French Continuous Curriculum Plan 2026/27

Yr11 predictions	7-11 data pull	Yr9 data pull	7,8,10,11 data pull	7-10 data pull	Yr10 data pull

Continuous curriculum from Years 7-11	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Post-16 Study	*Throughout Years 7-11, students develop the linguistic knowledge, phonological awareness, grammatical understanding and cultural appreciation required for successful progression to post-16 language study. By GCSE, students are able to understand and communicate across a range of themes using multiple time frames, increasingly sophisticated vocabulary and complex grammatical structures. These skills provide a strong foundation for A-level French, where students engage in deeper analysis of francophone society, literature, film and independent research. The curriculum also supports progression to the International Baccalaureate and facilitates the study of additional languages in the future.*																																						
Year 11	**Education & Work (Theme 1)** In this unit students revisit structures seen in year 9 to describe life at their school. Students also learn to discuss the types of jobs they'd like in the future and to use the imperfect to describe their previous work experience. **Grammar: Three key timeframes/tenses, Conditional, Impersonal verbs, Imperfect, Present and si clauses**								**The environment & where people live (Theme 3)** In this unit students discuss environmental issues and how to combat them as well as describing the location that they live in. **Grammar: Three key timeframes/tenses, Imperative, Infinitive constructions**							**Celebrity Culture (Theme 2)** In this unit students describe the celebrities that they know and why they are famous. Students will learn to talk about their achievements as well as giving their opinions on the influence of celebrities on culture. **Grammar: Giving complex opinions, perfect, pluperfect, comparative and superlative structures, modal verbs , present**							Revision of Topics: Consolidation of key vocabulary at Higher and Foundation tier				Preparation for Speaking Assessments: Practising exam technique				GCSE Assessments for Reading, Speaking, Listening and Writng + End of Course.									
Year 10	**Identity and Relationships (Theme 1)** In this unit students revisit key vocabulary and structures from year 8 and 9 in order to describe themselves and relationships with others. **Grammar: Revisiting the formation of regular verbs in present, perfect and near future as well as comparatives, adjectival agreement, present participles and 'avoir' and 'être'**								**Free-time activities (Theme 2)** In this unit students recall and retrieve information previously seen in year 7 & 8 to describe their freetime activities. More depth is then gone into to discuss topics such as music festivals and viewing preferences. **Grammar: Three key timeframes/tenses, giving opinions & complex opinions**							**Media & Technology (Theme 3)** In this unit students discuss their use of technology as well as their opinions on social media and the advantages and disadvantages of it. **Grammar: Present, infinitive phrases (pour), complex opinions, imperfect, direct object pronouns, future tense**							**Customs, festivals & celebrations (Theme 2)** In this unit students build on their knowledge from year 8 to describe festivals in the Francophone world and to explain what occasions they celebrate at home. **Grammar: Three key timeframes/tenses as well as imperfect and conditional tenses**							**Travel & Tourism (Theme 3)** In this unit students build on their prior knowledge from KS3 to describe their holidays and holiday issues in depth using three timeframes. Additonally, students will give opinions on the importance of holiday and make comparisons between different type of holidays. **Grammar: Three key timeframes/tenses, Conditional, imperfect for description, subjunctive**							**Healthy Living & Lifestyle (Theme 1)** In this unit students discuss ways in which they stay healthy including talking about their exercise habits, diets and any potential changes they are going to make to their lifestyle. **Grammar: Three key timeframes/tenses, negatives, modal verbs of obligation**						
Year 9	**Describing yourself, family, friends and relationships** - Students will learn to describe the appearance/personality of themselves, family relationships, qualities of a good friend and past/present free time activities with family/friends - **Reflexive verbs describing relationships, adjectival agreement and (je/tu/il/elle/nous) present, conditional and perfect tense** Phonics: **'aim/im'**								**Holidays 2 -** students learn to describe what they usually do on holiday as well as on a dream holiday. They study the vocabulary needed in order to book a hotel room as well as the vocabulary associated with making a complaint about their accomodation. This is revisited when they then describe disaster holidays in the past and present tense. **Complex opinions, sequencers, present, perfect and conditional tenses** Phonics: **'a'**							**Social and global issues** - students will learn to describe social and environmental issues as well as how they have helped in the past and what they will do in future to be more environmentally friendly. This is all studied with a focus on African and Caribbean Francophone countries. **Present, perfect and future tense** Phonics: **'tion'**							**Healthy living -** students learn to describe what they eat, exercise they do, what you must/mustn't do in order to be healthy, their lifestyle using 3 tenses, reasons people smoke as well as how to describe minor illnesses and injuries **Opinions, imperfect, future tenses, il faut/on doit** Phonics: **'ain/in'**							**Technology -** students learn to describe how they use/have used it, its advantages and disadvantages, what it was like in the past and how they will use it in future compared to before. **Opinions, perfect, imperfect and future tenses** Phonics:**'u'**							**Francophonie cultural unit -** students learn about where French is spoken, which Francophone countries they'd like to visit, life in Morocco, visiting Marrakech and about Francophone music, food and films						
Year 8	**Introducing myself -** Students will learn to describe the appearance/personality of themselves and their family as well as learn to describe the free time activities that they like to do. They will also learn to say what they/others are goign to do to celebrate Halloween. **Opinions, adjectival agreement, infinitives, si clauses and near future tense** Phonics: **'é/è'**								**Free time (Films, TV, Books, Music) -** students learn to describe what they do in their spare time (films/tv/books/music) as well as how they celebrate Christmas in Belgium. **Opinions, comparatives, j'utlise…pour…, perfect and future tense** Phonics: 'é'							**Local area -** students learn to say what is in their town/region and whether they like it. They will also learn to describe its advantages/disadvantages and say what you can/will do there. **Complex opinions/reasons, il y a/il n'y a pas de, on peut…, ce que j'aime c'est..., l'avantage est que..., near future tense** Phonics: **'il/ille'**							**School -** students will learn to give their opinion of their school and teachers, describe clubs, rules and future career plans. They will also learn about differences between schools in Britain and Francophone countries . **Complex opinions/reasons, il y a, conditional tense (talking about future wishes/plans), comparatives, superlatives, il faut/on doit and perfect tense** Phonics: **'qu' and '-ien'**							**Food and healthy living -** Students will learn to describe what they eat (past/present/future), what you must/mustn't do in order to be healthy and how they have been healthy in the past and what they will do to be healthier in future. **Modal verbs, 3 tenses and frequency phrases** Phonics: 'au'							**Francophone customs -** students learn to describe, compare and give their opinions of clothing. They learn about Paris fashion week, Francophone fashion brands, Francophone festivals, the Spa race track and the popularity of comics in Francophne countries - **opinions, reasons, frequency phrases, comparatives, ce/cet/cette/ces and future tense** Phonics: **'oi'**						
Year 7	**Introduction to French and School life in France** - After a brief introduction covering greetings and numbers and where French is spoken around the world. Students will move onto 'school life'. They will cover giving opinions of school subjects, describing school food and uniform/ideal uniform as well as describing their school day. **Giving opinions with reasons, frequency phrases, negatives, adjectival agreement and conditional tense** Phonics: **'e'**																																						
																Free time and Hobbies in France - students learn to describe what they do in different weather conditions and hobbies that are popular in France **Opinions, 'jouer/faire', quand/si with weather/activities and present tense (1st, 2nd, 3rd person singular)** Phonics: **'ou'**																																						