

French Curriculum Overview

Links to KS2		Some, but not all of our pupils have studied a foreign language before. We have good links with one local feeder primary school in French, we hope to build on further links in future. A lot of the phonics skills taught in KS2 French are then further developed in Key Stage 3.					
Intent	Statement of Intent	At Highworth Warneford School our goal is for pupils to develop a passion for life-long language learning. We believe that the knowledge of a foreign language and appreciation of other cultures will have a very positive impact on the lives of our students in the 21st century. We want to inspire pupils of all levels to be effective communicators and to be able to express themselves articulately in the target language. Pupils will be able to recognise and apply linguistic structures across a range of topics, and will develop intercultural awareness and understanding.					
Implementation Year 7	Timeline	Term 1 - 7 Weeks	Term 2 - 7 Weeks	Term 3 - 7 Weeks	Term 4 - 6 Weeks	Term 5 - 5 Weeks	Term 6 - 6 Weeks
	Year 7 Overview	Our curriculum is based on three pillars of language learning knowledge that research indicates are fundamental to progress for beginner language learners in a classroom setting: phonics, vocabulary and grammar. Within this approach, students develop understanding skills (listening and reading) and productive skills (speaking and writing) through carefully structured and supported resources.					
	SOW	Dynamo 1 Module 1 - La rentrée	Dynamo 1 - Module 2 - En classe	Dynamo 1 - Module 3 - Mon temps libre	Dynamo 1 - Module - Ma vie de famille	Dynamo 1 - Module 5 - En ville	La culture
Implementation Year 7	Unit Focus	Greetings and describing yourself. Name and age. Describe others. Ask simple opinion questions with/without inversion eg do you like/hate? Using key cognates of nouns. Awareness of singular and plural nouns. Use of gender.	Discuss School subjects. Describe and give opinions about School uniform. To describe the School day and routines.	To be able to discuss weather and climate. Give opinions and discuss different sports, activities and pastimes.	To be able to discuss family pets and animals. To describe people in the family. To give details about where you live, house and home.	To be able to describe where you live, talk about different places in town and sightseeing. To express views on weekend activities and routines.	French culture and media. French trip related activities. Refer to and give opinions on festivals and celebrations with family and friends.
	Year 8 Overview	By the end of Year 8, students will be able to infer language from longer listening and reading extracts and be able to give spoken presentations and/or extended responses to questions in general conversation and in writing in relation to both Year 7 and Year 8 set topics, in two and potentially three different time frames.					
Implementation Year 8	SOW	Dynamo 2 - Vive les vacances	Dynamo 2 - J'adore les fetes	Dynamo 2 - A loisir	Dynamo 2 - Le monde est petit	Dynamo 2 - Le sport en direct	La culture
	Unit Focus	Refer to and give opinions on: •Holiday destinations •Holiday locations •Means of transport for holidays •Weather •Holiday activities •Holiday accommodation. Refer to recent and future holidays Introduction to perfect tense with "er" verbs only.	Learn about local and national festivals in the UK and in French speaking countries and Francophone communities around the world.	Looking in depth at popular culture, television, Digital technology, including phones and social media. To be able to discuss cinema genres and opinions on films and other freetime activities.	To be able to discuss where you live and give additional information and descriptions of the local area. Expressing daily routine, taking about moving house and the different types of home that are available.	To be able to discuss sports and hobbies. Developing the ability to give and understand directions. To be able to discuss illness and injury in case of emergency.	Learn about local and national festivals in the UK and in French speaking countries/communities.
Implementation Year 9	Year 9 Overview	In Year 9, pupils start the New (first examination 2026) AQA GCSE course which is covered across three themes. Pupils retrieve, extend and develop language met earlier in KS3 to be more discerning and age appropriate around familiar topics of Family and Relationships, Free time and Technology, Celebrations, Daily routine and Town. The course allows the pupils to develop their skills in all four skills, beginning with a model and support from their resources, to working more independently and from information they can recall.					
	SOW	Module 1 - Tu as du temps à perdre	Module 1 - Tu as du temps à perdre	Module 2 - Mon clan, mon trbu	Module 2 - Mon clan, mon trbu	Module 3 - Ma vie scolaire	Module 3 - Ma vie scolaire
Implementation Year 9	Unit Focus	•Free time activities •Customs/festivals/celebrations •Media and Technology •Near future/perfect/present (mastery) •Foundation – regular verbs •Overlap – irregular verbs •Bligher – with être	•Free time activities (cont.) Foundation – regular verbs •Overlap – irregular verbs •Bligher – with être	•Identity and relationships with others •Celebrity Culture •Customs and Festivals and celebrations	Customs and festivals and celebrations in France and the French speaking world. Learn about local and national festivals in the UK and in French-speaking countries/communities.	Express opinions about school subjects, homework, school rules, uniform, exams and teachers.	Refer to education post-16: options available, advantages and disadvantages, future intentions and plans.
	Year 10 Overview	In Year 10, the New (first examination 2026) AQA GCSE course is covered across three themes. Pupils retrieve, extend and develop language met in KS3 to be more discerning and age appropriate around familiar topics of Family and Relationships, Free time and Technology, Celebrations, Daily routine and Town. The course allows the pupils to develop their skills in all four skills, beginning with a model and support from their resources, to working more independently and from information they can recall.					
Implementation Year 10	SOW	Module 4 - En pleine forme	Module 4 - En pleine forme	Module 5 - Numéro Vacances	Module 5 - Numéro Vacances	Module 6 - Notre Planète	Module 6 - Notre Planète
	Unit Focus	Review of the Tenses in French. Give preferences for food and drink. Refer to physical and mental well-being, reasons for staying healthy and consequences of not staying healthy.	Give preferences for food and drink. Refer to physical and mental well-being, reasons for staying healthy and consequences of not staying healthy.	Refer to and give opinions on: •Holiday destinations •Holiday locations •Means of transport for holidays •Weather •Holiday activities •Holiday accommodation. Refer to recent and future holidays Introduction to perfect tense with "er" verbs only.	Refer to and give opinions on: •Holiday destinations •Holiday locations •Means of transport for holidays •Weather •Holiday activities •Holiday accommodation. Refer to recent and future holidays Introduction to perfect tense with "er" verbs only.	Describe local environment, including environmental issues. Refer to and express opinions on wider global issues e.g. climate change, environmental damage.	Describe local environment, including environmental issues. Refer to and express opinions on wider global issues e.g. climate change, environmental damage.
Implementation Year 11	Year 11 Overview	In Year 11, the focus is on completing the course and supporting pupils to fully prepare for the final exams across the four skills. The remaining topics are completed after February half term. The topics: Post-16 study, the environment and social problems. We seek to lay down the foundations for further study at KS5 for the most able whilst teaching all about the culture to the full range of students promoting intercultural understanding as well as becoming more confident and competent linguists and global citizens.					
	SOW	Module 7 - Mon petit monde à moi	Module 7 - Mon petit monde à moi	Module 8 - Mes projets d'avenir	Préparation	GCSEs	GCSEs
Implementation Year 11	Unit Focus	Review of the Tenses in French. Describing the facilities and sight in the local town and village. Developing the ability to give and understand directions. Shopping for clothes and useful role play phrase. Giving one's opinion on an ideal home.	Describing the facilities and sights in the local town and village. Developing the ability to give and understand directions. Shopping for clothes and useful role play phrase. Giving one's opinion on an ideal home.	Developing skills to discuss one's future plans, post-16 years old and hopes for the next stage in life: university, apprenticeship and career paths. To be able to discuss reality TV stars and give opinions about them. Consideration of future career paths.	Exam strategies. (Near) cognates, false friends. Listening & reading for gist and for detail. You see it, you say it. WPALM. Uncommon structures. Listening, Speaking, Reading, Writing and Translation paper preparation.	Students undertake GCSE examinations in Listening, Speaking, Reading and Writing.	Students undertake GCSE examinations in Listening, Speaking, Reading and Writing.
	Enrichment	Languages Culture Club is held every Thursday lunchtime in West One. Year 7 have a residential trip to France in term 6. There is an annual Duolingo competition for students and staff. Year 9 take part in a GCHQ Language competition which looks at linguistic and analytic					
Impact	Assessment	Assessment Point in each term - Year 7 to 11. This will be a combination of both formative and summative assessments each term. After every assessment point, students receive feedback.					
	Literacy and Numeracy links	Students all have Knowledge Organisers and Sentence Builders with keywords, structures and grammatical information. Extensive scaffolding is provided to enable students to develop their writing skills. Mini white boards are used as a 'low-stakes' way to check progress and allow students to build their confidence in the target language. Active reading skills are modelled & promoted. Numbers, dates, times and prices are covered throughout to promote numeracy skills.					
	How It is Used / Skills Set Developed / Outcomes	Each of the four main skills of Reading, Writing, Listening and Speaking are part and parcel of every language lesson with opportunities to hone them more specifically through homework and independent study skills supported by Duolingo, Sentence Builder and Text Activities software. We offer students many opportunities to prepare for and practise for the oral exam which has traditionally had very pleasing outcomes as a result. Translation both ways is a feature of the current syllabus and the increased focus on this skill is now bearing dividends with pupils generally more confident. Phonics, vocabulary and grammar based assessment including listening, reading and writing modalities. Personal Learning Checklists allow for students to check on their progress.					
	Careers in the Curriculum	In Key Stage 4 the specification focusses on Post 16 choices and opportunities, including different career choices and skills. As an MFL team we refer to our own jobs using languages outside teaching to show the relevance of speaking foreign languages. Possible careers include Journalism, Defence, the Diplomatic service, Education, IT, interpreting and Translation. Languages are seen as Facilitating subjects for University and the analytic, communication and intellectual skills developed in MFL as often prized by employers.					