

Our curriculum is carefully sequenced to ensure cumulative knowledge and progression. Each unit builds on the last, with clear concepts that students must grasp to progress. We define end points to illustrate what mastery looks like by year-end.

Location of resources:	JOHN MFL Staff – FRENCH – KS4 - NEW GCSE 2024
Curriculum intent and rationale:	At John Port Spencer Academy, our French curriculum is carefully designed to be ambitious, inclusive and knowledge rich. We aim to develop confident, articulate, and culturally aware students of French. We aim to: • Develop students' confidence and competence in using the language across a variety of contexts. • Build their ability to communicate effectively in speaking, listening, reading, and writing, while also fostering an appreciation and understanding of the diverse cultures of French-speaking countries. • Encourage learners to become independent, culturally aware, and motivated language users who can apply their skills in real-life situations, further education, or future careers. • Seek to inspire a love for languages and support students in becoming global citizens. Curriculum Organisation: Students are taught in mixed ability classes with target grades 3-9. Students receive x3 lessons of French a week.
National Curriculum Links:	While the national curriculum primarily sets out the framework for Key Stages 1 to 3, the GCSE builds on those foundations, focusing on developing skills in listening, speaking, reading, and writing. Specifically, the national curriculum emphasizes the importance of: • Developing an understanding of the language's structure and vocabulary. • Communicating effectively in the target language. • Gaining insights into the culture and society of French-speaking countries. • Encouraging intercultural understanding. The GCSE AQA French course supports these aims by deepening students' language skills and cultural knowledge, preparing them for further study or real-world use of the language. It essentially extends and consolidates the skills introduced earlier in the national curriculum, ensuring students are well-equipped to use French confidently and competently.

What content needs to be covered? Key Knowledge and skills / misconceptions to address (with vocab in bold and spelling underlined>)

By the end of the year students will know how:

Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Theme 1 – People and lifestyle Unit 1 – Identity and relationships with others • Introducing yourself • Talking about personality • Describing others • Talking about future plans • Talking about a partner • Talking about marriage • Talking about family relationships • Talking about different types of families • Talking about how well you get on with someone and why • Talking about friends and friendship Students will learn key language, knowledge and skills about:	Complete Unit 1 – Identify and relationships with others Theme 1 – People and lifestyle Unit 2 – Healthy living and lifestyle • Talking about food preferences • Talking about health problems • Talking about addiction • Talking about lifestyle choices and habits • Talking about healthy choices • Talking about recent activities • Talking about the challenges of a healthy lifestyle Students will learn key language, knowledge and skills about:	Complete Unit 2 – Healthy living and lifestyle Theme 1 – People and lifestyle Unit 3 – Education and work • Talking about school rules • Using ordinal numbers • Talking about studies post-16 • Talking about jobs • Talking about the creative industry • Talking about your dream school • Talking about work experience Students will learn key language, knowledge and skills about:	Complete Unit 3 – Education and work Theme 2 - Popular Culture Unit 4 – Free-time activities • Talking about hobbies and sports • Talking about leisure activities • Talking about planning leisure activities • Talking about Tv, cinema and music • Talking about leisure activities around the world • Talking about extreme sports Students will learn key language, knowledge and skills about: Key language: See Unit 4 Vocabulary List in French Shared Area for specific items.	Complete Unit 4 – Free-time activities Theme 2 – Popular Culture Unit 5 – Customs, festivals and celebrations • Talking about customs and celebrations • Talking about birthdays and other special days • Talking about recent festivals • Talking about past and future festivals • Describing popular customs in the past • Planning a trip to a festival Students will learn key language, knowledge and skills about:	Complete Unit 5 – Customs, festivals and celebrations Revision and mock exam preparation: • Revise and practice writing exam skills • Revise and practice speaking exam skills • Revise and practice reading exam skills • Revise and practice listening exam skills • Understand how to revise for languages • Receive feedback on all exam skills Students will be familiar with exam questions and techniques, having been introduced to these throughout the year. The purpose of this time, is

Our curriculum is carefully sequenced to ensure cumulative knowledge and progression. Each unit builds on the last, with clear concepts that students must grasp to progress. We define end points to illustrate what mastery looks like by year-end.

Key language: See Unit 1 Vocabulary List in French Shared Area for specific items. Grammar concepts: - Qui - Reflexive verbs - Comparative adjectives - Ne.. aucun(e) - Simple future – regular -er verbs - Present participle - Impersonal verbs Concepts revisited: - The position of adjectives - Adjective agreement - The present tense of regular -er verbs - The present tense of regular -re verbs - The present tense of regular -ir verbs Phonics: - Silent final -e and final consonants -aill, -ail, -ill, -ille - Soft g, hard g and gn Misconceptions: - Omitting adjective agreement - Misunderstanding adjective position - Using infinitives incorrectly - Forgetting reflexive pronouns, or placing them incorrectly - Confusing qui and que - Omitting “ne” or “pas” in negative constructions or incorrect positioning - Using double negatives when structures like ‘jamais’, ‘rien’ ‘plus’ are introduced - Pronouncing final consonants when they shouldn’t be - Mispronouncing -ill, -ille (e.g., pronouncing fille as fie-le).	Key language: See Unit 2 Vocabulary List in French Shared Area for specific items. Grammar concepts: - Quel - Imperatives in the tu form - Indirect object pronouns - Avant de + infinitive - Using two tenses together: present and future - Irregular present participles - Impersonal expressions Concepts revisited: - Position of adverbs - Negative sentences - Plural nouns - The near future tense - Regular perfect tense with avoir Phonics: - qu Misconceptions: - Omitting partitive articles when talking about eating and drinking habits - Confusing avoir expressions with être - Misunderstanding the position of adverbs of frequency - Omitting articles when talking about playing sports / doing activities - Omitting the definite article when giving opinions - Forgetting the auxiliary in the perfect tense - Confusing the position of negative constructions and adverbs in the perfect tense - Confusing “quel” and “que’est-ce que” - Using infinitives instead of imperatives - Confusing and misplacing indirect object pronouns - Conjugating the verb after avant de	Key language: See Unit 3 Vocabulary List in French Shared Area for specific items. Grammar concepts: - Modal verbs – pouvoir and devoir - Nouns ending in -ation - Il faut + infinitive - Il y aura - Indefinite adjectives - Superlative adjectives - The conditional of regular -er verbs - Adverbs of quantity - Etre en train de + infinitive - Venir de + infinitive Concepts revisited: - Negative constructions - Feminine person nouns - Il y a Phonics: -tion - c, ç, s, qu and th Misconceptions: - Confusing modal verbs or conjugating them incorrectly - Confusing the future tense with the conditional - Forgetting to omit the indefinite article when talking about jobs - Forgetting the feminine forms of professions or overgeneralising endings by adding -e to all jobs - Omitting the article or forgetting agreement in superlative adjective constructions - Conjugating verbs after a modal verb or il faut - Misplacing adverbs of quantity or forgetting de after expressions of quantity	Grammar concepts: - Adverbs ending in -ment - The perfect tense with être - Imperfect tense of regular verbs - Modal verbs in the perfect tense - Agreement with preceding direct object pronouns - Emphatic pronouns (moi, toi) Concepts revisited: - en and à with places - Partitive articles – du, de la, de l’, des - Near future tense - Reflexive verbs in the present tense - Reflexive pronouns - Irregular past participles Phonics: - e, eu, er, ez -tion, -sion, -ssion - u, ou, oi and oy - liaison Misconceptions: - Confusing faire and jouer constructions - Misusing articles and prepositions with sports and activities - Omitting the reflexive pronoun in reflexive constructions - Forgetting the infinitive after modal verbs - Misplacing adverbs of time or frequency - Misusing prepositions to describe location - Confusing verbs that take être in the perfect tense with those that take avoir - Forgetting to agree past participles when using être verbs or preceding direct object pronouns - Misconjugating irregular past participles - Omitting the auxiliary verb in the perfect tense - Confusing the perfect tense with the imperfect	Key language: See Unit 5 Vocabulary List in French Shared Area for specific items. Concepts: - Direct object pronouns: me, te, vous, le, la - The present tense of common irregular verbs - Irregular plural nouns - Two tenses together: past and near future - Y and en - Relative clauses: que, qui, quand, où - The simple future of: être, avoir, aller and faire Concepts revisited: - C’est - Il y a - Question words - Subject-verb inversion question formation - Perfect tense with avoir and être - Definite and indefinite articles - The imperfect tense - Superlative adjectives Phonics: - eur, oeur, r - liaison Misconceptions: - Using the incorrect auxiliary verb for the perfect tense or omitting it entirely - Forgetting past participle agreement when needed with être verbs and preceding direct object pronouns - Misusing “y” and “en” when describing attendance or participation - Confusing endings of the simple future tense - Using the perfect tense instead of the imperfect	building confidence in these techniques and ensuring students are as well-prepared as possible for their first set of mocks. Students will learn key language, knowledge and skills about: Key language: Students will revise vocabulary items from the first 5 units of the course, alongside general high-frequency vocabulary. Specific items of vocabulary can be found in the AQA GCSE specification. Concepts: - Teaching time-management - Identifying key words - Understanding question types - Identifying tenses and manipulating them - Applying grammar in different contexts - Using a range of vocabulary and structures for higher marks - Expressing and justifying opinions clearly - Practising spontaneity and unpredictability in speaking/writing Misconceptions: - Not preparing adequately for unpredictable questions in the speaking exam - Not being confident in question words, which means questions are not understood in the speaking exam - Mispronouncing tenses in the speaking exam, leading to lack of clarity and lapses in communication - Not developing answers enough in speaking and writing exams - Trying to use overly complex structures with insecure knowledge leading to communication breakdown in the speaking and writing exams - Not proofreading for basic errors in the writing exam
---	--	---	--	---	---



Our curriculum is carefully sequenced to ensure cumulative knowledge and progression. Each unit builds on the last, with clear concepts that students must grasp to progress. We define end points to illustrate what mastery looks like by year-end.

	- Mixing up tenses when using more than one at the same time - Mispronouncing 'qu' with the English sound instead of the French sound		- Confusing when conjugating the imperfect tense - Using subject pronouns rather than the emphatic pronouns in required structures - Forgetting to liase words where a 's' ends a word and is followed by a vowel - Mispronoucing "oi", "tion", "sion", "ou" with English accent	Incorrectly forming questions – avoding inversion or misusing question words	- Misunderstanding the question and speaking and writing about irrelevant things in te speaking and writing exams - Not recognising false friends in the reading and listening exams - Skipping titles and heading which often provide context clues in the reading and listening exams - Confusing similar-looking words - Ignoring time phrases that signal tense in the reading and listening exams - Panicking and losing concentration in the listening exam - Not focusing on key words in the listening exam (names, numbers, dates, time indicators etc.) - Failing to pre-read the questions in the reading time before the listening exam - Not making the sound-spelling connection between words
Previous learning that is particularly relevant:					
At KS3 French, several areas of previous learning are particularly relevant and essential for success at GCSE. These include: Basic Grammar and Sentence Structure: Understanding how to form simple sentences using present tense verbs, basic adjectives, and common conjunctions. This foundation helps students progress to more complex grammar at GCSE. Vocabulary for Everyday Topics: Familiarity with vocabulary related to family, hobbies, school, food, and daily routines enables students to communicate effectively and understand more advanced vocabulary introduced at GCSE. Pronunciation and Listening Skills: Developing good pronunciation and listening comprehension skills at KS3 prepares students for the more demanding listening tasks in GCSE exams. Cultural Awareness: Knowledge of French-speaking countries' cultures, traditions, and festivals helps students appreciate the context of language use and supports cultural understanding at GCSE. Basic Tenses and Time Expressions: Use of present tense, some past tense, and time expressions at KS3 provides a foundation for mastering more complex tenses like future and imperfect at GCSE. Functional Language Skills: Ability to ask and answer simple questions, make descriptions, and express preferences, which are building blocks for more sophisticated language use. These areas of prior learning are particularly relevant because they underpin the more advanced language skills and grammatical structures students will		At KS3 French, several areas of previous learning are particularly relevant and essential for success at GCSE. These include: Basic Grammar and Sentence Structure: Understanding how to form simple sentences using present tense verbs, basic adjectives, and common conjunctions. This foundation helps students progress to more complex grammar at GCSE. Vocabulary for Everyday Topics: Familiarity with vocabulary related to family, hobbies, school, food, and daily routines enables students to communicate effectively and understand more advanced vocabulary introduced at GCSE. Pronunciation and Listening Skills: Developing good pronunciation and listening comprehension skills at KS3 prepares students for the more demanding listening tasks in GCSE exams. Cultural Awareness: Knowledge of French-speaking countries' cultures, traditions, and festivals helps students appreciate the context of language use and supports cultural understanding at GCSE. Basic Tenses and Time Expressions: Use of present tense, some past tense, and time expressions at KS3 provides a foundation for mastering more complex tenses like future and imperfect at GCSE. Functional Language Skills: Ability to ask and answer simple questions, make descriptions, and express preferences, which are building blocks for more sophisticated language use. These areas of prior learning are particularly relevant because they underpin the more advanced language skills and grammatical structures students will		At KS3 French, several areas of previous learning are particularly relevant and essential for success at GCSE. These include: Basic Grammar and Sentence Structure: Understanding how to form simple sentences using present tense verbs, basic adjectives, and common conjunctions. This foundation helps students progress to more complex grammar at GCSE. Vocabulary for Everyday Topics: Familiarity with vocabulary related to family, hobbies, school, food, and daily routines enables students to communicate effectively and understand more advanced vocabulary introduced at GCSE. Pronunciation and Listening Skills: Developing good pronunciation and listening comprehension skills at KS3 prepares students for the more demanding listening tasks in GCSE exams. Cultural Awareness: Knowledge of French-speaking countries' cultures, traditions, and festivals helps students appreciate the context of language use and supports cultural understanding at GCSE. Basic Tenses and Time Expressions: Use of present tense, some past tense, and time expressions at KS3 provides a foundation for mastering more complex tenses like future and imperfect at GCSE. Functional Language Skills: Ability to ask and answer simple questions, make descriptions, and express preferences, which are building blocks for more sophisticated language use. These areas of prior learning are particularly relevant because they underpin the more advanced language skills and grammatical structures students will	



Our curriculum is carefully sequenced to ensure cumulative knowledge and progression. Each unit builds on the last, with clear concepts that students must grasp to progress. We define end points to illustrate what mastery looks like by year-end.

encounter and develop during GCSE French. Building on these foundations ensures a smoother transition and greater confidence in their language learning journey.	encounter and develop during GCSE French. Building on these foundations ensures a smoother transition and greater confidence in their language learning journey.	encounter and develop during GCSE French. Building on these foundations ensures a smoother transition and greater confidence in their language learning journey.
Future Learning - How content prepares students for future units, Key Stage 4, or Key Stage 5?		
GCSE French content is carefully designed to build a strong foundation that prepares students for future units at KS5 and beyond. Here's how the learning at GCSE supports further progress: 1. Advanced Grammar and Tenses: GCSE introduces more complex structures like the future tense, imperfect, perfect, and conditional. Mastering these at GCSE sets students up to handle even more sophisticated grammar at KS5, enabling them to express ideas more precisely and fluently. 2. Expanded Vocabulary: GCSE broadens vocabulary across topics such as environment, technology, social issues, and global concerns. This wider vocabulary is essential for engaging with more complex texts and discussions at KS5. 3. Reading and Listening Skills: GCSE develops skills in understanding authentic materials, including articles, podcasts, and videos. These skills are crucial for KS5, where students encounter more challenging and diverse sources. 4. Writing and Speaking Skills: GCSE tasks involve producing detailed written responses and engaging in extended conversations. These skills are foundational for KS5 coursework, debates, and presentations. 5. Cultural Knowledge: GCSE introduces students to cultural aspects of French-speaking countries, fostering intercultural understanding. This cultural awareness enriches KS5 studies, especially when exploring literature, film, and social issues. 6. Preparation for Academic and Professional Use: The skills gained at GCSE, such as critical thinking, argument development, and nuanced language use, prepare students for higher education and careers where French is relevant. Overall, the content at GCSE French acts as a bridge, equipping students with the necessary skills, knowledge, and confidence to excel in KS5 French and future language-related pursuits.	GCSE French content is carefully designed to build a strong foundation that prepares students for future units at KS5 and beyond. Here's how the learning at GCSE supports further progress: 1. Advanced Grammar and Tenses: GCSE introduces more complex structures like the future tense, imperfect, perfect, and conditional. Mastering these at GCSE sets students up to handle even more sophisticated grammar at KS5, enabling them to express ideas more precisely and fluently. 2. Expanded Vocabulary: GCSE broadens vocabulary across topics such as environment, technology, social issues, and global concerns. This wider vocabulary is essential for engaging with more complex texts and discussions at KS5. 3. Reading and Listening Skills: GCSE develops skills in understanding authentic materials, including articles, podcasts, and videos. These skills are crucial for KS5, where students encounter more challenging and diverse sources. 4. Writing and Speaking Skills: GCSE tasks involve producing detailed written responses and engaging in extended conversations. These skills are foundational for KS5 coursework, debates, and presentations. 5. Cultural Knowledge: GCSE introduces students to cultural aspects of French-speaking countries, fostering intercultural understanding. This cultural awareness enriches KS5 studies, especially when exploring literature, film, and social issues. 6. Preparation for Academic and Professional Use: The skills gained at GCSE, such as critical thinking, argument development, and nuanced language use, prepare students for higher education and careers where French is relevant. Overall, the content at GCSE French acts as a bridge, equipping students with the necessary skills, knowledge, and confidence to excel in KS5 French and future language-related pursuits.	GCSE French content is carefully designed to build a strong foundation that prepares students for future units at KS5 and beyond. Here's how the learning at GCSE supports further progress: 1. Advanced Grammar and Tenses: GCSE introduces more complex structures like the future tense, imperfect, perfect, and conditional. Mastering these at GCSE sets students up to handle even more sophisticated grammar at KS5, enabling them to express ideas more precisely and fluently. 2. Expanded Vocabulary: GCSE broadens vocabulary across topics such as environment, technology, social issues, and global concerns. This wider vocabulary is essential for engaging with more complex texts and discussions at KS5. 3. Reading and Listening Skills: GCSE develops skills in understanding authentic materials, including articles, podcasts, and videos. These skills are crucial for KS5, where students encounter more challenging and diverse sources. 4. Writing and Speaking Skills: GCSE tasks involve producing detailed written responses and engaging in extended conversations. These skills are foundational for KS5 coursework, debates, and presentations. 5. Cultural Knowledge: GCSE introduces students to cultural aspects of French-speaking countries, fostering intercultural understanding. This cultural awareness enriches KS5 studies, especially when exploring literature, film, and social issues. 6. Preparation for Academic and Professional Use: The skills gained at GCSE, such as critical thinking, argument development, and nuanced language use, prepare students for higher education and careers where French is relevant. Overall, the content at GCSE French acts as a bridge, equipping students with the necessary skills, knowledge, and confidence to excel in KS5 French and future language-related pursuits.
Outcomes: By the end of the year pupils will be able to solve/create/produce/write:		
Our curriculum is structured for students to learn more to remember more ensuring that the AQA assessment objectives are completed:		
1. Listening (25%) - Understand spoken French from a variety of authentic sources, such as conversations, announcements, and recordings. - Answer questions that test pupils ability to grasp main ideas, details, opinions, and attitudes. - The questions may include multiple-choice, short answer, or matching exercises.		

Our curriculum is carefully sequenced to ensure cumulative knowledge and progression. Each unit builds on the last, with clear concepts that students must grasp to progress. We define end points to illustrate what mastery looks like by year-end.

2. Reading (25%)

- Read and understand different types of written French, including articles, emails, advertisements, and texts.
- Respond to questions that assess comprehension of main points, specific details, opinions, and attitudes.
- Tasks may involve multiple-choice, short answers, or matching exercises.

3. Speaking (25%)

- Pupils engage in a spoken conversation with their teacher
- Demonstrate your ability to express opinions, describe experiences, and develop ideas.
- Pupils will prepare and deliver responses to prompts, answer questions, and participate in discussions.
- Use appropriate vocabulary, grammar, and pronunciation.

4. Writing (25%)

- Write in French for different purposes and audiences, such as messages, descriptions, or opinions.
- Organize ideas clearly and accurately, using a range of vocabulary and grammatical structures.
- Include opinions, descriptions, and arguments as required.
- Writing should be coherent and appropriately structured.

Assessment Strategy How we know our students are knowing and remembering more –

Data from hunting not fishing, formative and summative assessment/s is used to adapt teaching and provide targeted challenge and intervention, supporting SEND and disadvantaged pupils.

Formative: Recall knowledge tests – key AQA vocab tests weekly Questioning – methods of participation Homework – knowledge based Development tasks – whole class/individual Low stakes assessment Independent written work – self and peer assessment	Summative (& cumulative) Written work is marked regularly in line with school policy HT1 - Kerboodle assessment on family HT2 - Kerboodle assessment on school and future plans HT3 - Kerboodle assessment on healthy living and lifestyles HT4 - Kerboodle assessment on free-time activities HT5 - Kerboodle assessment on customs and festivals HT6 – Mock exams in all four skills Regular peer and self-assessment	Opportunities to revisit past learning: The nature of learning an MFL means interleaving takes place often and refers to KS3 knowledge often. Pupils will have a summative assessment in June/July for all 4 skills that they do at GCSE Opportunities for homework (including apps): CGP Vocabulary Booklet CGP GCSE Workbook CGP Complete GCSE revision and practice workbook Kerboodle BBC Bitesize Duolingo Quizlet Gizmo
---	---	---

How is the curriculum adapted to meet the needs of SEND and disadvantaged pupils, while maintaining high expectations?

In the French department we support SEND (Special Educational Needs and Disabilities) and disadvantaged pupils by implementing inclusive teaching strategies that aim to meet high expectations for all students

- **Differentiated Instruction:** Teachers tailor activities and resources to accommodate different learning styles and needs, ensuring that all pupils can access the content effectively.
- **Use of Supportive Resources:** Providing visual aids, bilingual dictionaries, or simplified texts helps pupils with language difficulties or learning needs to engage with the material confidently.
- **Flexible Assessment Methods:** Offering alternative ways to demonstrate understanding, such as oral presentations or visual projects, supports pupils who may find traditional written assessments challenging.
- **Targeted Support and Interventions:** Additional support sessions or tailored feedback help disadvantaged pupils catch up and stay motivated, while maintaining high expectations.
- **Creating an Inclusive Environment:** Promoting a classroom culture that values diversity and encourages all pupils to participate actively helps build confidence and aspiration.

The goal is to ensure that all students, regardless of their starting point, are challenged to achieve their best while receiving the necessary support



Our curriculum is carefully sequenced to ensure cumulative knowledge and progression. Each unit builds on the last, with clear concepts that students must grasp to progress. We define end points to illustrate what mastery looks like by year-end.

Wider Curriculum and Enrichment – cultural capital and real world application -

Enriching experiences:

1. **Cultural Exploration:** Pupils get to learn about French-speaking countries' traditions, festivals, music, and cuisine, which broadens cultural awareness and appreciation.
2. **Travel Opportunities:** If some have the chance to visit French-speaking countries, it allows them to practice language skills in real-life situations and immerse themselves in different cultures.
3. **Communication Skills:** Developing the ability to speak, listen, read, and write in French boosts confidence and prepares pupils for future travel, work, or study abroad experiences.
4. **Personal Development:** Learning a new language encourages independence, resilience, and adaptability as pupils tackle new vocabulary and grammar.
5. **Career Advantages:** Being bilingual can open doors to careers in international business, tourism, translation, and more, giving pupils a competitive edge in the job market.
6. **Social Connections:** Pupils might meet new friends or pen pals from French-speaking countries, fostering global friendships and understanding.

Our curriculum supports the school value of:

Joy	<i>Foster enthusiasm and engagement through Speaking and Listening Activities via Role plays, conversations, and listening exercises get students actively involved, not just passively reading or writing. Language learning often includes fun tools like Kahoot, Bingo, or vocabulary competitions that spark excitement.</i> <i>There is Cultural Relevance as lessons include music, films, food, traditions, and festivals from French-speaking countries—making learning feel meaningful and alive. Students see how French can be used in real-world scenarios (like ordering food, making friends abroad, or working in tourism), which increases motivation, and by figuring out how to form sentences or understand tricky phrases keeps students mentally stimulated.</i>
Progress	<i>We monitor and support progress through assessments both summative and cumulative, peer and self-assessment and reflecting on past mistakes and learning ways on how to improve speaking and writing.</i>

Literacy, Oracy and disciplinary language:

Literacy: This involves the ability to read and write in French. Pupils will work on understanding written texts, such as articles, emails, or stories, and improving their vocabulary and grammar to write accurately and effectively. Activities like reading comprehension exercises, writing essays, and practicing spelling and grammar help strengthen literacy skills.

Oracy: This focuses on pupils speaking and listening skills. They will participate in conversations, role-plays, and presentations to develop their ability to understand spoken French and respond confidently. Listening exercises, such as understanding dialogues or audio clips, and speaking tasks, like discussing topics or giving short talks, are key parts of pupils learning.

Disciplinary Language: This refers to the specific language used within the subject of French itself—grammar, vocabulary, and structures unique to the language. Pupils will learn how to use tenses correctly, expand their vocabulary related to themes like family, school, or holidays, and understand how to apply grammatical rules. This disciplinary language is embedded through targeted lessons, vocabulary building, and grammar exercises, helping pupils communicate accurately and appropriately in different contexts.

By integrating literacy, oracy, and disciplinary language throughout the GCSE French course a well-rounded set of skills that supports overall language proficiency, is developed.

Cross-Curricular opportunities / Opportunities to develop ‘character’:

History and Geography: Exploring the cultures, histories, and geographical features of French-speaking countries enhances understanding of global issues, cultural diversity, and historical events. For example, studying the history of France or North Africa can complement lessons in history or geography.

Music and Art: Engaging with French music, art, and literature allows students to appreciate cultural expressions and develop creative skills. They might analyse French artists or musicians, or create projects inspired by French culture.

Business Studies: Learning French can support understanding of international trade, marketing, and business communication, especially if students explore careers involving French-speaking markets.

Technology and Media: Using digital tools to research French-speaking countries or create multimedia presentations helps develop ICT skills while practicing language skills.

Literature and Language Arts: Comparing French literature with works from other cultures fosters critical thinking and cultural awareness, enriching language and literacy skills.

Cultural Studies: Projects or events celebrating French festivals, traditions, or cuisine promote cultural understanding and social awareness.

Overall, learning French at GCSE provides valuable opportunities to make connections across different subjects, encouraging a more integrated and engaging learning experience.

Our curriculum supports personal development by:

Discussion around empathy and emotional intelligence, cultural awareness and tolerance, moral and ethical reflection, communication, identity, social issues and preparation for the future

Careers / Employability skills:

How does the curriculum link to the following employability skills:

Listening – Class and group discussions promote respectful listening, negotiation, and cooperation

Speaking – pupils develop the confidence to speak in pairs and in groups

Problem solving – Learning French helps pupils understand and making sense of new information, apply grammar rules creatively, think on their feet in speaking tasks, translate and interpret, overcome communication barriers, manage tasks under exam conditions.

Aiming high – Challenging texts and listening exercises build academic resilience. Setting personal goals, refining essay writing, and pushing for higher structures of grammar teaches pupils to strive for high standards.

Critical thinking – encouraging students to question, analyse, and make informed decisions about language, meaning, and culture.

Staying positive – improving brain health, opening the mind and improving confidence.

Leadership – Leading a group activity, discussion, or peer feedback session helps develop initiative, confidence, and responsibility—key traits of effective leadership.

Teamwork – Collaborative tasks like group analysis or peer editing build cooperation, compromise, and shared responsibility.



Our curriculum is carefully sequenced to ensure cumulative knowledge and progression. Each unit builds on the last, with clear concepts that students must grasp to progress. We define end points to illustrate what mastery looks like by year-end.

Success	<i>We celebrate success such as giving verbal praise, positive phone calls homes, reward points and showcasing exceptional essays.</i>		Creativity – expressing opinions in new ways, boosting cognitive flexibility, being creative in class, appreciating art, music and literature. Employment Sectors discussed include: travel and tourism, business and media, arts and entertainment, education, healthcare and social care, law and government and translating and interpreting.
Act with care, kindness, respect, and integrity	<i>We build meaningful connections with our students by creating a supportive, inclusive classroom environment where every voice is heard, and every student feels respected, valued, and safe to express their views.</i>		
Curriculum impact is evaluated through pupil study, work scrutiny, and progress data. Findings inform regular curriculum review to ensure continuous improvement.			
When was this curriculum last reviewed? Include date	What changes were made and why?	How is ongoing improvement ensured?	
Ju025	Ofsted coming in 2026	QA monitoring	
	Changes to GCSE MFL made in 2024 ready for exams in 2026	Faculty meetings, moderation, examination reports, recall of exam scripts	
		CPD	