Theme 2.3 Celebrity culture			



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Procedural Knowledge: Pupils can: - understand and respond to spoken/written language from authentic sources - speak with increasing confidence, fluency and spontaneity - ask and answer questions - continually improve the accuracy of their pronunciation and intonation - write at varying length, for different purposes and audiences using learned grammatical structures - discover and develop an appreciation of a range of writing in the language studied.	HT4	Tu est sportif(ve)? <i>Avoir in the present tense, ER verbs in the present tense, Faire + sports</i>	J’aime aller au centre ville! <i>Talking about food and making plans to go out.</i>	Mon anniversaire et les fêtes <i>Talking about our birthday and different French / familial traditions in three tenses.</i>	Procedural Knowledge: From the beginning of Year 7 pupils will: - focus on responding to and understanding target language - gradually build a bank of universals to be able to respond spontaneously - perfect pronunciation with knowledge of phonics As the course progresses they will: - adapt and develop their language to respond orally to a wider span of topics - develop listening and reading skills - extend oral and written work to include a wider range of grammar/vocab. In year 8 pupils will: - be exposed to a wider range of vocabulary and grammar - be able to talk in more depth about their opinions on topics such as leisure at home and abroad. - Use language embedded in year 7 to underpin the use of a wider range of vocabulary and grammar. By Year 9 pupils will: - be able to use 3 tenses in all 4 skills. - Be able to produce language with accurate verb conjugations, and extended sentences using connectives and time- markers.	Theme 3.1 Travel and tourism	REVISION and Exam practice	Procedural Knowledge: From the beginning of Year 10 pupils will: -revisit and consolidate knowledge of the preterite past, simple present and immediate future tenses - continue to develop their ability to respond spontaneously in the target language -be exposed to a wider range of vocabulary and idiomatic structures. As the course progresses pupils will: widen their detailed knowledge of tenses, and how to use them accurately + together where appropriate, in particular - The present continuous, the imperfect, the perfect, the future tense, and the conditional tense will be covered in depth Pupils will be exposed to longer and increasingly difficult listening/reading tasks which require them to practise and develop scanning, gist reading and listening, inference and the accurate extraction of key facts and/or details (lifting).	relationships and cyberspace. AQA 3.2 Political and artistic culture builds on Theme 1 and cultural topics developing their knowledge of customs, music and celebrities. AQA 3.3 Grammar revisits all KS3 and KS4 grammar to consolidate knowledge. AQA 3.4 Works Students are required to study two literary texts or a text and a film.	emersion in centres to learn languages to assist in conflict situations. The languages chosen will depend on the political situation and areas where there is conflict. Hospitality A lot of hospitality roles can be enhanced by an MFL qualification, either by using language to talk with clients or using the skills gained from an MFL GCSE such as confidence, trouble shooting and strong communication. Political Risk Analyst MFL graduates work for governments, NGO’s and other organisations where communication skills, ability to grasp new languages, cultures and traditions enable them to assess risk for international projects. Languages are also seen as useful/ preferred assets when applying for jobs in -Marketing / PR -Diplomatic service -Broadcasting and journalism -Publishing -Tour manager - TEFL teaching overseas
	HT5	Tu est sportif(ve)? <i>Avoir in the present tense, ER verbs in the present tense, Faire + sports</i>	On va en vacances! <i>Using the future tense to describe our holidays</i>	Theme 3.2 Media and technology		GCSE EXAMS				
	HT6	Que fais-tu? <i>Faire / jouer / hobbies / weather / opinions</i>	Mes projets pour l’avenir <i>Using the future and conditional tenses to say what we will do for jobs in the future</i>	Theme 3.3 Environment						