

Herschel Grammar School

French Curriculum Overview 2025/26

Curriculum Intent

At HGS we want all pupils to be able learn to understand and communicate in the target language (TL) so that they will be able to use it effectively in the future. We want our learners to enjoy learning and be able to speak more and more fluently and with more confidence as they progress in their studies. This is because language learning is all about communication and learning a language highlights diversity and offers the opportunity to learn about the culture of the countries where the TL is spoken as well as giving the opportunity to enhance their literacy skills and learn about British values. Our teaching is ambitious so that all learners will be challenged to achieve their full potential. As such, learners will be exposed to authentic experiences and materials via theatre productions, film, conversation with native speakers (MLAs) and possible trips to the TL country. As they progress through the key stages, we will systematically revisit previous content and build on this to allow their individual success. This is characteristic in our subject where grammar is at the core of success.

The MFL faculty is blessed by having a team of highly competent teachers with a wealth of experience. Our faculty has a real team spirit where good practice is shared and discussed on a regular basis. The progress of all our pupils is at the heart of what we do. We seek to stretch the most able but also to support and encourage those for whom language learning is not so easy.

AT HGS we have deliberately decided to focus on all pupils gaining competence in one MFL rather than having a smattering of knowledge in several languages.

Curriculum Impact

Afl is used in all MFL lessons as a matter of course. We are constantly monitoring the progression of our learners through questioning both orally and in writing. We use mini whiteboards to see at a glance what pupils readily recall which allows for early intervention and for us to pick up on any misconceptions and gaps in learning. We have formative and summative assessments throughout the year which we use to monitor pupil progress and offer support as needed. We have a regular agenda item where we discuss pupils whose progress might be a cause for concern. The majority of our pupils enjoy their language learning at KS4 but due to the decreased number of options at KS5 the uptake is disappointing.

Through education, we have the privilege of engaging directly with children and young people who:

- are passionate about the natural world

- want to do their best to protect it
- can influence their wider communities

Throughout this document, whenever the following icon is used , it indicates that the teaching and learning is linked to one or more of the following:

- nature
- the causes and impacts of climate change
- careers in the green economy
- the importance of sustainability

Year group	Year 7 Revised
Rationale for sequencing	We teach them the basic foundations of grammar eg the present tense, syntax and adjectival agreements. This then forms a basis for learning additional tenses, starting with the future, and for further development of the language. We also work on SSCs to prepare for the new spec GCSE which will be examined for the first time in 2026. Therefore, phonics, dictation and pronunciation will be integral in our lessons.
TERM 1	
HALF TERM 1	HALF TERM 2
To follow Module 1 from Dynamo 1 This covers learning how to pronounce French words and the alphabet, introducing ourselves, describing siblings and ourselves, talking about likes and dislikes saying what you do. Grammar: Using the verb avoir, infinitives and regular 'er' verbs In this and all subsequent modules we will create opportunity to practise reading aloud and dictation and to develop listening, speaking, reading and writing skills.	To follow Module 2 from Dynamo 1 This covers talking about school subjects, what we wear to school, talking about our school day. Grammar: 'er' verbs and using il y a/il n'y a pas de... To watch Les Choristes
TERM 2	
HALF TERM 1	HALF TERM 2
To follow Module 3 from Dynamo 1 This covers talking about weather and season 🌍 sports and activities, talking about what we like to do Grammar: using jouer and faire. Using aimer + infinitives	To complete module 3 and start module 4 from Dynamo 1 Mod 4 covers describing our family, animals 🌍 and where we live, talking about breakfast and learning about Bastille Day Grammar: possessive adjectives, nous form of 'er' verbs, and the partitive

TERM 3	
HALF TERM 1	HALF TERM 2
To complete module 4 and start module 5 from Dynamo 1 Module 5 covers saying where we go at the weekend, inviting someone out, ordering food and drink in a café and saying what our plans are for the weekend. Grammar: a focus on using aller (to go) which leads into the future tense, using vouloir (to want) and using tu and vous. Culture week project: To focus on Paris which ties in with the focus in Module 5.	To complete module 5 from Dynamo 1 The main focus here will be using all the grammar covered in the book AND using the present and near future tenses together. To watch Le Petit Nicholas

Assessment Plans:	
Term 1	Assessment based on Modules 1 and 2
Term 2	Assessment based on Modules 3 and 4
Term 3	Assessment based on Modules 1-5

Year group	8
Rationale for sequencing	We build on the foundations which we keep re-visiting and introduce the past tense and introduce more complex grammar. We also work on SSCs to prepare for the new spec GCSE which will be examined for the first time in 2026. Therefore, phonics, dictation and pronunciation will be integral in our lessons.
TERM 1	
HALF TERM 1	HALF TERM 2
To follow Module 1 from <i>Dynamo 2 Rouge</i>. This covers greetings, talking about school holidays, what you have done and where you went. There is an emphasis on developing listening, reading and speaking skills. Grammar: There is a focus on the perfect tense with both <i>avoir</i> and <i>être</i> and regular and irregular past participles as well as negating them. For culture we focus on holidays in francophone countries. In this and all subsequent modules we will create opportunity to practise reading aloud and dictation and to develop listening, speaking, reading and writing skills. We start to use the French Extr@ series to support learning.	To follow Module 2 from <i>Dynamo 2 Rouge</i>. This covers festivals and celebrations, buying food and planning a school exchange. There is an emphasis on writing skills. Grammar: The present tense of regular -ir and -re verbs are re-capped as is the partitive article and the near future tense. For culture we focus on a variety of festivals both in France and other countries. Film: Au revoir Les Enfants.
TERM 2	
HALF TERM 1	HALF TERM 2
To follow Module 3 from <i>Dynamo 2 Rouge</i>. This covers digital technology, TV and cinema and leisure activities.	To complete Module 3 and start Module 4 from <i>Dynamo 2 Rouge</i>. In Module 4 there is an emphasis on describing where you live and your daily routine as well as weather 🌍

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There is an emphasis on listening, reading and speaking skills. Grammar: We go over adjectival agreement, extending the range of negatives, the perfect tense and we start to use the present, near future and perfect tenses together. For culture we focus on French cinema and celebrities.	There is an emphasis on listening, reading and writing skills. Grammar: We work on the modal verbs <i>pouvoir</i> and <i>devoir</i>, reflexive verbs and adjectives that go before the noun. For culture we focus on the francophone world.
TERM 3	
HALF TERM 1	HALF TERM 2
To complete Module 4 and start Module 5 from <i>Dynamo 2 Rouge</i>. In Module 5 there is an emphasis on sports, directions and illnesses and injuries. There is an emphasis on listening, reading and speaking skills. Grammar: We work on the comparative, the imperative, verbs that are followed by <i>à</i> or <i>de</i>, using <i>il faut</i> and forming questions. Culture week: A cross curricular activity with Food Tech where pupils plan and then make crepes.	To complete Module 5 from <i>Dynamo 2 rouge</i>. The main focus here will be using all the grammar covered in the book AND using the present, near future and perfect tenses together. For culture we will focus on sport and we will watch the film <i>Passport to Paris</i> to better know the capital of France and to see how important it is to learn a foreign language. We are replacing this with <i>Coco before Chanel</i>

Assessment Plans:	
Term 1	Assessment based on Modules 1 and/or 2
Term 2	Assessment based on Modules 3 and/or 4
Term 3	Assessment based on Modules 1-4/ 5

Year group	9
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Rationale for sequencing	We continue to build on what has already been taught, introduce the imperfect and the conditional tenses and keep revisiting previous learning. We introduce more challenging vocabulary and structures in line with GCSE expectations. We also work on SSCs to prepare for the new spec GCSE which will be examined for the first time in 2026. Therefore, phonics, dictation and pronunciation will be integral in our lessons. Coursebook is Studio Higher for AQA.
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TERM 1	
HALF TERM 1	HALF TERM 2
• To revise/teach the present, perfect and near future. • To work on module 1 which covers the topic of relationships, with family and friends, making arrangements to go out and describing what you were like where you were younger. • Grammar: Using reflexive verbs in the present tense, irregular verbs in the present tense, the near future tense, using the perfect tense and using the imperfect tense. • To complete an assessment based on mod 1. • In this and all subsequent modules we will create opportunity to practise reading aloud and dictation and to develop listening, speaking, reading and writing skills. • We will continue to use the French Extr@ series started in year 8 to support learning.	• To work on module 2 which covers the topic of sport, music, reading, TV, the Internet and cinema. • Grammar: Using <i>depuis</i> and the present tense, using the comparative, more practice of the imperfect tense, using direct object pronouns, using superlatives and adjectives. • To watch the film <i>La fille du puisatier</i> (The well-digger's daughter)

TERM 2	
HALF TERM 1	HALF TERM 2
- To work on module 3 which covers the topics of food, meals and shopping, daily life, family celebrations and festivals and traditions. - Grammar: Using <i>pouvoir</i> and <i>devoir</i>. Using the pronoun <i>en</i>, using <i>venir de+infinitive</i>, using a combination of tenses. - To complete year 9 exams.	To continue to work on Module 3 which covers the topics of daily life, celebrations and festivals and traditions. Grammar Using <i>pouvoir</i> and <i>devoir</i>. Using the pronoun <i>en</i>, using <i>venir de+infinitive</i>, using a combination of tenses
TERM 3	
HALF TERM 1	HALF TERM 2
To work on Module 4 which covers your region, making plans, weather and transport 🌐 Grammar focus The pronoun <i>y</i>, negatives, asking questions using <i>quell/quelle/ques/quelles</i> and the simple future tense	To work on Module 4 which covers your region, making plans, weather and transport 🌐 Grammar focus The pronoun <i>y</i>, negatives, asking questions using <i>quell/quelle/ques/quelles</i> and the simple future tense To revise all tenses covered- passé compose, imperfect, present, future Film: Belle et Sébastien

Assessment Plans:	
Term 1	Assessment based on module 1
Term 2	Year 9 exam based on all four skills
Term 3	Assessment based on work covered throughout the year.

Year group	10
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Rationale for sequencing	We build on what has been covered in KS3 and enable students to use the language they have covered in a more independent way. We look at exam style questions and pupils learn how to use their prior knowledge to tackle these to the best of their ability. Coursebook will be the NEW Pearson Edexcel GCSE French Higher. When putting together the sequencing for Yr 10, we have taken account what they covered in Yr 9 when using the old Studio Higher for AQA. As Mod 1 (Thematic contexts: Media and technology; My personal world) in the New Textbook (sports, online activities, TV, planning to go out and talking about what you did) was largely covered in the old book in Modules 1 and 2, we will omit this module and use it for revision in Yr 11. As Mod 2 (Thematic context: My personal world) in the New Textbook (family, friendship, role models and celebrations) was the focus of Modules 1 and 3, we will also omit this module and re-visit in Yr 11. As Module 7 (Thematic contexts: My personal world; My neighbourhood) in the New Textbook has a focus on region and shopping which were covered in Modules 3 and 4 in the Old Textbook, we will again omit this and re-visit in Yr 11. Our plan is to work on Modules 3, 4 and 5. And maybe start Mod 6 in Yr 10. (Thematic contexts: Mod 3 = Studying and my future; Module 4 = Lifestyle and wellbeing; Module 5 = Travel and tourism; Module 6 = My neighbourhood). This would be further than we went with Year 10 in 2024-25. If this goes to plan, we will then start Yr 11 finishing Mod 6, looking at Module 8 and then go back over Modules 1, 2 and 7 from the New Textbook. (Thematic contexts: Mod 8 = Studying and my future; Mod 1 = Media and technology and my personal world; Mod 2 = My personal world; Module 7 = My personal world and My neighbourhood)
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TERM 1	
HALF TERM 1	HALF TERM 2
To start Mod 3 (Thematic context: Studying and my future) which covers school and language learning. Grammar focus: The definite article, comparative adjectives, impersonal verb structures, the perfect tense and using present and perfect tenses together, the superlative, the imperfect tense, indirect object pronouns, using a wide range of negatives, translation practice. Grammar on p70-73 Exercises on p58-69 To work though and practise the Mod 3 conversation questions p226 orally (no need to write at length as for the old spec, just make notes/write brief responses). P74-79 Use these to revise as needed. Vocab is on p80 -81. Learn and test throughout the half term. To complete a writing question for an assessment linked to Module 3	To finish Module 3. To start Mod 4 (Thematic Context: Lifestyle and wellbeing) which covers mealtimes, healthy living, illnesses and lifestyle changes. Grammar focus: The partitive article, the pronoun 'en', the imperative, the present tense of modal verbs, reading aloud, the perfect tense including reflexives, the simple future, using present, past and future together, listening skills. Grammar on p94-97 Exercises on p82-93 To work though and practise the Mod 4 conversation questions p226 orally (no need to write at length as for the old spec, just make notes/write brief responses). P98-103 Use these to revise as needed. Vocab is on p104-105. Learn and test throughout the half term. To watch the film <i>Les Intouchables</i>.

TERM 2	
HALF TERM 1	HALF TERM 2
To finish Module 4. To start Mod 5 (Thematic Context: Travel and tourism) which covers holidays and festivals. Grammar focus: The conditional. Forming questions. The relative pronouns <i>qui</i> and <i>que</i>, Saying 'in', Modal verbs in the present tense, using the perfect and imperfect tenses together, using <i>si</i> +present tense+ simple future, translation. Grammar on p118-121 Exercises on p106-117 To work though and practise the Mod 5 conversation questions p227 orally (no need to write at length as for the old spec, just make notes/write brief responses). P122-127 Use these to revise as needed. Vocab is on p128-129. Learn and test throughout the half term.	To prepare for the end of year listening, reading and writing exams. To complete the exams.
HALF TERM 1	HALF TERM 2
To feedback on the listening, reading and writing exams. To finish Module 5. Grammar recap for Mods 1-5 p130-133	To start Mod 6 (Thematic context: My neighborhood) which covers the environment 🌍 and new technologies. Grammar focus: The comparative and the superlative, listening skills, translation skills, the passive voice, the <i>nous</i> form of the imperative, using the negatives of <i>personne</i> and <i>rien</i> as the subject of a sentence, <i>En</i> + the present participle, choosing between the imperfect and

	perfect tenses, <i>être en train de</i> and <i>venir de</i>, reading aloud. Grammar on p146-149 Exercises on p134-145 To work through and practise the Mod conversation questions p227 orally (no need to write at length as for the old spec, just make notes/write brief responses). P150-155 Use these to revise as needed. Vocab is on p156-157. Learn and test throughout the half term. To watch the French film, <i>I've loved you so long</i> to increase cultural awareness.
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Assessment Plans:	
Term 1	Writing question linked to the new GCSE with a link to Module 3 .
Term 2	Listening, reading and writing exams relating to the New Book course assessments, in line with the modules covered.
Term 3	Speaking assessment linked to the New Exam.

Year group	11
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Rationale for sequencing	We build on what has been covered in KS3 and in Year 10 to enable students to use the language they have covered in a more independent way. We look at exam style questions and pupils learn how to use their prior knowledge to tackle these to the best of their ability. Coursebook will be the NEW Pearson Edexcel GCSE French Higher. When putting together the sequencing for Yr 11, we have taken account what they covered in Yr 9 when using the old Studio Higher for AQA and what they covered in Year 10 using the new textbook. As Mod 1 (Thematic contexts: Media and technology; My personal world) in the New Textbook (sports, online activities, TV, planning to go out and talking about what you did) was largely covered in the old book in Modules 1 and 2, this module will be used for revision in Yr 11. As Mod 2 (Thematic context: My personal world) in the New Textbook (family, friendship, role models and celebrations) was the focus of Modules 1 and 3, this module will be used for revision in Yr 11. As Module 7 (Thematic contexts: My personal world; My neighbourhood) in the New Textbook has a focus on region and shopping which were covered in Modules 3 and 4 in the Old Textbook, we will again use this module for revision in Yr 11. Our plan is to work on Modules 3, 4 5 and hopefully 6 in Yr 10 was not successful. We worked on Modules 3 and 4 only: (Thematic contexts: Mod 3 = Studying and my future; Module 4 = Lifestyle and wellbeing; Module 5 = Travel and tourism; Module 6 = My neighbourhood) Therefore, in Yr 11 we will need to look at the following modules with the thematic contexts shown: Module 5 = Travel and tourism, Module 6 = My neighbourhood and Module 8 = Studying and my future. We also need to find time to go back over Modules 1, 2 and 7 from the New Textbook. (Thematic contexts: Mod 1 = Media and technology and my personal world; Mod 2 = My personal world; Module 7 = My personal world and My neighbourhood)
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TERM 1	
HALF TERM 1	HALF TERM 2
To complete Mod 5 (Thematic context: Travel and Tourism) which covers holidays and festivals. Grammar focus: The conditional tense, how to form questions, the relative pronouns <i>qui</i> and <i>que</i>, how to say 'in', using modal verbs in the perfect tense, using the perfect and imperfect together, <i>si</i> clauses in the present and future, using the present, past and future together and reading aloud. Grammar on p120- 123 Exercises on p106-107 To work though and practise the Mod 5 conversation questions p227 orally (no need to write at length as for the old spec, just make notes/write brief responses). P122-127 Use these to revise as needed. Vocab is on p128-129. Learn and test throughout the half term. To complete a writing question for an assessment linked to Module 5	To start Mod 6 including the conversation questions on p227. Mod 6 (Thematic context: My neighbourhood) which covers ecology, geography and climate, environmental problems 🌍 and new technologies. Grammar focus: The comparative and superlative, the passive voice, the <i>nous</i> form of the imperative, negatives, <i>en</i> + the present participle, <i>en train de</i> and <i>venir de</i>. Grammar on p146-149 Exercises on 134-145 P150-155 Use these to revise as needed. Vocab is on p156-157. Learn and test throughout this half and next half term. To prepare for the mock GCSE exam in all four skills. To complete this mock exam.
TERM 2	
HALF TERM 1	HALF TERM 2
To feedback on the Mock exam. To complete work on Mod 6	To complete Mod 8 (Thematic context: Studying and my future) which covers future plans and hopes, future careers and different jobs 🌍. Grammar focus: Different tenses to express the future, <i>avant de</i> + the infinitive, <i>après avoir</i> + a past participle, using infinitives as nouns, masculine/ feminine/plural nouns, verbs followed by <i>à/de</i> + an infinitive.

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	Grammar on p192-195 Exercises on p184-191 To work though and practise the Mod 8 conversation questions p227 orally (no need to write at length as for the old spec, just make notes/write brief responses). P198-201 Use these to revise as needed. Vocab is on p202-203. Learn and test throughout the half term.
TERM 3	
HALF TERM 1	HALF TERM 2
To complete the speaking exam. Revision from modules 1, 2 and 7 as well as from the other modules; walking talking GCSE style papers papers.	N/A

Assessment Plans:	
Term 1	Mock GCSE exam in all four skills
Term 2	Writing assessment
Term 3	Assessments on targeted topics as well as the actual exams in all four skills.