

French	Curriculum Team Vision
<p>Education should equip students with the necessary knowledge, skills, qualifications and mind-set to contribute positively to society, irrespective of their backgrounds.</p> <p>In the MFL department, we strive to be outstanding educators who inspire our pupils through an ambitious and varied curriculum. We aim to shape fluent, confident and literate learners with a deep understanding of language and culture, who can share their knowledge and challenge the wider world as global citizens. We are passionate in our drive to impart new knowledge, which is embedded through practice. Learning a language opens up opportunities, regardless of background, and will give all learners the chance to explore a culture different to their own, and the links they can make with their own lives and experiences.</p> <p>At KS3, students will learn how to describe themselves, talk about school life, free-time activities, life at home, the local area, holidays, festivals and celebrations, future plans and jobs, environmental and ethical issues and the wider world. The curriculum is taught as a spiral, so students never learn a topic once – they will encounter the topic at least once more before the end of KS4. Every topic area includes the four main language learning skills – reading, listening, speaking and writing. At KS3, students will also learn a Foundation of key grammar, including communicating in the perfect, present, near future, simple future and conditional tenses (also touching on the imperfect in Year 9) as well as encountering reflexive and modal verbs. By the end of KS3, students are expected to be able to communicate in three tenses, use some complex phrases (such as a subjunctive phrase), be able to justify opinions including using connectives and accurately include negatives and adjectives in their work.</p> <p>KS4 builds on the topics, skills and grammar studied at KS3. Students will learn more about describing themselves, their family and friends, leisure activities, festivals and celebrations, their home and local area, holidays, school life, future plans and jobs and environmental and ethical issues. Every topic has been encountered at least once before at KS3. The same four skills apply at KS4 – reading, listening, speaking, writing – with an exam in each skill at the end of Year 11. By the end of KS4, students are expected to be able to communicate in a mixture of the perfect, imperfect, present, near future, simple future and conditional tenses, use complex phrases (including some in the subjunctive), justify opinions and use negatives, adjectives, connectives and modal verbs accurately.</p>	
<p>Where can studying languages take you? Click on the link below:</p> <p>https://resources.careersandenterprise.co.uk/sites/default/files/2021-02/1438_MLMF_PPT_MFL_Final_110221.pptx</p>	

Subject: French Year 11 Curriculum Map 2025-26			
Terms	Topics covered and core knowledge and skills	Links to careers	Links to the Knowledge organiser and other additional resources
Half term 1	<p><i>Au collège – At school</i></p> <p><i>Point de Départ – Revision of KS3 topics: school subjects, opinions and reasons</i></p> <p>Identifying different school subjects, opinions and reasons</p>	<p>Careers that link to this topic include :</p> <p>travel agent, teacher, holiday representative, cabin crew, translator, interpreter,</p>	

	<p>Mon bahut – My school Comparing English and Francophone schools Comparing school facilities and giving opinions and reasons about them</p> <p>Liberté, égalité, fraternité – School rules and routines Identifying different school rules Using il est interdit de to describe school rules Give opinions about the rules and say if you agree with them or not</p> <p>KEY EVIDENCE TASK – Describing a photo</p> <p>En pleine forme – Fitness and healthy living Identifying different ways to stay healthy and fit Say how you keep yourself healthy</p> <p>La vie extra-scolaire – Extra-curricular activities Talking about school activities Recognising and using the imperfect tense</p> <p>Je suis fier/fière de moi – Successes Talking about successes at school Using past, present and future time frames.</p>	<p>marketing manager, content writer, reviewer, journalist, tour guide, museum staff.</p> <p>Link to Bitesize page about what jobs use languages:</p> <p>https://www.bbc.co.uk/bitesize/tags/zk39nrd/jobs-that-use-modern-foreign-languages/1</p>	
Half term 2	<p>Le temps des loisirs – Leisure time</p> <p>Point de Départ – Revision of KS3 topics: sports and music To identify different sports, activities and genres of music Give opinions and reasons about different sports and music types</p> <p>Point de Départ – Revision of KS3 topics: technology, films and TV To identify different genres of films and TV programmes and technology types</p> <p>Tu es plutôt foot, tennis ou basket ? – Do you prefer football, tennis or basketball ? Talking about different sports</p> <p>Ma vie d'internaute – Internet life Talking about your life online Using the comparative</p> <p>Mes émissions préférées/la lecture – My favourite programmes/reading</p>	<p>Careers that link to this topic include : travel agent, teacher, holiday representative, cabin crew, translator, interpreter, marketing manager, content writer, reviewer, journalist, tour guide, museum staff.</p> <p>Link to Bitesize page about what jobs use languages:</p> <p>https://www.bbc.co.uk/bitesize/tags/zk39nrd/jobs-that-use-modern-foreign-languages/1</p>	

	<p>Talking about what you read/your favourite TV programmes</p> <p>KEY EVIDENCE TASK – Translation & 40 word task</p>		
Half term 3	<p><i>Bon Travail – Describing jobs and future plans</i></p> <p><i>Point de Départ – Revision of KS3 topics: revising different job titles, conditional tense</i> To identify at least 5 different job titles Apply the conditional tense to say what you would like to do for a job</p> <p><i>Qu'est-ce que tu voudrais faire/Mon avenir – What you'd like to do in the future</i> To identify at least 5 different job titles Identifying how the simple future tense is formed and applying it to talk about future plans</p> <p><i>Mon avenir – Talking about future plans</i> To identify different potential plans for your future Using both the conditional and simple future tenses together</p> <p><i>Mon petit boulot – Saturday and part-time jobs</i> To identify at least 3 different Saturday jobs Using present tense verbs to talk about part-time jobs</p> <p><i>C'était une bonne expérience? – Talking about work experience</i> Identifying different tasks done during work experience Using the complex phrase après avoir + past participle</p> <p>KEY EVIDENCE TASK – 90 word-task</p>	<p>Careers that link to this topic include : travel agent, teacher, holiday representative, cabin crew, translator, interpreter, marketing manager, content writer, reviewer, journalist, tour guide, museum staff.</p> <p>Link to Bitesize page about what jobs use languages: https://www.bbc.co.uk/bitesize/tags/zk39nrd/jobs-that-use-modern-foreign-languages/1</p>	
Half term 4	<p><i>Un oeil sur le monde – The environment and the wider world</i></p> <p><i>Point de Départ – Revision of KS3 topics: revising the future tense and the weather</i> Identifying different types of weather Using the simple future tense to discuss the weather</p> <p><i>Notre planète – Discussing natural disasters</i> Talking about different natural disaster vocabulary Use infinitive verbs to talk about the environment</p>	<p>Careers that link to this topic include : travel agent, teacher, holiday representative, cabin crew, translator, interpreter, marketing manager, content writer, reviewer, journalist, tour guide, museum staff.</p>	

	<p>Protéger l'environnement – Talking about protecting the environment</p> <p>Revising the use of 'on doit' and 'on peut'</p> <p>Saying how we can protect the environment</p> <p>Giving reasons as to why we must protect the environment</p> <p>D'où vient ton tee-shirt? – Discussing ethical shopping</p> <p>Identifying where different items come from in the world</p> <p>Looking at where the passive is used</p> <p>Je suis solidaire – Talking about voluntary work</p> <p>Identifying reasons for volunteering</p> <p>Giving reasons as to why you would volunteer</p> <p>Les grand événements – Talking about important events</p> <p>Identifying large Francophone cultural events</p> <p>Identifying what activities you can do at different events</p> <p>Giving opinions and reasons about why events are important</p> <p>KEY EVIDENCE TASK – Describing a photo</p>	<p>Link to Bitesize page about what jobs use languages:</p> <p>https://www.bbc.co.uk/bitesize/tags/zk39nrd/jobs-that-use-modern-foreign-languages/1</p>	
Half term 5	Exams		
Half term 6	Year 11 students leave		