



St Dunstan's School
GLASTONBURY



French Curriculum Booklet
2024 - 2025

Faculty Lead: Mrs Manning

French Curriculum Intent:

“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 y7 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 Group	Y7	Y8	Y9	Y10	Y11
Fortnightly lesson allocation in hours	4	4	4	5	5

Curriculum Plan: Year 7

Term	Curriculum Foci Areas	Assessment Criteria
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 <i>j'ai</i> and <i>je suis</i> which will be reinforced throughout 7 	Speaking assessment: questions and answers in French and read aloud passage on term 1 content
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 <i>avoir</i> and <i>être</i> are introduced (<i>il/elle</i> and <i>ils/elles</i>) ● 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 	Listening & Writing assessment on terms 1 and 2 content
3	<p>Talking about School and Leisure</p> <ul style="list-style-type: none"> ● Be able to communicate opinions about school subjects and compare them and say what you like to do and actually do at the weekend including opinions, school subjects, comparison vocab, leisure activities ● Understand articles using <i>le/la/les</i> ● Understand using opinions verbs + infinitives and conjugating verbs in the present tense ● Use negatives to say what you don't do 	Listening & Reading assessment on terms 1,2 and 3 content
4	<p>Talking about where you live and pets you have</p> <ul style="list-style-type: none"> ● Be able to communicate extended sentences about where you live and your pets including pets you would like to have ● Understand articles using <i>un/une/des</i> ● Understand how to form plurals of some words make sure each year group table fits one page only 	Reading & Writing assessment on terms 1,2,3 and 4 content
5	<p>What you like to eat and drink and what you have at different mealtimes</p> <ul style="list-style-type: none"> ● 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 <i>le/la/les</i> or partitive article <i>du/de la/des</i> ● Develop cultural knowledge of French eating habits and foods 	Summer Exam (Listening, Reading & Writing on content of year 7)
6	<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 ● Use the modal verb <i>on peut</i> + infinitive ● Use negatives to say what there isn't and what you cannot do ● Develop cultural knowledge of Francophone towns 	Speaking Project

Curriculum Plan: Year 8

Term	Curriculum Foci Areas	Assessment Criteria
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 	Listening & Writing assessment on terms 1 and 2 content
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 	Listening & Reading assessment on terms 1,2 and 3 content
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 	Reading & Writing assessment on terms 1,2,3 and 4 content
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 	Summer Exam (Listening, Reading & Writing on content of year 8) Speaking Project

Curriculum Plan: Year 9

Term	Curriculum Foci Areas	Assessment Criteria
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 	Reading & Writing assessment on terms 1 content
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 uses technology recently 	Listening & Writing assessment on terms 1 and 2 content
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 	Listening & Reading assessment on terms 1,2 and 3 content
5 and 6	<p>Transition to 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 	Summer Exam (Listening, Reading & Writing on content of year 9) Speaking Project

Curriculum Plan: Year 10 French

Exam Board: AQA (9-1)

Specification: 8652 new specification for first teaching in 2024.

[AOA | Languages | GCSE | French](#)

Term	Curriculum Foci Areas Assessment Criteria	Assessment Criteria
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	Extended Writing on topic covered and exam style reading tasks
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 on topic covered and exam style listening tasks
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	Extended Writing on topic covered and exam style reading tasks
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 on topic covered and exam style listening tasks
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 :1 full GCSE paper at foundation level for Listening and Reading Writing = 2 x 90 words tasks that appear on both higher/foundation writing papers
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 photo card 5-7 minutes general conversation

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

*Decisions over the tier of entry (Higher or Foundation) will be informed by the results of internal assessments

Curriculum Plan: Year 11 French

Exam Board: AQA

Specification: 8658 This is an outgoing specification with last exams in 2025

[AQA | Languages | GCSE | French](#)

Term	Curriculum Foci Areas Assessment Criteria	Assessment Criteria
1	Global issues - The environment <ul style="list-style-type: none"> Talking about environmental problems in the world generally and in the town, causes and solutions 	Translation into French and French into English Testing content from Year 10 and tenses
2	Future employment - Jobs, career choices and ambitions <ul style="list-style-type: none"> Talking about different jobs and problems with jobs Talking about your work experience Career plans and also marriage and relationship plans 	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
3	Technology in everyday life <ul style="list-style-type: none"> Talking about technology and social media in everyday life. How you use technology – benefits and dangers 	End of Topic Extended Written Test
4	Global and Social issues <ul style="list-style-type: none"> Talking about social issues - poverty/ homelessness Talking about charity/ voluntary work 	GCSE Mock Exam 1 Full GCSE Paper for Listening, Reading and Writing Mock
5	Revision <ul style="list-style-type: none"> to prepare and practise for the speaking exam to work on key vocabulary for each of the themes to practise the skills of listening and reading ready for the exams 	

- to practise translation ready for the reading and writing exams
- to use key structures in the writing exam

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Paper 4 Writing (60 minutes Foundation/75 minutes Higher)	25%	Entire specification	May/June

*Decisions over the tier of entry (Higher or Foundation) will be informed by the results of internal assessments

Please see exam board websites for up to date information:

<https://www.aqa.org.uk/subjects/languages/gcse/french-86>

Revision and Support at GCSE:

- 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 Foreign Language to English and then cover the Foreign Language to see what has been retained (English to Foreign Language) - **test them!**
- Ensure your child has the correct equipment - in particular exercise book containing all necessary sentence builders for each topic, glue and purple pen
- Encourage your child to watch any foreign language programmes with subtitles such as age range appropriate cartoons or series available on YouTube, Netflix and Amazon Prime
- Encourage your child to listen to Foreign Language music on spotify or YouTube ideally with lyrics

KS3 Useful resources:

- <https://www.languagesonline.org.uk>
- <http://www.bbc.co.uk/schools/gcsebitesize>

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- Youtube channel: [Easy French](#)