



Topic Name	Term	Key Knowledge	Link to NC subject content and beyond	Prior learning	Next link in curriculum
Y9FR1 <i>Le monde est petit</i>	Autumn 1	- Talking about where you live and the climate. - Describing your region. - Describing chores and helping at home. - Describing daily routines. - Talking about moving house. - Finding out about a new region. - Using modal verbs followed by an infinitive. - Using reflexive verbs. - Using irregular adjectives. - Revising and developing the perfect tense. - Combining present, past and future time frames in extended writing. - Developing listening, speaking, reading, translation and extended writing skills.	- Understand and respond to spoken and written language from a range of sources. - Speak with increasing confidence, fluency and spontaneity. - Write for different purposes using an increasingly wide range of grammar and vocabulary. - Use and manipulate key grammatical structures including modal verbs, reflexive verbs and different time frames. - Translate short texts into and out of French. Beyond NC: - Develops intercultural understanding through exploration of French-speaking regions and ways of life. - Encourages comparison of geographical and cultural contexts. - Strengthens links with Geography and wider understanding of the francophone world.	- Weather and seasons from Y7FR3. - Talking about where you live from Y7FR4. - Town vocabulary and modal verbs from Y8FR1. - Present, perfect and near future tenses developed across Year 8. - Experience combining more than one time frame in extended communication.	- More independent use of three time frames throughout Year 9. - Further development of reflexive verbs in Y9FR2 and Y9FR3. - GCSE Module 6 – neighbourhood/local area. - GCSE Module 7 – personal world. - Increasingly sophisticated descriptions of home, region and daily life.
Y9FR2 <i>Mon monde à moi</i>	Autumn 1 & 2	- Talking about likes and dislikes in greater detail. - Talking about extracurricular activities. - Talking about friendships and relationships with others. - Describing birthday celebrations. - Discussing what you are going	- Understand and respond to increasingly complex spoken and written French. - Speak with increasing confidence, fluency and spontaneity. - Express and justify opinions using a widening range of vocabulary. - Use and manipulate familiar grammatical	- Leisure activities and interests from Y7FR3 and Y8FR4. - Celebrations from Y8FR3. - Present, perfect and near future tenses. - Reflexive verbs from Y9FR1. - Giving justified opinions from earlier KS3 units.	- More complex discussion of health and personal wellbeing in Y9FR3. - Future aspirations in Y9FR4. - GCSE themes relating to personal world, relationships, media and technology. - Increasing



		to wear. • Using reflexive verbs in familiar personal contexts. • Communicating across past, present and future time frames. • Developing more detailed opinions and justifications. • Developing listening, reading, translation, spontaneous speaking and extended writing skills.	structures across different time frames. • Write extended responses about personal experiences and interests. Beyond NC: • Encourages reflection on identity, friendships, interests and social life. • Develops confidence discussing issues relevant to young people. • Builds cultural awareness through exploration of leisure and celebrations in French-speaking communities.		spontaneity and independence in speaking and writing.
Y9FR2 <i>Au secours !</i>	Spring 1	• Asking for and giving directions. • Describing illnesses, injuries and symptoms. • Asking for help in a pharmacy or doctor's surgery. • Using the preposition à accurately. • Using command forms of verbs. • Using appropriate formal and informal register. • Consolidating avoir and être. • Using depuis + present tense to say how long something has been happening. • Developing transactional speaking and listening skills. • Responding spontaneously in practical real-life situations.	• Initiate and develop conversations, including dealing with unfamiliar or unexpected responses. • Use important social conventions including formal modes of address. • Speak coherently and confidently with increasingly accurate pronunciation and intonation. • Use and manipulate grammatical structures accurately. • Understand authentic or adapted language used in practical situations. Beyond NC: • Develops practical language for travel and real-life emergencies. • Builds confidence communicating in unfamiliar situations. • Develops understanding of health and wellbeing. • Encourages	• Places in town and the preposition à from Y8FR1. • Use of avoir and être across KS3. • Modal verbs and practical transactional language from previous units. • Reflexive verbs and daily routines from Y9FR1.	• GCSE Module 4 – lifestyle and wellbeing. • GCSE Module 6 – neighbourhood and local area. • More complex role-play and transactional tasks at GCSE. • Greater spontaneity in speaking and ability to respond to unexpected questions.



			appropriate use of register and social conventions in French-speaking contexts.		
Y9FR <i>Projets d'avenir</i>	Spring 2 & Summer 1	• Talking about earning money. • Discussing jobs, ambitions and what you would like to do when you are older. • Talking about future plans and aspirations. • Forming and using the simple future tense. • Talking about what the world will be like in the future. • Comparing near and simple future forms. • Using present, past and future time frames within extended communication. • Developing justified opinions about future choices. • Developing listening, reading, translation, speaking and extended writing skills.	• Identify and use structures which convey present, past and future time. • Use and manipulate increasingly complex grammatical structures. • Express ideas and opinions clearly and with increasing accuracy. • Speak and write about future intentions and aspirations with increasing independence. • Translate language containing a range of time frames. Beyond NC: • Encourages pupils to reflect on future study, employment and personal aspirations. • Develops language relevant to careers education and personal development. • Builds confidence discussing more abstract and hypothetical ideas.	• Free-time interests from Y8FR4 and Y9FR2. • Near future tense developed throughout Years 8 and 9. • Modal verbs and expressions of intention. • Experience combining several time frames.	• GCSE Module 3 – studying and my future. • More sophisticated discussion of education, careers and ambitions. • Use of the simple future alongside other tenses at GCSE. • Leads into hypothetical language and the conditional in Y9FR5.
KS3 Revision Week, Class Revision and Exams	Summer 1	• Revising key vocabulary and grammatical structures from across KS3. • Applying listening, reading and writing skills in assessment. • Developing vocabulary-learning and retrieval strategies. • Using online and reference resources independently. • Revisiting key	• Consolidates the vocabulary, grammar and linguistic competence developed across Years 7–9. • Encourages independent revision and language-learning strategies. • Develops accuracy and resilience when applying familiar language in unfamiliar contexts.	• Learning from across the KS3 French curriculum.	• Prepares pupils for the increased independence, retrieval and grammatical manipulation required at GCSE.



		present, past and future time frames.			
Y9FR5 <i>Le meilleur des mondes</i>	Summer 2	• Talking about animals and the natural world. • Discussing plastic use and environmental issues. • Expressing and justifying opinions about environmental responsibility. • Talking about what you would like to do. • Using superlative structures. • Introducing and using the conditional tense. • Revisiting the simple future tense. • Comparing present and future situations. • Combining different time frames with increasing independence. • Developing extended speaking, reading, translation and writing around wider social and environmental issues.	• Understand and respond to spoken and written language dealing with wider issues. • Develop and justify points of view in speech and writing. • Use and manipulate an increasingly wide range of grammatical structures, including the conditional and different time frames. • Speak and write with increasing confidence, independence and accuracy. Beyond NC: • Develops awareness of environmental and global issues. • Encourages pupils to express views on sustainability and responsible citizenship. • Supports wider curriculum links with Geography, Science and sustainability education. • Introduces more abstract discussion and debate in preparation for GCSE.	• Simple future tense from Y9FR4. • Opinions and justifications developed throughout KS3. • Three-time-frame communication from Y9FR1–4. • Vocabulary relating to places, regions and the wider world.	• GCSE topics concerning environment, neighbourhood and global issues. • More sophisticated use of future and conditional structures at KS4. • Extended speaking and writing requiring opinions, justification and multiple time frames.