Year 8 French Dual Linguist Curriculum Map – 2026-2027

		Topic 1 – Identity and Relationships		Topic 2 – Free time / School		Topic 3 – Where people live	
		Content	Grammar and Phonics	Content	Grammar and Phonics	Content	Grammar
8	Unit description	<u>Introductory language</u> Classroom instructions Alphabet Days of the week Numbers, month, birthday and age Greetings and simple introductions <u>Introducing yourself</u> Character and physical descriptions. Describing hair and eyes. Countries and nationalities Introducing Family members Describing family members Describing pets and colours	<u>Grammar</u> Word order Definite articles Verb endings Adjectival agreement (m/f) Etre and Avoir Indefinite articles Adjectival agreement (s/pl) 3rd person present verb endings Je m'entends bien avec… <u>Phonics</u> SFC – silent final consonant Um/un – lundi, un Eu – deux, jeudi Oi – au revoir I – petit SFE – silent final e E – cheveux Eu – yeux Ç – français ien – chien ch – chat a – animal ê/è – frère, collège, être open eu/oeu – sœur closed ô/o - drôle	<u>Free time</u> Weather and seasons Sports and opinions Free time activities Say what you do during different weather Giving opinions <u>School</u> School subjects and opinions Telling the time Describing your timetable Talking about teachers What there is in your school What do you do at breaktime	<u>Grammar</u> Il fait Opinions and justifications Present tense – jouer/faire Present tense regular verbs Definite articles Question words Quand / si Adverbs of frequency Numbers revision Adjectival agreement Intensifiers Il y a Using "on" to say "we" <u>Phonics</u> Ai - fait Ou - jouer Qu - musique, question, quatre En/an – quand Eill/eil – soleil Au/eau – aussi, eau j/soft g – jour, génial on é - -er, -ez y th – bibliotheque, maths ain/in – matin, maintenant	<u>My town</u> Describe the location of your town Places in town Activities in town Giving directions Asking someone to go somewhere <u>French speaking countries project</u> <u>Le Petit Nicolas en Vacances</u>	<u>Grammar</u> Cardinal points Adjectival agreements Il y a On peut Tu and vous Je veux/tu veux <u>Phonics</u> U – sur É (-er, -ez) – aller H – hôtel, hôpital Ille, ill – ville Oi – avoir, doite, trois, pourquoi Oin -loin R – rendez-vous

Assessment	Listening, Reading and Translation assessment Written homework - Students create a poster of themselves including all necessary details that they have learned so far Role play task to give basic details and practise conversation Vocabulary task Vocabulary testing on quizlet/Languagenut/linguascope	Written Assessment school Written homework- Students create a French version of their own timetable and have to annotate to give opinions of their subjects. 40 word written task to talk about free time. Vocabulary task Vocabulary testing on quizlet/Languagenut/linguascope	Listening, Reading and Translation assessment Written task teachers could ask students to draw and annotate a picture of their house or a map of their town. Role play task at the tourist office Vocabulary task Students to use quizlet weekly to revise vocabulary for this unit. Students should print off the vocabulary they have practised and stick it in their books.

Students will also have weekly vocab learning.

All resources are on TEAMS

Vocabulary matches with new AQA scheme of learning for the new GCSE/KS3

Workbooks can be used for extension

Each lesson should start with a retrieval task as suited to the teaching group. Retrieval should be closed book.

Yellow highlighted content indicates content to be revisited at KS4

Highlighted grammar to be revisited as labelled:

Verbs and tenses

Nouns and articles

Adjectives and agreement

High level structures

Opinions and reason

Reference NC -

Understand and respond to spoken and written language from a variety of authentic sources: songs on Youtube, listening activities made by native speakers in school, timetables from Spanish schools, maps of Spanish cities.

Speak with increasing confidence, fluency and spontaneity: all students encouraged to use TL classroom phrases, speaking tasks based on style of GCSE assessment, increased emphasis on peer speaking activities.

Write at varying length, for different purposes, using a variety of grammatical structures: students begin to conjugate verbs in the present tense, express opinions and build vocabulary in lessons and independently. Students can use basic opinion phrases and begin to justify their opinions. Students can begin to use a variety of verbs in the 3rd person to talk about their wider life.

Discover and develop and appreciation of a range of writing in the language studied: students will look at letters, blogs, songs and poems on each term's topic. Towards the end of TERM 2 students can look at an authentic text (children's story).

Year 9 French Duals Curriculum Map – 2024 Onwards

		Term 1 – Local area, food		Topic 2 – Mes vacances		Topic 3 – Media, technology and celebrity culture	
		Content	Grammar and Phonics	Content	Grammar and Phonics	Content	Grammar
9	Unit description	My town Describe the location of your town Types of house and saying where you live Rooms in the house Bedroom and furniture Opinion of your house La nourriture Introducing foods and drinks Saying what food you like Describing mealtimes Ordering a meal in a restaurant Shops – where to go for different food or drink >something more? Inspire awe and wonder about the world and reflecting on personal experience of holidays. Immerse students in real life scenarios.	Grammar Cardinal points Adjectival agreements Il y a On peut J'habite a/dans Indefinite articles Prepositions Conditional tense Revising nouns Exclamatory expressions Negative Usted/ustedes Quantities and quantifiers Phonics Ai S Open o SFe Ai SFC I	Mes vacances Introducing countries and nationalities, revise weather. Saying where you prefer to spend your holidays and why. Talking about trave and accommodation. Travel and tourist transactions (train station and restaurant) Mes vacances de l'année dernière A past holiday (where, with who, how you travelled). What you did on holiday last year. Opinion of a past holiday. >something more? Reflecting on personal experience of holidays. Encouraging creative expression to connect with inner self.	Grammar Faire+ weather Perfect tense regular and irriegular verbs with avoir Je suis allé(e) / je suis resté(e) Opinions Comparatives and superlatives Near future tense Negatives – pas, jamais, rien, Phonics	Media and celebrity culture TV programmes Films and planning a trip to the cinema Discussing famous French speaking actors and actors I admire (Project) Reading and discussing famous French writers Music and famous French artists Eurovision – comparing music and celebrities from different countries and expression what other people think. Technology Different types of technology and uses. Advantages and disadvantages of technology. Giving opinions on technology and comparing it. Revision of previous topics >something more? Reflecting on personal experience of holidays. Highlighting extraordinary people and literature that inspires awe. Encouraging creative expression to connect with inner self.	Grammar Pour+infinitive Modal verbs (pouvoir) Conditional tense Word order for possession Phonics

Modern Foreign Languages Faculty

Curriculum – Key Stage 3

Assessment	Listening, Reading, Writing and Translation Assessment Written homework – Account of a past holiday Role play task restaurant Vocabulary task Vocabulary testing on quizlet/Languagenut/linguascope	Listening, Reading Assessment Speaking assessment read aloud task Written homework- Description of a French celebrity Vocabulary task Vocabulary testing on quizlet/Languagenut/linguascope	EoY Exams Written task a festival I would like to visit Role play task at the tourist office Vocabulary task Vocabulary testing on quizlet/Languagenut/linguascope

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>Something More?

Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:

Reflect on experiences of Spain/France and Hispanophone/Francophone countries.

Inspire awe through differences in ways of life.

Encourage creative expression.

Reflecting on personal experiences.

Immerse students in learning and evoke wonder through exposure to real life scenarios.

Fostering a sense of belonging and interconnectedness with others, the world and the universe.

How does our curriculum do >Something More?

KS3 MFL:

- Reflect on personal experiences and foster a sense of belonging and interconnectedness with others, the world and the universe. Inspire awe through differences in ways of life
  - ✓ **Introducing students to real life scenarios and comparing life in the UK and other countries across a variety of topics such as school, family units, food and drink and festivals. Encouraging students to reflect and compare experiences of different ways of life from how people greet each other, to different relationships and jobs.**

- Using hands-on activities, field trips and authentic materials to immerse students in learning and evoke wonder.
  - ✓ **Y9 trip to France or Spain – students have the opportunity to experience first hand the culture of the language of study, eat authentic food, visit important historical sites and take part in local festivities and activities. Students are also exposed to a variety of film, literature and music to help broaden their horizons, find new interests and foster a sense of interconnectedness with the country of study.**

- Encourage creative expression:
  - ✓ **Students are encouraged to use their creative abilities to design, for example, their own family tree, restaurant menus, Christmas cards, school or uniform designs.**