



Prince William School

French Curriculum Overview



Why Teach French?

Learning French provides students with learning which will support them throughout their lives. It nurtures a passion for language and cultural understanding by providing a relevant, meaningful, and enjoyable MFL curriculum, which is accessible to all and complimented by enriching subject-related extracurricular opportunities.

Learning French encourages students to re-examine their perceptions of France and French culture. It challenges stereotypes and instead promotes greater cultural understanding through study of traditions and customs. In learning French, students are also encouraged to consider their own culture, reflecting on their own understanding of British customs and traditions and how these compare to France. By learning French, students are exposed to themes, concepts and topics which encourage them to critically reflect on their own future plans, beliefs or contemporary social issues.

Subsequently, the teaching of French supports the school's core values and SMSC agenda to create independent MFL learners who are confident, aspirational, hard-working, resilient, and respectful of others and their culture. More importantly, it encourages students to think beyond their own town/ country and instead consider their role in the wider world.

The experience of studying French fosters an attitude towards learning which is life-changing, life-enriching and life-long. It equips students with invaluable skills, not only for language learning but also for further education and the workplace. The study of French helps to develop students' communication and interpersonal skills as well as promoting better problem solving, creative and critical thinking and improved memory function.

Substantive Big Ideas

Our curriculum enables students to develop their skills and understanding by framing the content within the five following categories.

Phonics	
Linguistic components	
Vocab and grammar	
Cultural studies	

Disciplinary Big Ideas

Pupils will progress in French by building a solid base in French vocabulary and grammar, which allows them to communicate their thoughts and ideas. They will be able to demonstrate their understanding of the language by conveying information through the following mediums:

 Listening and Reading Skills	<ul style="list-style-type: none"> To show general and specific understanding of different types of spoken language, understanding clear standard speech across a range of specified contexts To identify overall messages, key points, details and opinions in a variety of spoken passages, involving some more complex language, recognising past, present and future events To deduce meaning from a variety of short and longer spoken texts, addressing a wide range of contemporary and cultural themes To recognise and respond to key information, important themes and ideas in more extended spoken text, including adapted authentic sources.
 Writing Skills & Translation	<ul style="list-style-type: none"> To write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information To produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings To make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future To manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register to translate sentences and short texts from English into French to convey key messages accurately and to apply grammatical knowledge of language and structures in context.
 Speaking	<ul style="list-style-type: none"> To interact effectively through speech for a variety of purposes across a range of specified contexts so that a native speaker would understand To take part in a short conversation, asking and answering questions, and exchanging opinions To convey information and narrate events, using and adapting language for new purposes To speak spontaneously, responding to unexpected questions, sustaining communication, initiating// developing conversations producing extended sequences of speech to make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future tenses.

Substantive Big Ideas

Our curriculum enables students to develop their skills and understanding by framing the content within the five following categories.

Theme 1		Identity and Culture
Theme 2		Local, National, International and Global Areas of Interest.
Theme 3		Current and Future Study and Employment

Learning for Life

Employability skills

e.g. Literacy, research, resilience, communication, presentation, etc

Linking the curriculum to careers:

The study of French can open up many doors for students when it comes to careers. By studying French, students have access to a range of potential jobs in the Francophone world which they would not be able to access without the relevant language skills. Additionally, within the UK, studying French gives students the ability to work in many fields including Education, law, translation and interpreting services, journalism, travel and tourism, governance and diplomacy, politics, military and intelligence or business.

Encounters with employers

At present students do not have any direct access to those who work directly in a profession that utilises MFL, except that of Education.

Examples of qualification pathways

Even to access some university courses at institutions like UCL, a language GCSE is required. However, beyond A-Level students can opt for a single honours degree in a language or a joint honours degree, which combines French with another language; or a subject from another discipline such as History, Law, Business or International Relations.



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French Curriculum Map – Topics by Term



Theme 1: Identity and Culture






Theme 2: Local, National, International and Global Areas of Interest.



Theme 3: Current and Future Study and Employment






















	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Autumn 1	 <p>MAGICAL ME! – a celebration of language learning.</p> <p>Why learn French? Phonics – focus on pronunciation Dynamo 1- Module 1-La rentrée</p> <p><i>To understand key French phonics and sounds. To be able to introduce and describe yourself, give your name, age and describe siblings you have. To describe a classroom, say what you do and your likes/dislikes.</i> Assessment: Listening & Reading</p>	 <p>Dynamo 2- Module 1-Les vacances</p> <p>To describe your typical holidays. To be able to describe what you did on holiday last year, where you went and stayed and comfortably use two tenses together. To understand how to describe a disastrous holiday.</p> <p>Assessment: Holiday GCQ style questions and passage to read aloud,</p>	 <p>Studio GCSE - Module 1- Qui suis-je ?</p> <p>To describe your family and revise describing physical appearance. To revise places in town. To describe what makes a good friend. To describe familial relationships.</p> <p>Assessment: Listening and Reading</p>	 <p>Phonics recap and reminder of key sounds</p> <p>Studio GCSE - Module 3-Jours ordinaires, jours de fête</p> <p>To describe food and meals. To describe clothes and asking for help in a clothes shop. To describe your daily life. To understand different celebrations and traditions and talk about food for special occasions.</p> <p>Assessment: Writing and Role Play card.</p>	 <p>Phonics recap and reminder of key sounds Studio GCSE - Module 7- Bon travail!</p> <p><i>To discuss jobs and work preferences. To describe career choices. To talk about hopes/ plans and wishes for the future.</i></p> <p>Assessment: Grammar & Reading.</p>	 <p>Theme 1- Aspects of French-speaking society: current trends.</p> <p>Theme 1- Aspects of French-speaking society: current trends.</p> <p>1.) <i>La famille en voie de changement.</i> To describe changes and evolutions to the French family and structures in society. To discuss the importance of marriage. To describe problems between generations.</p>
Autumn 2	 <p>Dynamo 1- Module 1-En classe</p> <p><i>To describe your different school subjects and give your opinion of them. To describe school uniform. To talk about your school day and describe your own school- saying what there is/isn't. To understand a typical French school.</i> Assessment: Speaking photocard-learning to describe a photo and answer questions.</p>	 <p>Dynamo 2- Module 2- J'adore les fêtes</p> <p>To describe festivals and talk about your favourite festival and why. To be able to buy food at a market. To understand French food specialities and arrange a future trip and talk about New Year's resolutions.</p> <p>Assessment: Listening including dictation.</p>	 <p>Studio GCSE - Module 1- Qui suis-je ?</p> <p>To be able to make arrangements to go out. To describe a weekend/ night out in the past. To talk about what you were like when you were younger. To be able to describe your role models.</p> <p>Film study: Les choristes</p> <p>Assessment: Writing</p>	 <p>Studio GCSE - Module 4- De la ville à la campagne</p> <p>To describe where you live, the weather and transport. To describe your region and talk about the advantages and disadvantages of your town. To describe an outing to an attraction. To discuss making future plans dependent on the weather.</p> <p>Assessment: Listening</p>	 <p>Studio GCSE - Module 8- un oeil sur le monde.</p> <p>. Exam skills for mocks</p> <p>To talk about the most important issues or you and problems facing the world. To discuss protecting the environment and ethical shopping.</p>	<p>2.) <i>La cyber-société.</i> To describe technology and its uses in daily life. To talk about the relationship between technology and young people. To discuss the risks/dangers of technology. To describe the technological boom in Francophone Africa.</p> <p>1.) Le role du bénévolat. To describe why and how to help those less fortunate. To describe how volunteering changes lives. To describe a personal experience of volunteering.</p>



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French Curriculum Map – Topics by Term Continued



	Theme 1: Identity and Culture		Theme 2: Local, National, International and Global Areas of Interest.		Theme 3: Current and Future Study and Employment	
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Spring 1	 <p>Dynamo 1- Module 3- Mon temps libre To describe the weather and seasons in French. To talk about sports you play/ do and understand sport in the Francophone world. To talk about what you like to do. To be able to ask questions. Assessment: Writing</p>	 <p>Dynamo 2- Module 3- À loisir To talk about celebrities and describe different TV and film genres. To describe digital technology and to be able to arrange to go to the cinema. To talk about leisure activities and to use 3 tenses together. Assessment: Writing including photos to compare.</p>	 <p>Studio GCSE - Module 2- Le temps des loisirs To revise sport, film and TV. To describe sport in greater detail. To be able to describe your life online and technology. To describe dangers of the internet. Assessment: Grammar</p>	 <p>Studio GCSE - Module 5- Les vacances To talk present, past and future holidays. To describe an ideal holiday. To book and review a hotel. To be able to order in a restaurant. To describe a trip and buy a train ticket. To describe a holiday disaster. Assessment: Writing</p>	 <p>Studio GCSE - Module 8- un oeil sur le monde. To describe volunteering and how you try and help. To discuss big events and their advantages and disadvantages.</p>	 <p>Film Study: Au revoir les enfants 1.) A study of the film au revoir les enfants by Louis Malle. To understand numerous cinematic techniques. To be able to discuss ideas around character, setting, lighting and cinematic choices made by the director and to understand why this may be. To understand the relevant historical context of the film. To develop essay writing skills in French and be able to write an essay on topic of the film in French which demonstrates attempts at analysis and evaluation.</p>
Spring 2	 <p>Dynamo 1- Module 4- Ma vie de famille To understand animals in French. To describe who is in your family and physical appearance. To describe where you live. To talk about what you have for breakfast. To understand the origins of Bastille day. Assessment: Listening including dictation.</p>	 <p>Dynamo 2- Module 4- Le monde est petit To talk about where you live and revising the weather. To describe your region and different French regions. To be able to give your daily routine and talk about chores. Assessment: Reading and Translation</p>	 <p>Studio GCSE - Module 2- Le temps des loisirs To describe your reading habits and what you used to read. To be able to describe preferred TV programmes. To describe cinema, film genres and preferred actors/actresses. To recognise famous French film stars. Assessment: Listening</p>	 <p>Studio GCSE - Module 6- Au collège Revising school subjects and describing your timetable in French. To describe your school and compare the French and English school systems. To describe school rules and school exchanges. Assessment: Reading & Grammar</p>	 <p>Exam skills & revision of past units. Final speaking exam Revision Focus on writing Walking/ talking mock</p>	
Summer 1	 <p>Dynamo 1- Module 5- En ville To describe places in a town/ village. To describe where you go at the weekend. To be able to invite someone out and order food and drinks.</p>	 <p>Dynamo 2- Module 5- Le sport en direct To talk sports you do/ play. To be able to give opinions about sport. To be able to ask for and give directions in French. To be able to say what you must do.</p>	 <p>Studio GCSE - Module 3-Jours ordinaires, jours de fête To describe food and meals. To describe clothes and asking for help in a clothes shop. To describe your daily life. Assessment: Role Play card</p>	 <p>Studio GCSE - Module 6- Au collège Exam skills for mocks To discuss healthy living and vices. Suite of lessons on exam skills in preparation for mock exams.</p>	   <p>Exam skills & revision of past units. Final speaking exam Revision Focus on writing Walking/ talking mock</p>	 <p>Theme 2- Artistic culture in the French-speaking world Une culture fière de son patrimoine. To describe what exactly patrimoine is. To be able to assess its benefits for tourism. To analyse the role of architecture and gastronomy in patrimony and to discuss the evolution of the patrimony and the place of modernity in patrimony.</p>



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French Curriculum Map – Topics by Term Continued



Theme 1: Identity and Culture



Theme 2: Local, National, International and Global Areas of Interest.



Theme 3: Current and Future Study and Employment

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Summer 2	 Dynamo 1- Module 5- En ville <i>To say what you're going to do and understand the near future tense. Planning a trip to Paris. To be able to describe a special occasion.</i> Assessment Reading	 Dynamo 2- Module 5- Le sport en direct – Catch up and Recap <i>To talk sports you do/ play. To be able to give opinions about sport. To be able to ask for and give directions in French. To be able to say what you must do.</i> Assessment: Speaking Role Play Card	 Studio GCSE - Module 3-Jours ordinaires, jours de fête <i>To understand different celebrations and traditions and talk about food for special occasions.</i> Assessment: Writing 90 word.	 Studio GCSE - Module 7- Bon travail! <i>To discuss jobs and work preferences. To describe career choices. To talk about hopes/ plans and wishes for the future.</i> EOY MOCK EXAMS	Revision Exams	

Year 13

Theme 2- Aspects of French-speaking society: current trends.

Les festivals et les traditions

Describing cultural Fr Theme 2- Aspects of French-speaking society: current trends.

Les festivals et les traditions

Describing cultural French festivals and celebrations and evaluating the impact and importance of these festivals in society.

Exploring the customs of the Francophone world.

Film Study: Au revoir les enfants festivals and celebrations and evaluating the impact and importance of these festivals in society.

Exploring the customs of the Francophone world.

Film Study: Au revoir les enfants

A study of the film au revoir les enfants by Louis Malle. To understand numerous cinematic techniques. To be able to discuss ideas around character, setting, lighting and cinematic choices made by the director and to understand why this may be. To understand the relevant historical context of the film. To develop essay writing skills in French and be able to write an essay on topic of the film in French which demonstrates attempts at analysis and evaluation.

Theme 3- L'immigration et la société multiculturelle française.

1.) The positive impact of immigration

Exploring the positive impact of immigration in France. Evaluating the reasons why people immigrate and the benefits this brings to society. Looking at the social, economic and cultural benefits of immigration.

2.) Challenges of integration in France..

Exploring the benefits and potential challenges of immigration and the integration of immigrants into French society.

Analysing the concept of multiculturalism in France.

3.) The extreme right

Exploring the Far Right in France. Evaluating the impact of Far right politics and the rise of Far right ideas in French society.

Exploring the FN and its presence in French politics.

Revision and exams




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French Curriculum Map – Substantive Knowledge Progression



	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Phonics	<ul style="list-style-type: none"> French pronunciation/ phonics The French alphabet Beginning to develop a less anglicised accent when reading aloud or speaking in French. Identifying key French phonics and writing these accurately in gap-fill tasks. Demonstrating a good understanding of French phonics and vowel sounds to read short passages aloud in French. 	<ul style="list-style-type: none"> French pronunciation/ phonics Syllables Understanding the impact of accents on pronunciation in French. Identifying key French phonics and writing these accurately in gap-fill tasks. Reading short passages aloud in French while demonstrating a good understanding of different vowel sounds and using pronunciation to convey different tenses. 	<ul style="list-style-type: none"> French pronunciation/ phonics Understanding the impact of accents on pronunciation in French and how these convey meaning of different tenses. Beginning to identify and understand patterns in French pronunciation, especially when endings are silent. Identifying key French phonics and writing these accurately in longer gap-fill tasks containing different tenses. Reading short passages aloud in French while demonstrating a good understanding of different vowel sounds and using pronunciation to convey different tenses. 	<ul style="list-style-type: none"> French pronunciation/ phonics The French alphabet Demonstrating an awareness of accents in French and pronouncing a wider variety of vocabulary correctly by applying phonic knowledge. Using the pronunciation of accents to demonstrate understanding of French tenses. Demonstrating an awareness of silent endings in French pronunciation. Identifying and accurately completing longer gap-fill tasks which contain different tenses and different verbs with silent endings. Reading passages aloud in French while demonstrating a good understanding of different vowel sounds and using pronunciation to convey different tenses. 	<ul style="list-style-type: none"> French pronunciation/ phonics The French alphabet. Demonstrating an awareness of accents in French and pronouncing a wider variety of vocabulary correctly by applying phonic knowledge. Using the pronunciation of accents to demonstrate understanding of a wide range variety of French tenses, especially when many of these have silent endings. Identifying and accurately completing longer dictation tasks which contain different tenses and different verbs. Demonstrating a clear understanding of different French verb endings and how these differ in spoken and written form. Reading passages aloud in French while demonstrating a good understanding of different vowel sounds and using pronunciation to convey different tenses. 	<ul style="list-style-type: none"> French pronunciation/ phonics Demonstrating a clear understanding of essential French vowel sounds, phonics and all accents. Using knowledge of phonics to sound out and pronounce new and unfamiliar vocabulary. Being acutely aware of the silent verb endings in French and not conveying these in the spoken language. Being acutely aware of how certain letters sound the same in French yet are spelt completely differently. Being able to complete a dictation which contains multiple French tenses (that sound alike) and accurately being able to distinguish between these. Consistently accessing authentic French media, to improve general accent and speak with a less anglicised accent.
Vocab and grammar	<ul style="list-style-type: none"> Definite articles Adjectival agreement Indefinite articles Possessive adjectives Position of adjectives Forming questions- <i>using tu vs vous</i> 	<ul style="list-style-type: none"> Using the comparative Set phrases using the conditional tense Revising adjective agreements. Using negatives Irregular adjectives- <i>beau, nouveau, vieux</i> Impersonal expressions- <i>il faut</i> 	<ul style="list-style-type: none"> Revising prepositional verbs- <i>Jouer à and faire de</i> Impersonal expressions- <i>il faut</i> Using the superlative Connectives The comparative Prepositions The 'en' pronoun <i>Venir de + infinitive</i> Revising negatives. 	<ul style="list-style-type: none"> Time expressions Phrases with infinitives The y pronoun Using a wide range of negative structures. Weather expressions Interrogatives Demonstrative adjectives and pronouns. Impersonal expressions- <i>il faut & il est interdit de...</i> Revising the imperative 	<ul style="list-style-type: none"> The superlative and saying what is the best/worst. Indirect object pronouns Direct object pronouns in the past tense. Prepositional verbs using <i>à</i> or <i>de</i> 	<ul style="list-style-type: none"> Using the definite and indefinite articles. Revising reflexive verbs. Positioning and agreement of adjectives. Revising conjugating the perfect tense. Forming comparative and superlative adjectives. Revising direct and indirect object pronouns. Revising negative forms. Revising form the present and past participles. Using adverbs. Revising the present subjunctive.

	<p>Present tense regular -er verbs. The irregular verbs <i>avoir, être</i>. Infinitive verbs.</p> <ul style="list-style-type: none"> Irregular verbs <i>aller, faire</i> and <i>vouloir</i> The near future. Il y a Prepositional verbs- <i>Jouer à</i> and <i>faire de</i> 	<ul style="list-style-type: none"> Present tense (recap). The irregular verbs <i>avoir, être</i>. The perfect tense with regular and irregular verbs. Present tense of regular -ir and -re verbs. Reflexive verbs Modal verbs- <i>pouvoir/devoir + infinitive</i> Revising prepositional verbs- <i>Jouer à</i> and <i>faire de</i> The imperative 	<ul style="list-style-type: none"> Wide range of irregular verbs Opinion verbs with positive and negative opinions. The imperfect tense Revising the perfect tense with regular and irregular verbs. Revising reflexive verbs Revising the near future tense. <i>Depuis + present tense</i> Direct object pronouns. Revising modal verbs 	<ul style="list-style-type: none"> The simple future tense The conditional tense Reflexive verbs in the perfect tense. The present participle <i>Avant de + infinitive</i> The pluperfect. Revising 3rd person singular and plural forms of the verb. Si clauses Forming adverbs. 	<ul style="list-style-type: none"> The present subjunctive The conditional tense Modal verbs in the conditional The passive voice 	<ul style="list-style-type: none"> Revising regular and irregular verbs in the present tense. Revising immediate and other future tenses. Recognising and using interrogative forms. Recognising and using the imperfect and pluperfect tenses. Irregular verbs in the perfect tense. Using the passive voice. The on pronoun Constructions using the infinitive Revising the imperative Recognising and using the past historic. Revising the imperfect. Revising the conditional.
	<ul style="list-style-type: none"> Opinions – <i>j’aime/ je n’aime pas + infinitive</i> Using negatives in set expressions Using simple connectives Partitive articles 	<ul style="list-style-type: none"> Extending sentences for added interest Wide range of opinions Using three tenses together. Describing the actions of others using two or even three tenses. Extended range of negatives 	<ul style="list-style-type: none"> Using the present, perfect and imperfect tenses together Describing events Extended range of connectives Greater levels of detail in written and spoken answers. Recognising and using a range of higher level, complex grammatical structures. 	<ul style="list-style-type: none"> Using the present, past and future tenses together. Confidently using three tenses together. Recognising and using a range of past and future tenses. Using the perfect tense Understanding words with more than one meaning. Understanding, learning and using what constitutes high level language at GCSE. 	<ul style="list-style-type: none"> Using absolute superlatives. Presenting both sides of an argument and acknowledging the for and against in written and spoken form. Presenting opinions and supporting and justifying these. 	<ul style="list-style-type: none"> Writing and speaking using a wide range of language that is of a more complex level. Structuring answers to include a wide range of complex structures, connectives, and sequencers. Presenting and writing essays in French. Presenting a logical sequence of ideas. Analysing personal and contrasting viewpoints. Being aware of language ‘traps’ and translating accurately from English> French or French> English.
	<ul style="list-style-type: none"> Reading simple texts Using prediction as a listening strategy 	<ul style="list-style-type: none"> Listening for detail Using authentic texts (TV guide etc) Understanding spoken or written passages using the present, near future and preterit tenses. 	<ul style="list-style-type: none"> Reading and listening to a range of authentic texts at GCSE Foundation level Understanding language in two past tenses the present and the near future in reading and listening texts 	<ul style="list-style-type: none"> Harder (GCSE Higher) standard listening exercises Recognising similar ideas expressed differently. Understanding more detailed description Identifying correct statements in a test 	<ul style="list-style-type: none"> Recognising and using idioms Spotting words that indicate an increase/decrease. Inferring meaning in literary text 	<ul style="list-style-type: none"> Recognising and using idioms Inferring meaning in literary texts Analysing meaning and extracting key information from a range of high-level, authentic texts. Analysing and evaluating both literary and cinematic strategies and methods.
Linguistic components	<ul style="list-style-type: none"> Taking part in simple structured dialogues Responding to questions about self. Writing simple answers in the present tense with opinions 	<ul style="list-style-type: none"> Giving presentations Writing simple paragraphs using 2 or 3 tenses with a range opinions. Engaging in GCSE role play style dialogues. 	<ul style="list-style-type: none"> Writing longer texts using 2-3 tenses including set phrases in the imperfect tense with a wide range of opinions Understanding formal and informal written and spoken French. Writing and speaking using a variety of subject pronouns. 	<ul style="list-style-type: none"> Asking and adapting questions Justifying opinions using more complex language Extending responses by referring to others. Improvising dialogues and making arrangements. Identifying preferences 	<ul style="list-style-type: none"> Describing daily routine Asking for help Confidently using question words Narrating a story Using alternatives to ‘and’. Writing a formal letter Explaining your point of view 	<ul style="list-style-type: none"> Demonstrating awareness of cultural norms and traditions. Speaking about contemporary French issues and giving specific statistics/ facts to support ideas. Accessing news outlets in the target language to research social issues. Researching and summarising points to be delivered in an individual research presentation.



Cultural studies

- Schools in France and the French School system.
- Christmas in France
- Sport in the Francophone world and famous French sports people.
- Bastille day & the French Revolution.
- Paris case study. Understanding key tourist sites and monuments in Paris and planning a Paris itinerary.

- Where to French people like to go on holiday.
- Festivals and Celebrations. Revising Bastille Day and understanding some uniquely French festivals.
- French TV & Film. Researching famous French stars and having an awareness of some famous French TV shows or films and being able to express an opinion on these.
- Showing an awareness of different French regions, where these are located in France and what there is to do there.
- Sport in France. Identifying famous French sports people.
- The Paris Olympics.




- Sport in France. Identifying famous French sports people.
- Recognising and understanding basic details about famous French historical figures.
- Understanding information about influential French people and understanding how they are important.
- Showing awareness of popular, contemporary French singers and groups.
- Showing awareness of TV shows currently popular in France.
- Showing awareness of films currently popular in France.
- Recognising and being able to list famous French film stars.

- Describing famous French festivals and celebrations.
- Comparing differences between how festivals are celebrated in France and England.
- Studying French customs at key festivals throughout the year.
- Understanding forms of politeness and how this differs in French society.
- Beginning to understand secularism in France.
- Understanding different regions in France and describing the climate, weather and activities that can be found in these regions.
- Understanding transactional language at tourist sites from across France.
- Understanding the concept of 'le service civique' and how these people help French society.
- Understanding the French school system in greater depth.
- Comparing the differences in the French and English school systems and evaluating which is preferable.

- Understanding job adverts in French and being able to prepare for a job interview in French.
- Analysing whether traditional values of marriage are still relevant in France today.
- Examining the impact that 'les droits de l'homme' had on the UN's human rights charter.
- Examining the presence and impact of various social issues in France such as climate change, poverty and homelessness.
- Demonstrating awareness of various French charities like 'les restos du coeur' and the work they do in French society.
- Demonstrating awareness of various French festivals like the tour de France or le festival d'Avignon and understanding basic details of these.

- Understanding of cultural and contemporary issues and changes underpins the entirety of the A-level course.
- As part of the course, it is vital that students regularly check the French news and various media outlets in order to keep abreast of big events, changes and potential controversies that are happening in France.
- Given that the exam board use the events in the media to inspire the exam content students set aside an amount of time in study periods each week to check the news and make a note of key stories.
- In the speaking exam, students are specifically tested on their cultural awareness over the different topics and their ability to analyse and evaluate cultural events and their impact on French society. They must show specific examples with facts, statistics and recent contemporary examples.



	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
 Listening & Reading	<ul style="list-style-type: none"> To show general and specific understanding of different types of spoken language, understanding clear standard speech across a range of specified contexts To understand general and specific details within texts using high frequency familiar language across a range of contexts To translate single nouns and short sentences short written passage from French into English. 	<ul style="list-style-type: none"> To identify overall messages, key points, details and opinions in a variety of spoken passages, involving some more complex language, recognising past, present and future events To identify messages, key points, details and opinions in a variety written passages, involving some more complex language, recognising past, present and future events To translate sentences short written passage from French into English. 	<ul style="list-style-type: none"> To be able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate 	<ul style="list-style-type: none"> To deduce meaning from a variety of short and longer spoken texts, addressing a wide range of contemporary and cultural themes To deduce meaning from a range of specified contexts, involving some complex language and unfamiliar/authentic material addressing a wide range of relevant contemporary/ cultural themes. Translate a short written passage from French into English. 	<ul style="list-style-type: none"> To recognise and respond to key information, important themes and ideas in more extended spoken text, including adapted authentic sources. 	<ul style="list-style-type: none"> To recognise and respond to key information, important themes and ideas in more extended spoken text, including adapted authentic sources. To appropriately manage personal listening device whilst completing listening exam. Summarising information and extracting key points from written/recorded material. To deduce meaning from a range of specified contexts, involving some complex language and unfamiliar/authentic material addressing a wide range of relevant contemporary/ cultural themes. Develop effective translation strategies when translating from French> English. Ensuring translations read like 'authentic' English.
 Speaking	<ul style="list-style-type: none"> To take part in a short conversation, asking and answering questions, and exchanging opinions 	<ul style="list-style-type: none"> To interact effectively through speech for a variety of purposes across a range of specified contexts so that a native speaker would understand. 	<ul style="list-style-type: none"> To make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future tenses. 	<ul style="list-style-type: none"> To convey information and narrate events, using and adapting language for new purposes. 	<ul style="list-style-type: none"> To speak spontaneously, responding to unexpected questions, sustaining communication and initiating/ developing conversations producing extended sequences of speech. 	<ul style="list-style-type: none"> To speak spontaneously, responding to unexpected questions, sustaining communication and initiating/ developing conversations producing extended sequences of speech. To demonstrate a wide range of language and complex grammatical structures when speaking. To present relevant facts and statistics to support key points and ideas. To acknowledge other view points and compare and contrast these with student's own.
 Writing Skills & Translation	<ul style="list-style-type: none"> To write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information To make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future 	<ul style="list-style-type: none"> To produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings 	<ul style="list-style-type: none"> To manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register 	<ul style="list-style-type: none"> To make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince 	<ul style="list-style-type: none"> To communicate effectively in writing for a variety of purposes across a range of specified contexts To translate sentences and short texts from English into French to convey key messages accurately and to apply grammatical knowledge of language and structures in context. 	<ul style="list-style-type: none"> To translate passages from English into French to convey key messages accurately and to apply grammatical knowledge of language and structures in context. Being specific attention to language traps. To write essays in French which are well structured and logical. To illustrate literary or cinematic analysis of text/ film studied. To write using a wide range of language and more complex structures, whilst maintaining accuracy.



Prince William School French Disciplinary Vocabulary



Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	← Reinforce Previous	← Reinforce Previous	← Reinforce Previous	← Reinforce Previous	← Reinforce Previous



Prince William School French Key Vocabulary



	Year 7		Year 8		Year 9			Year 10		Year 11		Year 12
Autumn 1	<i>La rentrée</i>		<i>Vive les vacances</i>		<i>Le sport en direct</i>			<i>Jours ordinaires, jours de fête</i>		<i>Au collège</i>		<i>Theme 1- Autumn term</i>
	Phonics	Feminine/ Masculine	Perfect tense		Expressions with avoir			Modal verbs		Definite article	Definite article	Nouns Gender Regular verbs Irregular verbs Interrogatives The near future tense The simple future Definite/indefinite article Reflexive verbs Adjectival agreement Position of adjectives Perfect tense The comparative The superlative The imperfect tense The pluperfect tense Direct object pronoun Indirect object pronoun
	Regular verb	Plural	Auxiliary verb		Transactional language			Pronoun		Comparatives	Comparatives	
	Irregular verb	Quantifiers/ intensifiers	Past participle		Interrogatives			Forms of politeness		Third person plural	Adverb	
	Infinitive verb	Adjectives	Infinitive verb					Infinitive constructions		Impersonal expressions	The simple future	
	Definite/ Indefinite article	Subject pronoun	DR & MRS VANDERTRAMP verbs					Interrogatives		Pronoun	Verb stem	
	Adjectival agreement		Negative structures					Demonstrative adjective		Imperative	Verb ending	
Subject pronoun							Inversion		Third person plural			
Autumn 2	<i>En Classe</i>		<i>J'adore les fêtes</i>		<i>Qui suis-je?</i>			<i>De la ville à la campagne</i>		<i>Bon travail</i>		
	Regular verbs	Infinitive verb.	Present tense	Near future tense	Regular/ irregular verbs	Preposition	Emphatic pronouns	Y pronoun	Prepositions	The conditional mood	Direct object pronoun	
	Positioning of adjectives	Gist	Regular -ir, -re verbs	Interrogatives	Reflexive verbs	Adjectival agreement	Relative pronoun	Negative structures	Gender	The superlative	Prepositional verbs	
	Noun	Sequencer	Transactional language		Reflexive pronoun	Definite/ indefinite article		Interrogatives	Verb stem	The subjunctive	Relative pronoun	
Regular -er verbs.	Opinion phrase			Subject pronouns	Possessive adjective		The simple future	The imperative	The perfect infinitive	The simple future		
Spring 1	<i>Mon temps libre</i>		<i>À loisir</i>		<i>Qui suis-je?</i>			<i>Le grand large</i>		<i>Un œil sur le monde</i>		<i>Spring- Film study</i>
	Preposition	Interrogatives	Adjectival agreement		Interrogatives	Past participle		Reflexive verbs	Demonstrative adjective/pronoun	The simple future	Modal verbs	
	Prepositional verb	Formal vs informal forms	Gender		Near-future tense	Infinitive		Time frames	The pluperfect	Infinitive constructions	The conditional mood	
	Regular/ irregular verb	Time expression	Transactional language		Perfect tense	Imperfect tense		The conditional mood	Inversion	The passive voice	Indirect object pronoun	
	Cognate		Negative structures		Auxiliary verb	Verb stem		Verb stem	Expressions with avoir	Emphatic pronouns		
	Infinitives		Synonyms					Present participle	Infinitive constructions			
							Gerondif	Si clauses				
Spring 2	<i>Ma vie de famille</i>		<i>Le monde est petit</i>		<i>Le temps des loisirs</i>			<i>Au collège</i>		<i>Un œil sur le monde</i>		
	Possessive adjective	Partitive article	Modal verb	Subject pronouns	Adjectival position	Irregular verbs		Definite article	Impersonal expressions	Indirect object pronoun		
	Subject pronoun	Glossary	Infinitive verb	Reflexive verbs	Comparatives	Negatives		Comparatives	Pronoun	The conditional mood		
	Third person plural	Infinitive	Infinitive construction	Irregular adjectives	Relative pronoun	Prepositions		Third person plural	Imperative			
			Positioning of adjectives		Imperfect tense	Modal verbs						
				Infinitive constructions								
Summer 1	<i>En ville</i>		<i>Le sport en direct</i>		<i>Le temps des loisirs</i>			<i>Au collège & exam skills</i>				<i>Theme 3-Summer term</i>
	Irregular verbs		Prepositional verbs		Direct object pronoun			Adverb				
	Modal verb		The comparative		Superlative			The simple future				
	Infinitive verb		The imperative		Comparatives			Verb stem				
	Forms of politeness				Time expressions			Verb ending				
				Opinion phrases			Order of elements					
				Connectives								
Summer 2	<i>En ville</i>		<i>Le sport en direct</i>		<i>Jours ordinaires, jours de fête</i>			<i>Bon travail</i>				
	Near future tense		Impersonal expression		Modal verbs	Interrogatives		The conditional mood	Direct object pronoun			
	Prepositions		Expressions with avoir		Pronoun	Demonstrative adjective		The superlative	Prepositional verbs			
					Forms of politeness	Inversion		The subjunctive	Relative pronoun			
				Infinitive constructions			The perfect infinitive					