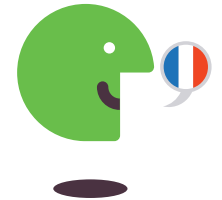


French Key Stage 4

Curriculum map





1. Philosophy

Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



2. Units



KS4 French is formed of 8 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 Family and Friends	Year 10	19
2 Free Time	Year 10	17
3 Daily life and special occasions	Year 10	17
4 Local Area	Year 10	18
5 Holidays	Year 11	17
6 School	Year 11	17
7 Work	Year 11	18
8 Global Issues	Year 11	16



3. Lessons

Unit 1 Family and Friends

19 Lessons

Lesson
number

Lesson question

Pupils will learn

1.

Talking about friends (Part 1/3)

- In this lesson, we will introduce the language used to talk about friends, using the verbs 'avoir' and 'être' in the third person.
- Purpose of language use: Talking about friends. What makes a good friend
- Grammar: être / 'avoir' in the third person singular. ER verbs in the present tense

2.

Talking about friends (Part 2/3)

- In this lesson, we will use -er verbs in the first and third person to talk about our friends.
- Purpose of language use: Talking about friends. What makes a good friend
- Grammar: Etre / 'avoir' in the third person singular. ER verbs in the present tense



3. Talking about friends (Part 3/3)

- In this lesson, we will use -er verbs in the nous, vous and ils/elles forms to talk in more detail about our friends.
 - Purpose of language use: Talking about friends. What makes a good friend
 - Grammar: Etre / 'avoir' in the third person singular. ER verbs in the present tense
-

4. Talking about relationships (Part 1/3)

- In this lesson, we will begin to use reflexive verbs to talk about our relationships.
 - Purpose of language use: Talking about relationships
 - Grammar: Possessive Adjectives Making verbs reflexive in the present tense Emphatic pronouns (avec moi / toi / lui / elle / eux / elles)
-

5. Talking about relationships (Part 2/3)

- In this lesson, we will talk about our relationships with our family using possessive adjectives.
 - Purpose of language use: Talking about relationships
 - Grammar: Possessive Adjectives Making verbs reflexive in the present tense Emphatic pronouns (avec moi / toi / lui / elle / eux / elles)
-



6. Talking about relationships (Part 3/3)

- In this lesson, we will use emphatic pronouns to talk about our relationships and complete a longer listening task.
- Purpose of language use: Talking about relationships
- Grammar: Possessive Adjectives Making verbs reflexive in the present tense Emphatic pronouns (avec moi / toi / lui / elle / eux / elles)

7. Making arrangements to go out (Part 1/3)

- In this lesson, we will use the verb 'aller' with the infinitive to talk about our plans to go out.
- Purpose of language use: Making arrangements to go out
- Grammar: Revisiting the verb + infinitive (to express future or wishes)

8. Making arrangements to go out (Part 2/3)

- In this lesson, we will use both the verbs 'vouloir' and 'aller' with the infinitive to talk about our plans to go out.
 - Purpose of language use: Making arrangements to go out
 - Grammar: Revisiting the verb + infinitive (to express future or wishes)
-



9. Making arrangements to go out (Part 3/3)

- In this lesson, we will revise when to use 'visiter' and 'rendre visite', as well as verb + infinitive constructions to talk about our future plans to go out.
- Purpose of language use: Making arrangements to go out
- Grammar: Revisiting the verb + infinitive (to express future or wishes)

10. Describing a night out with friends (Part 1/3)

- In this lesson, we will use regular verbs in the perfect tense to describe a night out with friends.
- Purpose of language use: Describing a night out with friends
- Grammar: Revisiting the Perfect Tense with regular past participles (-er, -ir, -re);

11. Describing a night out with friends (Part 2/3)

- In this lesson, we will use verbs in the perfect tense with 'être' to describe a night out with friends.
 - Purpose of language use: Describing a night out with friends
 - Grammar: Revisiting the Perfect Tense with regular past participles (-er, -ir, -re);
-



12. Describing a night out with friends (Part 3/3)

- In this lesson, we will use perfect tense verbs with negatives to describe a night out with friends.
 - Purpose of language use: Describing a night out with friends
 - Grammar: Revisiting the Perfect Tense with regular past participles (-er, -ir, -re);
-

13. Understanding passages about past events (1/1)

- In this lesson, we will analyse a longer listening text in the perfect tense.
 - Purpose of language use: Understanding passages about past events (Higher)
 - Grammar: Revisiting the Perfect Tense with regular and irregular past participles
-

14. Describing life when I was younger (Part 1/2)

- In this lesson, we will use the imperfect tense of -er verbs to describe what we used to do when we were younger.
 - Purpose of language use: Describing life when I was younger
 - Grammar: Introducing the Imperfect with 'être' & 'avoir' Then regular -ER verbs
-



15. Describing life when I was younger (Part 2/2)

- In this lesson, we will use regular imperfect tense verbs in three persons and the verb 'être' in the imperfect tense to describe what we used to do when we were younger.
 - Purpose of language use: Describing life when I was younger
 - Grammar: Introducing the Imperfect with 'être' & 'avoir'
Then regular -ER verbs
-

16. Talking about role models (Part 1/2)

- In this lesson, we will use the perfect and the present tenses together to talk about our role models.
 - Purpose of language use: Talking about role models
 - Grammar: Understanding the present and perfect tense together (regular -ER verbs)
-

17. Talking about role models (Part 2/2)

- In this lesson, we will use the perfect and present tenses together to translate a text about our role models.
 - Purpose of language use: Talking about role models
 - Grammar: Understanding the present and perfect tense together (regular -ER verbs)
-

18. Guided writing: Talking about friends and family (Foundation)

- In this lesson, we will explore a foundation style GCSE writing question focusing on tense formation before co-constructing a written answer. This is an opportunity to practise some independent writing at the end of this lesson. The writing task is: 'Your French friend has asked you about your friends and family. Write a reply'.
- Purpose of language use: Guided writing: Family and Friends. (Foundation)
- Grammar: Writing using multiple tenses: present and, near future



19. Guided writing: Talking about friends and family (Higher)

- In this lesson, we will explore a higher style GCSE writing question focusing on tense formation before co-constructing a written answer. This is an opportunity to practise some independent writing at the end of this lesson. The writing task is: 'You are writing a blog about your relationship with your friends and family.'
 - Purpose of language use: Guided writing: Family and Friends. (Higher)
 - Grammar: Writing using multiple tenses: present, future, imperfect and perfect tense
-



Lesson
number

Lesson question

Pupils will learn

1.	Talking about sports (Part 1/3)	<ul style="list-style-type: none">• In this lesson, we will we introduce jouer and faire du / de la / de l' / des in the context of sports.• Purpose of language use: Talk about sport• Grammar: Depuis with the present tense
2.	Talking about sports (Part 2/3)	<ul style="list-style-type: none">• In this lesson, we will we examine more closely the verbs jouer and faire, conjugating them in the present tense.• Purpose of language use: Talk about sport• Grammar: Depuis with the present tense
3.	Talking about sports (Part 3/3)	<ul style="list-style-type: none">• In this lesson, we will look at the use of 'depuis' with the present tense. We will practise using it in the context of sports.• Purpose of language use: Talk about sport• Grammar: Depuis with the present tense

4. Using the Internet (Part 1/3)

- In this lesson, we will look at how to conjugate regular -er verbs and irregular -RE verbs with je for some common verbs when talking about technology.
- Purpose of language use: Talk about your life online
- Grammar: Irregular verbs in the present tense (1st person singular) METTRE, PRENDRE, ECRIRE, LIRE Using impersonal expressions with the infinitive



5. Using the Internet (Part 2/3)

- In this lesson, we will learn which situations we should use the present tense with je and which situations we should use a verb in the infinitive.
- Purpose of language use: Talk about your life online
- Grammar: Irregular verbs in the present tense (1st person singular) METTRE, PRENDRE, ECRIRE, LIRE Using impersonal expressions with the infinitive

6. Using the internet (Part 3/3)

- In this lesson, we will look at using irregular -RE verbs in the 3rd person singular and plural. We also consider using the name in place of the subject pronoun and choosing the correct part of the verb.
 - Purpose of language use: Talk about your life online
 - Grammar: Irregular verbs in the present tense (1st person singular) METTRE, PRENDRE, ECRIRE, LIRE Using impersonal expressions with the infinitive
-



7. Talking about reading (Part 1/1)

- In this lesson, we will learn how to talk about books and reading in French. We will also practise using the negative in French.
 - Purpose of language use: Talk about books and reading
 - Grammar: Using 'de' with negatives (ne pas, ne plus, ne jamais)
-

8. Talking about hobbies (Part 1/2)

- In this lesson, we will look at the differences between the present tense and the imperfect tense for je with both -er and -RE verbs.
 - Purpose of language use: Talk about hobbies
 - Grammar: Revisiting the imperfect tense, with -ER verbs
-

9. Talking about hobbies (Part 2/2)

- In this lesson, we will look at the formation of the imperfect tense for 3rd person singular and 3rd person plural. We also look at when the imperfect means used to do vs was/ were doing.
 - Purpose of language use: Talk about hobbies
 - Grammar: Revisiting the imperfect tense, with -ER verbs
-



10. Talking about TV programmes (Part 1/2)

- In this lesson, we will look at using adjectives to describe plural nouns and using *j je préfère* as a verb vs *préfèr(e)(s)* as an adjective.
 - Purpose of language use: Talk about TV programmes
 - Grammar: Using the comparative
-

11. Talking about TV programmes (Part 2/2)

- In this lesson, we will look at how to use the comparative in French. We will practise using the comparative in the context of talking about TV programmes so we can say which types of TV programme we prefer.
 - Purpose of language use: Talk about TV programmes
 - Grammar: Using the comparative
-

12. Understanding direct object pronouns in listening and reading passages (1/1)

- In this lesson, we will look at how to understand and recognise direct object pronouns in listening and reading passages in the context of television.
 - Purpose of language use: Understand direct object pronouns in listening and reading passages. (Higher).
 - Grammar: Direct object pronouns (*le / la / les*)
-

13. A night out with friends (Part 1/3)

- In this lesson, we will use the perfect tense with 'on' to describe a night out with friends.
 - Purpose of language use: A night out with friends
 - Grammar: The perfect tense with on
-



14. A night out with friends (Part 2/3)

- In this lesson, we will use the perfect tense with 'être' verbs to describe a night out with friends.
 - Purpose of language use: A night out with friends
 - Grammar: The perfect tense with on
-

15. A night out with friends (Part 3/3)

- In this lesson, we will use the perfect tense with 'avoir' and 'être' verbs to describe time spent with family and friends.
 - Purpose of language use: A night out with friends
 - Grammar: The perfect tense with on
-

16. Guided Writing - Foundation (1/1)

- In this lesson, we will explore a foundation style GCSE writing question focusing on tense formation before co-constructing a written answer. This is an opportunity to practise some independent writing at the end of this lesson. In this writing activity we will describe free time activities.
- Purpose of language use: Guided writing: My free time. (Foundation)
- Grammar: Writing using multiple tenses: present, near future and perfect tense



17. Guided Writing: Higher (Part 1/1)

- In this lesson, we will explore a higher style GCSE writing question focusing on tense formation before co-constructing a written answer. This is an opportunity to practise some independent writing at the end of this lesson. The writing task will be to write a blog about free time activities.
 - Purpose of language use: Guided writing: My free time. (Higher)
 - Grammar: Writing using multiple tenses: present, near future, imperfect and perfect tense
-



Lesson
number

Lesson question

Pupils will learn

1.	Talk about your daily routine (Part 1/4)	<ul style="list-style-type: none">• In this lesson, we will learn how to use the modal verbs pouvoir and devoir + infinitive to say what we must do in the week, compared to what we can do at the weekend.• Purpose of language use: Talk about your daily routine• Grammar: Modal verbs in the present tense (first person singular) DEVOIR, POUVOIR
2.	Talk about your daily routine (Part 2/4)	<ul style="list-style-type: none">• In this lesson, we will learn how to talk about our daily routine using reflexive verbs.• Purpose of language use: Talk about your daily routine• Grammar: Modal verbs in the present tense (first person singular) DEVOIR, POUVOIR
3.	Talk about your daily routine (Part 3/4)	<ul style="list-style-type: none">• In this lesson, we will revisit core vocabulary from this topic on daily routines and look closely at an extended reading passage.• Purpose of language use: Talk about your daily routine• Grammar: Modal verbs in the present tense (first person singular) DEVOIR, POUVOIR



4. Talk about your daily routine (Part 4/4)

- In this lesson, we will learn how to use the modal verbs pouvoir and devoir + reflexive to talk about activities during the week vs at the weekend.
 - Purpose of language use: Talk about your daily routine
 - Grammar: Modal verbs in the present tense (first person singular) DEVOIR, POUVOIR
-

5. Shopping for clothes (Part 1/2)

- In this lesson, we will learn how to use interrogative adjectives when in a shopping scenario.
 - Purpose of language use: Shopping for clothes and food
 - Grammar: Using quel, quelle, quels, quelles
Demonstrative adjectives: ce, cet, cette, ces
-

6. Shopping for clothes (Part 2/2)

- In this lesson, we will learn how to use demonstrative adjectives when in a shopping scenario.
 - Purpose of language use: Shopping for clothes and food
 - Grammar: Using quel, quelle, quels, quelles
Demonstrative adjectives: ce, cet, cette, ces
-

7. Shopping for food

- In this lesson, we will learn how to talk about quantities of food using de.
- Purpose of language use: Shopping for food
- Grammar: Expression of quantity + de



8. Describe festivals and traditions (Part 1/2)

- In this lesson, we will learn how to describe festivals and traditions using the nouns day, year, morning and evening.
- Purpose of language use: Describe festivals and traditions
- Grammar: Est-ce que and qu'est-ce que

9. Describe festivals and traditions (Part 2/2)

- In this lesson, we will look at forming questions about festivals and traditions.
 - Purpose of language use: Describe festivals and traditions
 - Grammar: Est-ce que and qu'est-ce que
-



10. **Talk about food at home vs at special occasions (Part 1/3)**

- In this lesson, we will use regular -er verbs with je vs irregular -re verbs with je in order to talk about what we eat usually, and at special occasions.
 - Purpose of language use: Talk about food at home vs at special occasions
 - Grammar: Irregular verbs in the present tense (first person singular) BOIRE, PRENDRE Pronoun en
-

11. **Talk about food at home vs at special occasions (Part 2/3)**

- In this lesson, we will use the pronoun en to talk about what we eat and drink at different occasions.
 - Purpose of language use: Talk about food at home vs at special occasions
 - Grammar: Irregular verbs in the present tense (first person singular) BOIRE, PRENDRE Pronoun en
-

12. **Talk about food at home vs at special occasions (Part 3/3)**

- In this lesson, we will use the first and third person to talk about what I and others eat at home and at special occasions.
 - Purpose of language use: Talk about food at home vs at special occasions
 - Grammar: Irregular verbs in the present tense (first person singular) BOIRE, PRENDRE Pronoun en
-

13. Using polite language

- In this lesson, we will learn the distinction between the subject pronouns tu and vous.
- Purpose of language use: Using polite language
- Grammar: Tu vs vous



14. Congratulations (Part 1/2)

- In this lesson, we will learn how to use venir de + infinitive in order to say what we have just done.
- Purpose of language use: Congratulations. (Higher)
- Grammar: venir de (to have just done)

15. Congratulations (Part 2/2)

- In this lesson, we will learn the different meanings of il y a and movable adjectives in order to talk about celebrations.
 - Purpose of language use: Congratulations. (Higher)
 - Grammar: venir de (to have just done)
-

16. Guided writing: Describe family celebrations (Foundation)

- In this lesson, we will explore a foundation style GCSE writing question focusing on tense formation before co-constructing a written answer. There is an opportunity for you to practise some independent writing at the end of this lesson. In your writing, you will be describing family celebrations.
- Purpose of language use: Guided writing: Describe family celebrations (Foundation)
- Grammar: Writing using multiple tenses: present, near future and perfect tense



17. Guided writing: Describe family celebrations (Higher)

- In this lesson, we will explore a higher style GCSE writing question focusing on tense formation before co-constructing a written answer. This is an opportunity to practise some independent writing at the end of this lesson. The writing task is to write a blog about family celebrations.
 - Purpose of language use: Guided writing: Describe family celebrations (Higher)
 - Grammar: Writing using multiple tenses: present, near future, imperfect and perfect tense
-



Lesson
number

Lesson question

Pupils will learn

1.

Describing a region (Part 1/5)

- In this lesson, we will introduce how to say 'in' with 'en/au' as well as how to use the phrase il y a when describing a region.
 - Purpose of language use: Describe a region
 - Grammar: Using il y a / il n'y a pas de, Position and agreement of regular and irregular adjectives , Superlative, Pronoun 'y'
-

2.

Describing a region (Part 2/5)

- In this lesson, we will introduce the agreement and position of adjectives to describe where something is located.
 - Purpose of language use: Describe a region
 - Grammar: Using il y a / il n'y a pas de, Position and agreement of regular and irregular adjectives , Superlative, Pronoun 'y'
-



3. Describing a region (Part 3/5)

- In this lesson, we will introduce the irregular adjectives beau and vieux and look at their agreement and position in sentences.
 - Purpose of language use: Describe a region
 - Grammar: Using il y a / il n'y a pas de, Position and agreement of regular and irregular adjectives , Superlative, Pronoun 'y'
-

4. Describing a region (Part 4/5)

- In this lesson, we will introduce superlatives to talk about our region.
 - Purpose of language use: Describe a region
 - Grammar: Using il y a / il n'y a pas de, Position and agreement of regular and irregular adjectives , Superlative, Pronoun 'y'
-

5. Describing a region (Part 5/5)

- In this lesson, we will use depuis to say how long we have lived somewhere and the pronoun y to mean there when describing a region.
 - Purpose of language use: Describe a region
 - Grammar: Using il y a / il n'y a pas de, Position and agreement of regular and irregular adjectives , Superlative, Pronoun 'y'
-



6. Describing a town (Part 1/3)

- In this lesson, we will use 'on peut' and 'on ne peut pas' to say what you can and cannot do in your town.
 - Purpose of language use: Describe a town
 - Grammar: Negatives
-

7. Describing a town (Part 2/3)

- In this lesson, we will be using negatives to talk about the features of our towns.
 - Purpose of language use: Describe a town
 - Grammar: Negatives
-

8. Describing a town (Part 3/3)

- In this lesson, we will be using 'il y a' and 'il y avait' as well as a range of negatives to describe our towns.
 - Purpose of language use: Describe a town
 - Grammar: Negatives
-

9. Understanding nuances in listening passages (Higher)

- In this lesson, we will be developing our listening skills and how to understand nuances in language.
 - Purpose of language use: Understanding nuances in listening passages. (Higher)
 - Grammar: Negatives
-



- 10. Discussing what to see and do (Part 1/2)**
- In this lesson, we will be asking questions about what there is to do in town.
 - Purpose of language use: Discussing what to see and do
 - Grammar: Asking questions Quel / quelle / quels / quelles
-

- 11. Discussing what to see and do (Part 2/2)**
- In this lesson, we will be asking questions, including with the word 'quel', about what there is to do in town.
 - Purpose of language use: Discussing what to see and do
 - Grammar: Asking questions Quel / quelle / quels / quelles
-

- 12. Understanding directions**
- In this lesson, we will be working on understanding questions and giving directions whilst in town.
 - Purpose of language use: Understanding directions
 - Grammar: Asking questions
-

- 13. Weather (Part 1/2)**
- In this lesson, we will discuss weather in the context of our town or area.
 - Purpose of language use: Weather
 - Grammar: Using si clauses; present + future
-

14. Weather (Part 2/2)

- In this lesson, we will use 'si' sentences in the context of describing the weather.
 - Purpose of language use: Weather
 - Grammar: Using si clauses; present + future
-



15. Future plans (Part 1/2)

- In this lesson, we will learn about the simple future tense so that we can discuss future plans.
 - Purpose of language use: Future Plans
 - Grammar: Introducing the simple future
-

16. Future plans (Part 2/2)

- In this lesson, we will use the simple future tense to talk about future plans.
 - Purpose of language use: Future Plans
 - Grammar: Introducing the simple future
-

17. Guided Writing: Verb forms

- In this lesson, we will explore a foundation GCSE style writing question focusing on using different verb forms and co-constructing a written answer. There is some independent writing practise at the end of this lesson. In writing we will describe our local areas.
- Purpose of language use: Guided writing: Where you live (Foundation)
- Grammar: Writing using multiple tenses: present, ALLER + infinitive, simple future, imperfect (il y avait), perfect tense



18. Guided Writing: Tense formation

- In this lesson, we will explore a GCSE style writing question focusing on tense formation before co-constructing a written answer. There is an opportunity to practise some independent writing at the end of this lesson. We will write a blog about our local regions.
 - Purpose of language use: Guided writing: Writing about your local area (Foundation / Higher)
 - Grammar: Writing using multiple tenses: present, ALLER + infinitive, simple future, imperfect and perfect tense
-



**Lesson
number**

Lesson question

Pupils will learn

**1. Saying what you do and did on holiday
(Part 1/4)**

- In this lesson, we will introduce the language needed to say what you do on holiday, using a combination of reflexive and non-reflexive verbs.
- Purpose of language use: Saying what you do and did on holiday
- Grammar: Present and perfect tense verbs in the 'I' form.

**2. Saying what you do and did on holiday
(Part 2/4)**

- In this lesson, we will discuss what we did on holiday, using the perfect tense with 'avoir' and regular and irregular past participles.
 - Purpose of language use: Saying what you do and did on holiday
 - Grammar: Present and perfect tense verbs in the 'I' form.
-



3. **Saying what you do and did on holiday (Part 3/4)**

- In this lesson, we will consolidate our understanding of the perfect tense using 'avoir' with regular and irregular past participles. We also explore the position of ne and pas in the perfect tense.
 - Purpose of language use: Saying what you do and did on holiday
 - Grammar: Present and perfect tense verbs in the 'I' form.
-

4. **Saying what you do and did on holiday (Part 4/4)**

- In this lesson, we will discuss what we did on holiday, using the perfect tense with 'être' and reflexive verbs.
 - Purpose of language use: Saying what you do and did on holiday
 - Grammar: Present and perfect tense verbs in the 'I' form.
-

5. **Booking hotels (Part 1/2)**

- In this lesson, we will introduce the language needed to book a room in a hotel. We also explore the different ways of forming questions in French.
 - Purpose of language use: Booking hotels
 - Grammar: Retrieval: Asking questions
-



6. Booking Hotels (Part 2/2)

- In this lesson, we will revise the language needed to book rooms in a hotel.
 - Purpose of language use: Booking hotels
 - Grammar: Retrieval: Asking questions
-

7. At the train station

- In this lesson, we will introduce the language needed to buy tickets at a train station. We also explore the 24 hour clock in French.
 - Purpose of language use: At the train station
 - Grammar: Retrieval: Asking questions
-

8. Talking about an ideal holiday (Part 1/2)

- In this lesson, we will discuss what our dream holidays would be like, introducing the conditional tense.
 - Purpose of language use: Talk about an ideal holiday
 - Grammar: Introducing the conditional
-

9. Talking about an ideal holiday (Part 2/2)

- In this lesson, we will continue to discuss our dream holidays, using the conditional tense with a range of pronouns. We also encounter some 'if' clauses, to add complexity to our work.
 - Purpose of language use: Talk about an ideal holiday
 - Grammar: Introducing the conditional
-

10. Ordering in a restaurant (Part 1/2)

- In this lesson, we will learn how to order food in a French-speaking restaurant using the expressions 'je voudrais' and 'je prends'.
- Purpose of language use: Ordering in a restaurant
- Grammar: Using expressions with 'avoir'



11. Ordering in a restaurant (Part 2/2)

- In this lesson, we will continue to develop our ability to order food in a French-speaking restaurant, using 'avoir' expressions.
- Purpose of language use: Ordering in a restaurant
- Grammar: Using expressions with 'avoir'

12. Reviewing a restaurant

- In this lesson, we will develop an ability to review a restaurant, commenting on the service, ambiance and price. We also learn how to use en + the present participle to add complexity to our work.
 - Purpose of language use: Reviewing a restaurant (Higher)
 - Grammar: En + present participle
-



13. Talking about a disastrous holiday (Part 1/3)

- In this lesson, we will discuss holiday problems, using the perfect tense with 'avoir'.
 - Purpose of language use: Talking about a disastrous holiday
 - Grammar: Avant de. Using the perfect and pluperfect.
-

14. Talking about a disastrous holiday (Part 2/3)

- In this lesson, we will continue to discuss holiday problems, using the perfect tense with 'avoir'. We also encounter 'avant de + infinitive' as a way of adding complexity to our written work.
 - Purpose of language use: Talking about a disastrous holiday
 - Grammar: Avant de. Using the perfect and pluperfect.
-

15. Talking about a disastrous holiday (Part 3/3)

- In this lesson, we will continue to discuss holiday problems, using the perfect and pluperfect tenses.
 - Purpose of language use: Talking about a disastrous holiday
 - Grammar: Avant de. Using the perfect and pluperfect.
-

16. Guided Writing (Foundation) : Holidays

- In this lesson, we will explore a foundation style GCSE writing question focusing on tense formation before co-constructing a written answer. There is an opportunity to practise some independent writing at the end of this lesson.
- Purpose of language use: Guided writing: Holidays (Foundation)
- Grammar: Writing using multiple tenses: present, ALLER + infinitive, simple future, imperfect (il y avait), perfect tense



17. Guided Writing (Higher) : Holidays

- In this lesson, we will explore a higher style GCSE writing question focusing on tense formation before co-constructing a written answer. There is an opportunity to practise some independent writing at the end of this lesson. We will write a blog about our holidays.
 - Purpose of language use: Guided Writing: Holidays (Higher)
 - Grammar: Writing using multiple tenses: present, ALLER + infinitive, simple future, imperfect and perfect tense
-



Lesson
number

Lesson question

Pupils will learn

1.	Talking about school (Part 1/3)	<ul style="list-style-type: none">• In this lesson, we will introduce the language needed to say what there is or isn't in our schools using il y a and il n'y a pas de.• Purpose of language use: Talking about your school / school subjects• Grammar: Direct object pronouns
2.	Talking about school subjects (Part 2/3)	<ul style="list-style-type: none">• In this lesson, we will introduce the language needed to give justified opinions about school subjects focusing on the use of the definite article.• Purpose of language use:• Grammar:
3.	Talking about school subjects (Part 3/3)	<ul style="list-style-type: none">• In this lesson, we will discuss more complex opinion phrases, including how to use direct object pronouns and the use of de with le, la, l' and les.• Purpose of language use:• Grammar:



4. Talking about the school day (Part 1/3)

- In this lesson, we will introduce some key features of the French school system and revise using regular -er and -ir verbs in the third person singular and plural.
 - Purpose of language use: Talking about your school day
 - Grammar: Present tense verbs in the 3rd person singular and plural Comparative
-

5. Talking about the school day (Part 2/3)

- In this lesson, we will discuss using comparison structures to compare daily life in British and French schools.
 - Purpose of language use:
 - Grammar:
-

6. Talking about the school day (Part 3/3)

- In this lesson, we will discuss in more detail about what students in France and Great Britain have to do or can do during the school day, using "devoir" and "pouvoir" in the third person singular and plural.
 - Purpose of language use:
 - Grammar:
-



7. Developing reading skills (Higher)

- In this lesson, we will look at the role of high frequency words and inference in developing reading skills. This lesson is aimed at students sitting the higher tier GCSE paper.
 - Purpose of language use: Developing inference (Higher)
 - Grammar: Developing lexical fields
-

8. Talking about school rules (Part 1/3)

- In this lesson, we will revisit how to use modal verb *devoir* in order to talk about school rules.
 - Purpose of language use: Discussing school rules
 - Grammar: *Il faut* + infinitive, *Il est interdit de* + infinitive, *On doit* + infinitive
-

9. Talking about school rules (Part 2/3)

- In this lesson, we will introduce the impersonal verb *il faut* and the impersonal expression *il est interdit de* to talk about school rules.
 - Purpose of language use: Discussing school rules
 - Grammar: *Il faut* + infinitive, *Il est interdit de* + infinitive, *On doit* + infinitive
-



10. Talking about school rules (Part 3/3)

- In this lesson, we will revisit the present and imperfect tenses of devoir, falloir and il est interdit de in order to compare rules in primary and secondary schools.
 - Purpose of language use: Discussing school rules
 - Grammar: Il faut + infinitive, Il est interdit de + infinitive, On doit + infinitive
-

11. Talking about extra-curricular activities (Part 1/2)

- In this lesson, we will introduce the language needed to talk about a range of extra curricular activities. We also revisit the formation of the present tense in order to give details about which activities you currently do.
 - Purpose of language use: Talking about extracurricular activities
 - Grammar: Recognising and using the imperfect tense and the present tense
-

12. Talking about extra-curricular activities (Part 2/2)

- In this lesson, we will revisit the present and imperfect tenses to compare current and past extra-curricular activities. We also look at the impact negative structures can have on meaning.
 - Purpose of language use: Talking about extracurricular activities
 - Grammar: Recognising and using the imperfect tense and the present tense
-



13. Talking about school trips (1/3)

- In this lesson, we will revisit the formation of the perfect tense with 'avoir' using the pronouns je and on to talk about school trips.
 - Purpose of language use: Talking about a school trip or school exchange
-

14. Talking about school trips (2/3)

- In this lesson, we will revisit the formation of the perfect tense with 'être' using the pronouns je and on to talk about a school exchange.
 - Purpose of language use: Talking about a school trip or school exchange
-

15. Talking about school trips (3/3)

- In this lesson, we will revisit the conditional tense using the pronouns je and on to talk about potential locations for future school trips.
 - Purpose of language use: Talking about a school trip or school exchange
-

16.

Guided Writing Foundation: Mon collèège

- In this lesson, we will explore a foundation style GCSE writing question focusing on tense formation before co-constructing a written answer. There is an opportunity to practise some independent writing at the end of this lesson. We will be writing a blog about your school.
- Purpose of language use: Guided writing: School (Foundation)
- Writing using multiple tenses: present, ALLER + infinitive, simple future, imperfect (il y avait), perfect tense



17.

Guided Writing Higher: Mon collèège

- In this lesson, we will explore a higher style GCSE writing question focusing on tense formation before co-constructing a written answer. There is an opportunity to practise some independent writing at the end of this lesson. We will be writing an article about your experiences of education.
 - Guided writing: School (Higher)
 - Writing using multiple tenses: present, ALLER + infinitive, simple future, imperfect and perfect tense
-



Lesson
number

Lesson question

Pupils will learn

1.	Discussing career choices (Part 1/3)	<ul style="list-style-type: none">• In this lesson, we will explore career choices, and the concept of not using the article when talking about jobs.• Purpose of language use: Career Choices• Grammar: No article when talking about jobs
2.	Discussing career choices (Part 2/3)	<ul style="list-style-type: none">• In this lesson, we will further discuss career choices and explore the use of the conditional.• Purpose of language use: Discussing career choices• Grammar: Exploring lexical fields, Using the conditional Mieux, pire, le mieux, le pire
3.	Discussing career choices (Part 3/3)	<ul style="list-style-type: none">• In this lesson, we will develop our knowledge of structures that can be used to discuss career choices. The lesson focuses on using verbs with the infinitive, and the terms 'mieux' and 'pire'.• Purpose of language use: Discussing career choices• Grammar: Exploring lexical fields, Using the conditional Mieux, pire, le mieux, le pire



4. Talking about future plans (Part 1/4)

- In this lesson, we will talk about future plans and revisit the simple future tense.
 - Purpose of language use: Talking about future plans
 - Grammar: Revisiting the simple future, Si clauses; present + future
-

5. Talking about future plans (Part 2/4)

- In this lesson, we will develop our use of the simple future and explore structures that allow us to sequence events.
 - Purpose of language use: Talking about future plans
 - Grammar: Revisiting the simple future, Si clauses; present + future
-

6. Talking about future plans (Part 3/4)

- In this lesson, we will use si clauses to talk about future plans.
 - Purpose of language use: Talking about future plans
 - Grammar: Revisiting the simple future, Si clauses; present + future
-



7. Talking about future plans (Part 4/4)

- In this lesson, we will continue to talk about future plans and develop our use of the structure *pour*+infinitive.
 - Purpose of language use: Talking about future plans
 - Grammar: Using *pour* + infinitive
-

8. Talking about hopes and wishes

- In this lesson, we will talk about hopes and wishes, and explore the use of the subjunctive.
 - Purpose of language use: Talking about hopes and wishes (Higher)
 - Grammar: Introducing the subjunctive
-

9. Discussing the importance of learning languages

- In this lesson, we will talk about learning languages, review the formation of adverbs, and develop our knowledge of the verbs *s'avoir*/*connaître*.
 - Purpose of language use: Discussing the importance of languages
 - Grammar: Adverbs
-

10. Understanding job adverts (Part 1/2)

- In this lesson, we will develop our understanding of job adverts. We review the use of infinitives and adjectives.
 - Purpose of language use: Understanding job adverts
 - Grammar: Using infinitives
-



11. Understanding and responding to job adverts (Part 2/2)

- In this lesson, we will focus on understanding and responding to job adverts. We revisit the present tense and the conditional.
 - Purpose of language use: Understanding job adverts
 - Grammar: Using infinitives
-

12. Talking about what you do to earn money (Part 1/2)

- In this lesson, we will talk about what you do to earn money. We focus on recognising and forming the present tense, and using the possessive de.
 - Purpose of language use: Talking about what you do to earn money
 - Grammar: Revisiting the imperfect, present and conditional tenses
-

13. Talking about what you do to earn money (Part 2/2)

- In this lesson, we will talk about what you do to earn money. We explore the use of devoir in the imperfect and conditional.
 - Purpose of language use: Talking about what you do to earn money
 - Grammar: Revisiting the imperfect, present and conditional tenses
-



14. Talking about work experience (Part 1/2)

- In this lesson, we will talk about work experience and review the use of the present and perfect tenses.
 - Purpose of language use: Talking about work experience
 - Grammar: Revisiting the perfect and the present tenses
-

15. Talking about work experience (Part 2/2)

- In this lesson, we will talk about past work experience and explore the differences between the perfect and imperfect tenses.
 - Purpose of language use: Talking about work experience
 - Grammar: Revisiting the perfect and the present tenses
-

16. Understanding case studies

- In this lesson, we will develop our knowledge of verbs followed by the prepositions *à* and *de*, and use this knowledge to understand a case study.
 - Purpose of language use: Understanding case studies. (Higher)
 - Grammar: Verbs followed by *à* and *de*
-

17. Guided writing: foundation . Work and future plans

- In this lesson, we will explore a foundation style GCSE writing question focusing on tense formation before co-constructing a written answer. There is an opportunity to practise some independent writing at the end of this lesson. We will be writing a blog about work and future plans.
- Purpose of language use: Guided writing: Work and future plans (Foundation and Higher)
- Grammar: Writing using multiple tenses - perfect, imperfect (il y avait, je devais), present, ALLER + infinitive, simple future, conditional



18. Guided writing: Higher . Work and future plans

- In this lesson, we will explore a higher style GCSE writing question focusing on tense formation before co-constructing a written answer. There is an opportunity to practise some independent writing at the end of this lesson. We will be writing an article about work for a French magazine.
 - Purpose of language use: Guided writing: Work and future plans (Foundation and Higher)
 - Grammar: Writing using multiple tenses - perfect, imperfect (il y avait, je devais), present, ALLER + infinitive, simple future, conditional
-



Lesson
number

Lesson question

Pupils will learn

1. Healthy vs unhealthy lifestyle (Part 1/2)

- In this lesson, we will introduce the language needed to talk about healthy and unhealthy lifestyles using *devoir* and *pour* + infinitive.
- Purpose of language use: Healthy vs unhealthy lifestyles
- Grammar: Present tense modal verbs with *on*, Using *pour* + infinitive, Adverbs

2. Healthy vs unhealthy lifestyle (Part 2/2)

- In this lesson, we will continue to explore the language needed to talk about healthy and unhealthy lifestyles including the difference between *la santé*, *sain* and *sainement* and the verb *pouvoir*.
 - Purpose of language use: Healthy vs unhealthy lifestyles
 - Grammar: Present tense modal verbs with *on*, Using *pour* + infinitive, Adverbs
-



3. Being healthy

- In this lesson, we will exploit a reading passage about healthy lifestyle choices focusing on how adverbs can impact meaning.
 - Purpose of language use: Healthy vs unhealthy lifestyles
 - Grammar: Present tense modal verbs with on, Using pour + infinitive, Adverbs
-

4. Problems facing the world (Part 1/2)

- In this lesson, we will introduce the language needed to talk about global problems including a focus on the relative pronoun ce qui.
 - Purpose of language use: Problems facing the world
 - Grammar: Using ce qui, Exploring lexical fields
-

5. Problems facing the world (Part 2/2)

- In this lesson, we will explore the semantic field of climate change, broaden vocabulary and understanding of this concept.
 - Purpose of language use: Problems facing the world
 - Grammar: Using ce qui, Exploring lexical fields
-



6. Protecting the planet (Part 1/3)

- In this lesson, we will introduce the language needed to say what we should do to protect the environment including a focus on the modal verbs *devoir* and *pouvoir* in the conditional tense.
 - Purpose of language use: Protecting the environment
 - Grammar: Conditional tense modal verbs with *on*, Using the infinitive, Using multiple tenses
-

7. Protecting the planet (Part 2/3)

- In this lesson, we will consolidate the language needed to say what we should do to protect the environment including a focus on using infinitives.
 - Purpose of language use: Protecting the environment
 - Grammar: Conditional tense modal verbs with *on*, Using the infinitive, Using multiple tenses
-

8. Protecting the planet (Part 3/3)

- In this lesson, we will revisit the imperfect, present and future tenses to talk about our approach over time to protecting the environment.
 - Purpose of language use: Protecting the environment
 - Grammar: Conditional tense modal verbs with *on*, Using the infinitive, Using multiple tenses
-



9. Talking about volunteering (Part 1/3)

- In this lesson, we will introduce the language needed to talk about volunteering including the reasons for taking part in it. We also explore emphatic pronouns.
 - Purpose of language use: Talking about volunteering
 - Grammar: Using emphatic pronouns Expressing intended future actions Using direct object pronouns
-

10. Talking about volunteering (Part 2/3)

- In this lesson, we will consolidate language to talk about volunteering including using the conditional to talk about future volunteering intentions.
 - Purpose of language use: Talking about volunteering
 - Grammar: Using emphatic pronouns Expressing intended future actions Using direct object pronouns
-

11. Talking about volunteering (Part 3/3)

- In this lesson, we will consolidate language to talk about volunteering including using direct object pronouns to develop the complexity of our work.
 - Purpose of language use: Talking about volunteering
 - Grammar: Using emphatic pronouns Expressing intended future actions Using direct object pronouns
-

12. Participating in your community (1/1)

- In this lesson, we will explore the idea of how you might participate in your community. We also introduce indirect object pronouns and practise using them to add complexity to written work.
- Purpose of language use: Participating in your community (Higher)
- Grammar: Using indirect object pronouns and 'en'



13. Talking about big events (Part 1/2)

- In this lesson, we will introduce the language needed to talk about big events such as the World Cup or the Olympic Games. We also look at the 3rd person plural form of pouvoir in the present tense in order to give advantages of these types of events.
- Purpose of language use: Talking about big events
- Grammar: Present tense modal verbs in the third person plural Giving arguments for and against

14. Talking about big events (Part 2/2)

- In this lesson, we will revisit the language needed to talk about big events such as the World Cup or the Olympic Games including looking at the disadvantages of hosting this kind of event.
 - Purpose of language use: Talking about big events
 - Grammar: Present tense modal verbs in the third person plural Giving arguments for and against
-

15. Guided Writing Foundation: Environment

- In this lesson, we will explore a foundation style GCSE writing question focusing on tense formation before co-constructing a written answer. There is an opportunity to practise some independent writing at the end of this lesson. We will be writing a blog about the environment.
- Purpose of language use: Guided writing: Protecting the environment (Foundation)
- Grammar: Writing using multiple tenses - perfect, present, ALLER + infinitive, simple future, conditional



16. Guided Writing Higher: Volunteering

- In this lesson, we will explore a higher style GCSE writing question focusing on tense formation before co-constructing a written answer. There is an opportunity to practise some independent writing at the end of this lesson. We will be writing a blog about volunteering.
 - Purpose of language use: Guided writing: The advantages and disadvantages of big events (Higher)
 - Grammar: Writing using multiple tenses - perfect, imperfect, present, ALLER + infinitive, simple future, conditional
-

4. Learn More



Contents

Section number

Section content

1.	Coherence and flexibility
2.	Language knowledge
3.	Knowledge organisation
4.	Knowledge selection
5.	Pupil engagement
6.	Motivation through learning
7.	A curriculum of quality
8.	Additional key stage 4 French information
9.	Unit prior learning requirements

1. Coherence and flexibility

Language learning is inherently cumulative. In a low exposure classroom setting, learning is most effective when language knowledge is logically sequenced and frequently revisited. For that reason, we foreground coherence. This then allows pupils to use their core knowledge flexibly when they need to.



2. Language knowledge

We set out to teach and practise three main bodies of knowledge that research indicates are fundamental to progress for beginner language learners in a classroom setting. These are: phonics (sound-writing relations), vocabulary, and grammar.

3. Knowledge organisation

We set out this knowledge clearly, with an explicit spine of grammar and sets of high-frequency vocabulary. Phonics feature in every lesson as regular and frequent short bursts of practice.

4. Knowledge selection

In years 10 and 11, the three core knowledge strands (phonics, vocabulary, grammar) are retained, though the requirements of external examination bring topic content closer to the fore. Nevertheless, each lesson contains opportunities to practise the sound-writing relationship, revisit high-frequency vocabulary and practise paying close attention to the meaning and form of grammar structures.

5. Pupil engagement

Carefully designed input (listening and reading) activities compel students to pay close attention to the meaning and form of the new language. Each week practice extends to production, which ensures that pupils have to actively recall and manipulate language to communicate where there is a genuine 'information gap' (where information must be successfully expressed and understood by the learner).

6. Motivation through learning

Teaching is carefully planned to compel thinking, thinking drives learning, and success in learning is motivational.

7. A curriculum of quality

We support curriculum planning with resources that emphasise transparent explanations and abundant practice, building in frequent feedback to maximise confidence and success. Regular and frequent revisiting of knowledge is explicit and systematically integrated into planning.



In years 10 and 11, the planning prepares for current GCSE content and examinations, which builds on the core grammar and high-frequency vocabulary outlined in the programmes of study for Key Stages 2 and 3.

8. Additional key stage 4 French information

In KS4, planning is carefully designed to build on KS3 knowledge, whilst including essential revisiting. Lessons feature:

- Systematic retrieval of 175 non topic-specific high-frequency words through the low stakes exit quiz
- Accessible entry to each sequence of lessons to establish the knowledge base
- Incremental challenge build over the course of a sub-unit of lessons
- Sounds of the language (including sound-symbol correspondences (phonics), liaison, and pronunciation)
- Speaking tasks that include read aloud with immediate feedback as an extension to phonics work
- Differentiated guided writing lessons at the end of each module
- Additional 'stand-alone' higher lessons for student and teacher to explore content that would not typically feature in the mixed ability classroom.

9. Unit prior learning requirements

Unit title

Prior learning requirements

Unit 1: Family and Friends

- Present Tense AVOIR 1st person singular
- Present tense of ÊTRE 1st person singular
- Simple adjective agreement
- Concept of present, future and perfect tenses



Unit 2: Free Time

- Present Tense FAIRE 1st person
- Concept of present, near future and perfect tenses

Unit 3: Daily life and special occasions

- Days of the week
- Clothes vocabulary
- Shops vocabulary
- Food vocabulary
- Partitive article
- Concept of present, future and perfect tenses

Unit 4: Local area

- Places in the town
- Modes of transport
- Telling the time
- Concept of present, future and perfect tenses

Unit 5: Holidays

- Places in the town
- Modes of transport
- Telling the time
- Concept of present, future and perfect tenses

Unit 6: School

- School subjects
- Adjectives to describe school subjects
- Time



- School Uniform
- Concept of present, future and perfect tenses
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Unit 7: Work

- Jobs
- Numbers (money)
- Concept of present, future and perfect tenses

Unit 8: Global issues

- Food
- Free time activities.
- Concept of present, future and perfect tenses