



## **Subject: French**

### **Curriculum vision**

*The intention behind the French curriculum here at Avonbourne Academies is that students leave us as confident, competent and creative communicators of French with an appreciation of cultural and linguistic diversity from around the world.*

*We have decided on the most effective sequencing of the most powerful knowledge that will empower students to master the French language. We have done this by interleaving topics in KS3 so that language is never taught in isolation and links are always made between different topic areas where common language and structures are shared. As a result in KS4, students have a sound grounding in how to communicate in the past, present and future tenses, which we feel best prepares them for study at GCSE.*

*We believe our students are able to achieve so many important skills through their French studies because our curriculum is built on a foundation of powerful knowledge. Our students are great problem solvers thanks to the study of French grammar, which enables students to think both logically and creatively. Our students are resilient learners: we do not shy away from the fact that learning French is challenging. It is an academic subject that requires rigorous study to be able to achieve fluency and communication. Our students are confident: French students at Avonbourne Academies never hesitate to ask and answer questions when an opportunity is presented to practise their language skills. Finally, our students are curious and we foster that curiosity through the provision of clubs at KS3 and KS4 as well as our careers provision through the KS3 tutor time program.*

*The French curriculum at Avonbourne Academies allows students to progress over time because we are always drawing links between what has been previously taught when new language is presented. Numbers are taught in Year 7 when learning how to say your age, but are returned to in Year 8 when asking about the price of food and clothes and again in Year 11 when discussing how you earn money through part-time work. Making connections is crucial when learning a new language, and our curriculum ensures that students are always thinking back to enable them to move forward in their mastery of the French language.*

## Curriculum Overview

### Term 1

	Autumn 1	Why this? Why now?	Autumn 2	Why this? Why now?
Year 7	Unit 1: The Basics	Y7 students begin with an introduction to simple vocabulary, phonics and grammar to enable basic interactions in the classroom from the very first lesson. This links back to common classroom instructions and presenting personal information about themselves, which is language that will have been encountered in KS2.	Unit 1: The Basics	Y7 students develop their communication skills by studying how to express their likes and dislikes. Mastering how to give opinions is a common thread throughout KS3 and KS4 so it is important that we present this structure early on in Y7 to give students maximum practice time with this crucial language.
Year 8	Unit 5: Holidays	Y8 students are introduced to the past tense in French to give an account of a past holiday: where they went, how they got there, what they did... etc. We begin Y8 with an introduction to the past tense as by the end of Y7, students will have been introduced to the present and the near future tenses and by the end of Y8, we want students to be able to communicate in three tenses.	Unit 5: Holidays	Y8 students describe their general holiday preferences therefore combining both past and present tenses this term. This gives students the opportunity to return to the formation of the present tense that they will have encountered in Y7 at the same time as strengthening their understanding and use of the past tense.
Year 9	Unit 9: Family and Relationships	Y9 students revisit family vocabulary at the start of Y9 and go further by describing family relationships that enables them to use reflexive verbs in the present tense. In Y7, students have already studied family members and descriptions, so the start of the unit asks students to retrieve this language before building on this previous knowledge with new grammar structures like reflexive verbs.	Unit 9: Free Time	Y9 students pick up the topic of free time this term. Students will have encountered most of this language in Y7 and Y8 where they expressed their preferences for their hobbies and holiday activities. However now that students are in Y9, the expectation is that students move beyond giving simple opinions about their free time and instead they are able to talk about their hobbies in the context of last weekend and next weekend, thereby communicating in three time frames.
Year 10	Module 1: Who am I? Identity and Culture	Y10 students start with a familiar topic this term from KS3: family and relationships. Students retrieve language and structures on the themes of first person and third person descriptions as well as key irregular verbs in the present tense avoir, etre and aller. This is to give students a confident start to their KS4 studies.	Module 1: Who am I? Identity and Culture	Students build on the work they did in both Y7 and Y9 by exploring romantic relationships and the idea of marriage as well as retrieving knowledge about reflexive verbs and adjectival agreement to describe their family relationships too. This takes their knowledge and understanding from KS3 that step further by having more mature discussions about ideal partners and arguments for and against marriage.
Year 11	Module 6: Life at School and College	Y11 students start the academic year with a topic that harks back to familiar language from KS3: school. This enables students to have a confident start to their French studies after the summer break because the language is simple to retrieve as it is full of many cognates for example, amongst the school subjects and facilities.	Module 6: Life at School and College	Y11 students continue to talk about the topic of life at school and college by going into more depth about their school days in three time frames. Students will be asked to describe a typical school day, what they usually do at break and lunch as well as what happened yesterday or what they would like to happen tomorrow. We take two terms to cover this topic as it is very fruitful for communication purposes in three tenses.



	Spring 1	Why this? Why now?	Spring 2	Why this? Why now?
<b>Year 7</b>	Unit 2: My Family	Y7 students learn to describe themselves and others to be able to communicate about their personal lives. It is important to us that students are able to talk about themselves as we know that this motivates students to use the target language when they can make their spoken and written work personal to their real lives.	Unit 2: My Family	Y7 students develop their third person descriptions of their family and friends to show an awareness of adjectival agreement in French. Adjectival agreement is an integral component of basic French grammar that will run through all years of study, so it is important to introduce students to these structures in their first year of study with us because it applies to so many topic areas: family, pets, food, school subjects, jobs etc.
<b>Year 8</b>	Unit 6: Going Out, Staying In	Y8 students develop their ability to take part in transactional conversations by organising plans to go out to build up their confidence in speaking French. We want students to practise their spoken interaction here because up until this point, their speaking has been mostly descriptive, or opinion based. Yet, being able to ask and answer questions to develop a genuine conversation provides a much more meaningful interaction and is a skill that is essential for both KS3 and KS4.	Unit 7: Daily Routine and Fitness	Y8 students apply what they know about leading a healthy life by giving advice in French using modal verbs. Modal verbs will be a new structure for Y8 to practise but they may have shown an awareness of this structure by listening to their teachers' classroom instructions in the target language. Students also enact a visit to the doctor to develop their confidence in their transactional conversations and pronunciation.
<b>Year 9</b>	Unit 10: Food	Y9 students explore food in French-speaking countries and compare eating habits with the UK to gain an appreciation of cultural differences around the world. As a department, we also provide students with the opportunity to attend an after school cooking club during this term so that they can cook and taste traditional foods from France. Students will have touched lightly upon the topic of food in Y7 when talking about what they eat at break and also in Y8 when they talk about what they ate on holiday.	Unit 10: Festivals and Celebrations	Y9 students learn how the French speaking world celebrates special times of year differently to the UK to support the development of their cultural understanding and empathy. This term is full of videos and song to show students the reality of experiencing a festival like Epiphany or Mardi Gras. We also use this term as an opportunity to focus on the geography of France by using maps to improve students' understanding of their place in the world and how it fits alongside other cultures and nationalities.
<b>Year 10</b>	Module 2: Free Time	Y10 students have already had a lot of exposure to free time activities across KS3. In Y7, they talked about the sports they liked, in Y8 they talked about their favourite holiday activities and what they do when they go out with friends and in Y9 they talked about their free time in the past, present and future tenses. Therefore in this Module, we focus on introducing more obscure vocabulary (l'escrime, les échecs) as well as more cultural references to sports such as handball to make more cultural comparisons.	Module 3: Festivals and Celebrations	Y10 students recall their knowledge of festivals and celebrations from Y9 to be able to make more mature observations about the cultural differences between France and the UK. Students will also observe religious differences between a range of festivals like Epiphany, Ramadan, Eid, Christmas and Easter. Cultural discussion here is just as valid as expression in the target language as in Y10, students need to be able to formulate their own ideas and narratives before translating them into the target language.



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<b>Year 11</b>	Module 7: Current and Future Study and Employment	We teach Module 7 close to the end of Y11 as the topic of jobs and future plans is more pertinent to their real life experience at this point. Therefore, conversations in the target language about A Level choices, working abroad and learning new skills through work experience are informed by their reality, which serves to make writing and speaking work much more detailed and mature compared to Y8 when students simply expressed the jobs their family members did.	Module 8: Social and Global Issues	We finish Y11 with Module 8 and the teaching of both environmental and social issues in their local area. Recycling, poverty, homelessness and charity work all require students to reflect on the issues in their local area as well as the global issues we face. Students will think about solutions to poverty, homelessness and litter to be able to share their hopes for a better world in the future.
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<b>Term 3</b>	<b>Summer 1</b>	<b>Why this? Why now?</b>	<b>Summer 2</b>	<b>Why this? Why now?</b>
<b>Year 7</b>	Unit 3: School Subjects	Y7 students learn to talk about their school by expressing and justifying opinions on their subjects and teachers. The context of daily school life is another opportunity to discuss real life scenarios, just as discussing family and free time was too earlier in the year. By keeping the topics personal in Y7, we are able to continually revisit opinion + infinitive verb structures throughout the year, which is a key language component for Y7.	Unit 4: Where I Live	Y7 students describe their homes and towns and express what one can do in the local area to show they can use modal verbs such as <i>son peut/on doit</i> + infinitive verb. We also introduce students to the near future tense so that by the end of their first year with us, they are able to communicate in two time frames. We finish the academic year with this Unit because it is another opportunity for students to talk about their reality. It also allows us the opportunity to compare our own local area with cities in the French speaking world, which we like to link to the upcoming summer holidays. Because not all students will travel abroad, we like to use this Unit as a chance to broaden students' cultural horizons by introducing them to other cities around France like Paris and Bordeaux to compare them with the local area. This also bridges nicely with the start of Y8 which starts with the topic of holidays and travel.
<b>Year 8</b>	Unit 8: School Life	Y8 students build on Unit 3 in Y7 to be able to talk in greater depth about their school experience by describing their school and explaining the changes they would make if they were in charge. This gives us the opportunity to introduce the conditional tense in more depth at this point in the year as we have drilled communication in the past, present and future for the entirety of the academic year.	Unit 8: Future Plans	Y8 students reflect on their futures at the end of the academic year by discussing the jobs their parents and carers do and what they would like to be in the future. The grammar at the end of Y8, the near future tense, echoes the grammar at the end of Y7 so students will see its application across more than one topic area and be able to manipulate the formation of this tense regardless of the Unit of study, which allows us to come full circle by the end of the academic year.
<b>Year 9</b>	Unit 11: Exploring a French-Speaking Area	Y9 students have the opportunity to understand more about life in Paris: the geography, history and culture that makes it the cultural capital of the world. We use the summer terms to ensure that students who will not be continuing their French studies with us leave us with an improved cultural awareness of the world around them and what it might be like to visit a French speaking country or city.	Unit 12: The World Around Us	Y9 students end the year with a topic that bridges the gap between KS3 and KS4: the environment. This topic is left to the end of the year when students are able to have a more mature responses to local environmental issues. We also feel that by talking about the area that we all live in and share, students have more of an investment in what they want to improve and what they are proud of in the local area. Making the topic matter personal in this way motivates students to participate in discussions about local issues and proposed solutions.
<b>Year 10</b>	Module 4: From the Town to the Countryside	Y10 students describe their home and local area this module. In Y9, students have already learned about how to describe where they live as well as what other areas around the French speaking world look like and how they might be to visit. They start to use a fourth tense (the conditional) to talk about what their future homes would be like to expand their grammatical repertoire at this stage of the year, as the focus up until now has been securing those three-time frames: past, present and future.	Module 5: Holidays and Travel	Y10 students begin the end of the academic year with talking about their holiday preferences in three time frames. This is positioned at the end of the academic year so that students can use accounts of their actual holidays to inform their written and spoken work. It is also essential that students end the academic year becoming more confident in communicating in three time frames, as this was the expectation at the end of Y9 and will be integral throughout KS4.



Year 11	Revision and Consolidation	In their final term with us, Y11 students will revisit key vocabulary, grammar and phonics that are common to all Modules they have been taught across KS4. Of the utmost importance is that Y11 finish their time with us confidently communicating in three-time frames in their spoken and written work as well as being able to comprehend written and aural forms of the Spanish language to understand and make themselves understood in a range of scenarios.		
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### Wider reading

<p><b>Extracurricular Opportunities (competitions, associations and clubs)</b></p> <ol style="list-style-type: none"> <li>Russian Club: Thursday after school with Mrs Karapetyan.</li> <li>GCSE French Booster Club: Wednesday after school with Mr Bever</li> <li>Take a GCSE in your home language: speak to Mrs Tomblin</li> <li>DuoLingo: download the app on your phone to learn more French in your free time <a href="#">Duolingo - The world's best way to learn a language</a></li> <li>Foreign language drama: <a href="#">Categories - World Drama - All 4 (channel4.com)</a></li> <li>French language radio: <a href="#">Top radio stations in France   Listen live &amp; for free</a></li> <li>Alliance Française <a href="#">About Us (alliancefrancaise.org.uk)</a></li> <li>Competitions: <a href="#">Routes into Languages   Promoting the take-up of languages and student mobility</a></li> <li>KS3 workbook: <a href="#">Pre-Intermediate to Intermediate - French Sentence Builders: Amazon.co.uk: Conti, Dr Gianfranco, Viñales, Mr Dylan, Jezequel, Mr Ronan, Jones, Mrs Isabelle: 9783949651120: Books</a></li> </ol>	<p><b>Revision Guides</b></p> <ol style="list-style-type: none"> <li><a href="#">GCSE French AQA Exam Practice Workbook - for the Grade 9-1 Course (includes Answers): perfect for catch-up and the 2022 and 2023 exams (CGP GCSE French 9-1 Revision): Amazon.co.uk: CGP Books, CGP Books: 9781782945383: Books</a></li> <li><a href="#">GCSE French Grammar Workbook - for the Grade 9-1 Course (includes Answers): ideal for catch-up and the 2022 and 2023 exams (CGP GCSE French 9-1 Revision): Amazon.co.uk: CGP Books, CGP Books: 9781782947943: Books</a></li> <li><a href="#">Grade 9-1 GCSE French Translation Skills Workbook (includes Answers): ideal for catch-up and the 2022 and 2023 exams (CGP GCSE French 9-1 Revision): Amazon.co.uk: CGP Books, CGP Books: 9781789080490: Books</a></li> <li><a href="#">Target Grade 9 Writing AQA GCSE (9-1) French Workbook (Modern Foreign Language Intervention): Amazon.co.uk: Pearson: 9781292246024: Books</a></li> <li><a href="#">Target Grade 9 Reading AQA GCSE (9-1) French Workbook (Modern Foreign Language Intervention): Amazon.co.uk: Pearson: 9781292246055: Books</a></li> <li><a href="#">GCSE French AQA Complete Revision &amp; Practice (with Online Edition &amp; Audio) (CGP GCSE French 9-1 Revision): Amazon.co.uk: CGP Books, CGP Books: 9781782945390: Books</a></li> </ol>
<p><b>Academic Reading</b></p> <ol style="list-style-type: none"> <li>A reference book on memory and language learning <a href="#">Memory: What Every Language Teacher Should Know: Amazon.co.uk: Smith, Steve, Conti, Dr Gianfranco, Jones, Prof Elspeth: 9798581810323: Books</a></li> <li>A reference book on listening in a foreign language <a href="#">Breaking the Sound Barrier: Teaching Language Learners How to Listen : Conti, Gianfranco, Smith, Steve: Amazon.co.uk: Books</a></li> </ol>	



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**United Sixth Form**

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3. Les fleurs du mal *Charles Baudelaire* (French poetry) [Poésies complètes de Charles Baudelaire : Les Fleurs Du Mal, Spleen et Idéal \(Edition intégrale\): Recueil intégral des 163 poèmes : Spleen et Idéal - Petits poèmes en prose - Amœnitates belgicæ, etc.: Amazon.co.uk: Baudelaire, Charles: 9781549821424: Books](#)
4. *Candide* *Voltaire* [Candide, or The Optimist: Voltaire \(Macmillan Collector's Library\): Amazon.co.uk: Voltaire, Marine Ganofsky: 9781529021080: Books](#)
5. *Madame Bovary* *Gustave Flaubert* [Madame Bovary \(Wordsworth Classics\): Amazon.co.uk: Flaubert, Gustave, Clark, Roger, Carabine, Dr Keith, Marx-Aveling, Eleanor: 9781853260780: Books](#)