Term	Autumn 1		Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2
Year 7	**Identity and culture** Meeting and greeting people; Spelling in French (using the French alphabet); Saying how old you are counting to 21 and using *j'ai* to say I am; Saying when your birthday is using the days of the week and months of the year and *c'est* to say *it is*; Talking about what you have in your pencil case using *j'ai* and *je n'ai pas de;* Using colours and making adjectives agree with nouns. Talking about what there is in your class using *il y a* and *il n'y a pas* and prepositions; **Phonics** **silent final e** (revision): *appelle* **Phonics** **un**: *un* **im**: *important* **j**: *je* **e**: *je* **silent final consonant (s, t)** (revision): *as, important* **Revision and Assessment –** Project Reading and translation into English	**Assessment 1**	**Identity and culture** Talking about likes and dislikes using regular *–er* verbs (*je, tu, il/elle*) at present tense; Talking about what is in your survival kit using *avoir* (*je, tu, il/elle*) at present tense. Describing yourself using *être* (singular forms: *je, tu, il/elle/on*) at present tense and understanding adjective agreement (singular); Talking about other people understanding adjective agreement (plural) and using possessive adjectives (singular forms); Describing a musician using the present tense (je, tu, il/elle) of regular *–er* verbs and irregular verbs avoir and être (singular); **Phonics** **oi**: *voiture* **ou**: *douche* **u**: *lunettes* **eau**: *oiseau* **eu**: *jeu* **i**: *violon* **é**: *éléphant* **-ez**: *nez* **-er**: *danser* **-gn-**: *montagne* **qu**: *question* **ç**: *ça va* **en**: *serpent* **silent final consonant (t)**: *serpent* **in**: *lapin* **-tion**: *natation* **Phonics** **un**: *un* **im**: *important* **j**: *je* **e**: *je* **silent final consonant (s, t)** (revision): *as, important*	**Assessment 2**	**School** Talking about school subjects asking questions and using intonation and *Est-ce que …?*; Asking someone why he/she likes/dislikes something giving reasons for liking/disliking subjects using *parce que* to join sentences. Describing your timetable using the 12-hour clock and days of the week; Describing your school day using *on* to say *we*; Talking about food using the partitive article: du, de la, de l', des; **Phonics** **th**: *théâtre* **é** (revision): *déteste* **qu** (revision): *est-ce que* **Phonics** **ym**: *sympa* **an**: *marrant* **ou** (revision): *beaucoup* **Phonics** **h**: *heure* **x-liaison**: deux heures **t-liaison**: huit heures **s-liaison** (revision): *trois heures* **silent final consonant (s)** (revision): *heures* **Phonics** **è**: *matières* **n-liaison**: *on a* **on** (revision): *on* **Phonics** **soft c**: *glace* **u** (revision): *du* **an** (revision): *mange* **silent final consonant (s, t)** (revision): *verts* **Revision and Assessment –** Project Writing and translation into French	**Identity and culture** Talking about what activities you do on computers and mobiles using regular *–er* verbs at present tense; Talking about which sports you play using *jouer à*. Talking about what activities you do using *faire* at present tense; Saying what you like doing using *aimer + infinitive*; Saying what other people do using *ils* and *elles* form of -er verbs, present tense; **Phonics** **silent final consonant (s)** (revision): *mes* **s-liaison** (revision): *des e-mails* **r**: *regarde* **e** (revision): *je* **Phonics** **y**: *rugby* **-ill-**: *billard* **au**: *au* **Phonics** **y** (revision): *gymnastique* **-tion** (revision): *natation* **n-liaison** (revision): *en été* **Phonics** **ain**: *copain* **en** (revision): *en* **in** (revision): *magasin* **ai**: *j'aime* **-er** (revision): *regarder* **Phonics** **silent final -ent**: *jouent* **Revision and Assessment –** Project Listening and dictation	**Assessment 3**	**Local area, holiday and travel** Saying what there is in your town/village using *il y a …/il n'y a pas de …*; Asking where something is giving directions using the prepositions *devant*, *derrière* and *entre* and understanding when to use *tu* and *vous*. Talking about where you go using *à* + the definite article **and** the present tense of **aller;** Asking someone to go somewhere, accepting/declining an invitation; Saying what you can do in a town using **on peut** + infinitive; **Phonics** **-ien**: *bien* **-ille**: *ville* **-s-**: *loisir* **silent final consonant (s)** (revision): *pas* **Phonics** **ou** (revision): *tout* **au** (revision): *gauche* **oi** (revision): *droite* **Phonics** **en** (revision): *normalement* **s-liaison** (revision): *nous allons* **Phonics** **eu** (revision): *veux* p.77, pronunciation box **silent final consonant (x, t)** (revision): *veux, veut* **Phonics** **closed o**: *vélo* **-er** (revision): *aller* **silent final consonant (t)** (revision): *restaurant*	**Local area, holiday and travel** Saying where your family and you normally go on holiday using the **nous** form of the verbs in the present tense; Saying what you do when getting ready to go out using reflexive verbs (singular); Asking someone how much money he/she has using higher numbers . Saying what you are going to do in the holidays using the near future tense; Saying what you would like to do using je voudrais + infinitive ; **Phonics** **am**: *camping* **-gn-** (revision): *montagne* **nasal sounds an, on, en** (revision): *ans, allons, monuments* **s-liaison** (revision): *États-Unis* **x-liaison** (revision): *aux États-Unis* **Phonics** **ch**: *douche* **h** (revision): *habille* **silent final e** (revision): *brosse* **Phonics** **aim**: *faim* **open o**: *orange* **eu** (revision): *euros* **qu** (revision): *quinze* **Phonics** **ê**: *pêche* **soft g**: *nager* **an** (revision): *en vacances* **Phonics** **r** (revision): *rêve*

		Phonics **silent final e** : *curieuse* **a:** *pas* **silent final consonant (x)** (revision): *curieux* **Phonics** **on:** *marron* **s-liaison:** *les yeux* **eu** (revision): *cheveux* **ç** (revision): *garçon* **Phonics** **eau** (revision): *beau* **silent final e** (revision): *appelle* **silent final consonant (s)** (revision): *appelles* **Revision and Assessment –** Project Listening and dictation				**Revision and Assessment** Project Writing and translation into French	**ou** (revision): *voudrais* **Revision and Assessment** Modules 1-5 (EOY) Project Reading and translation into French Speaking (if time allows)
Year 8	**Identity and culture** Talking about television programmes using the present tense of –*er* verbs; Talking about different types of films using the present tense of *avoir* and *être* ; Talking about different types of books using the present tense of –*ir* and –*re* verbs; Talking about what you do on the internet using the present tense of *aller* and *faire*; Talking about what you did yesterday evening using the perfect tense with *avoir* of -*er* verbs. **Phonics** **silent final e** (revision): *regarde* **é** (revision): *préférée* **silent final consonant (s)** (revision): *émissions* **Phonics** **h** (revision): *horreur*	**Assessment 1**	**Local area, holiday and travel** Saying what you did/have done in Paris using the perfect tense of regular verbs; Saying when you did things using the perfect tense of irregular verbs; Understanding information about a tourist attraction saying what something was like using *c'était/ce n'était pas//j'ai trouvé ça* + adjective; Saying where you went and how using the perfect tense of *être verbs*; Interviewing a suspect asking questions about past events. **Phonics** **j** (revision): *j'ai* **silent final consonant (s)** (revision): *des cartes postales* **Phonics** **u** (revision): *vu* **ou** (revision): *beaucoup* p.30, pronunciation box **h** (revision): *hier*	**Assessment 2**	**Identity and culture** Talking about personality using adjectival agreement to describe your best friend; Talking about relationships justifying opinions and using reflexive verbs and possessive adjectives; Talking about music agreeing, disagreeing and giving reasons for your opinions using the present tense of verb *venir*; Talking about clothes using the near future tense ; Talking about your passion using three tenses together: past, present and future tenses. **Phonics** **-eille-**: *meilleur* **-ouill-**: *débrouiller* **silent final e** (revision): *curieuse* **Phonics** **silent final consonant (d, s)** (revision): *entends*	**Local area, holiday and travel** Describing where you live using irregular adjectives and comparative adjectives; Describing your home using prepositions to say where things are; Talking about meals using the partitive article using the present and perfect tenses of verbs *boire* and *prendre;* Discussing what food to buy using quantities with *de* to say how much to buy using *il faut* + infinitive; Talking about an event using three tenses (present, perfect, near future). **Phonics** **silent final consonant (t, d)** (revision): *grand, petit* **t-liaison** (revision): *petit appartement* **s-liaison** (revision): *dans un* **-ille** (revision): *ville*	**Assessment 3**	**Identity and culture** Talking about talent and ambition using infinitives and the modal verb *vouloir* at present tense; Encouraging or persuading someone using the modal verbs *pouvoir* and *devoir* at present tense; Saying who is the best, the most, the least using superlative adjectives and three tenses together: present, past and future; Showing how much you can do with the French language using a variety of structures and tenses. **Phonics** **eu** (revision): *veux* **ch** (revision): *chanter* **-er** (revision): *chanter* **r** (revision): *faire* **Phonics**	**Revision and Assessment** Modules 1-5 (EOY): Project Writing and translating into French Speaking (if time allows)

on (revision): *passion* -tion (revision): *fiction* **Phonics** u (revision): *lecture, tu* silent final consonant (x) (revision): *animaux, ennuyeux* **Phonics** ai (revision): *fais* oi (revision): *envoie* **Phonics** open and closed o (revision): *photos* u (revision): *discuté* é (revision): *écouté* **Revision and Assessment:** Project Listening and dictation	**Phonics** r (revision): *bizarre* silent final consonant (t) (revision): *ouvert* **Phonics** s-liaison (revision): *suis allé* en (revision): *en* n-liaison (revision): *en avion* **Phonics** nasal sounds om, em: *combien, temps* -ien (revision): *combien* qu (revision): *quand, qui* **Revision and Assessment:** Project Reading and Translation into English	nasal sounds on, en (revision): *on, entends* **Phonics** open eu: *pleurer* ch (revision): *chanteur* **Revision and Assessment –** Project Writing and translation into French	**Phonics** -ez (revision): *chez* oi (revision): *droite* au (revision): *gauche* **Phonics** soft and hard g: *mange, baguette* nasal sounds an, en, in, ain (revision): *mange, prends, matin, pain* **Phonics** œu: *œufs* qu (revision): *paquet* silent final consonant (t) (revision): *chocolat* **Phonics** silent final e (revision): *artifice* é (revision): *regardé* ai (revision): *j'ai* **Revision and Assessment:** Project Listening and dictation	oi (revision): *dois, moi* silent final consonant (x) (revision): *peux* **Phonics** silent final e (revision): *chante* e (revision): *ne* silent final consonant (s) (revision): *pas* **Phonics** u (revision): *plus* oi (revision): *voix* s-liaison (revision): *moins arrogant* -eille- (revision): *meilleur* **Phonics** -gn- (revision): *gagner* an (revision): *candidat* **Revision and Assessment:** Project Reading and translation into English	
Year 9 **Identity and culture** Talking about what you do on Facebook using present tense verbs; Inviting someone out, accepting or declining invitations using the near future tense; Describing a date, asking questions about a past event, saying what it was like using the perfect tense; Describing a music event using three tenses. **Phonics** silent final e (revision): *poste* oi (revision): *quelquefois* **Phonics** an (revision): *charmant* ô (revision): *drôle*	**Identity and culture** Naming the parts of the body, reacting if someone is injured using the nous form of the present tense and *à* + the definite article; Talking about someone's sporting routine using *il faut + infinitive* and *depuis + present*; Talking about healthy eating asking what someone's resolutions are to stay healthy using the *je* form of the future tense; Saying what you will do to get fit using irregular verbs in the future tense; Talking about getting fit using three tenses together. **Phonics** -œil: *œil*	**Future aspirations, study and work** Describing jobs giving reasons for my choices using masculine and feminine nouns and conditional; Learning about languages and why languages are important using modal verbs at present tense; Saying what I used to do when I was younger, talking about what I used to be like using the imperfect tense; Discussing my future and past practising the future and imperfect tenses; Understanding someone talking about their job using different tenses together. **Phonics**	**Local area, holiday and travel** Discussing holidays saying where I go or went, giving opinions and reasons about holidays using the pronoun *y*; Imagining adventure holidays describing what I would like to do giving reactions to what people say using the conditional; Saying what I do on holiday talking about what I take/I will take with me on holiday using reflexive verbs; Describing what happened on holiday using the perfect tense of irregular verbs and *quel* in exclamations; Describing a visit to a tourist attraction using emphatic pronouns.	**International and global dimension** Discussing what I am/am not allowed to do using expressions with *avoir* and *si*; reacting to what others say using the imperative in the *tu* form; Explaining what's important to me talking about what worries me using direct object pronouns; Talking about things I buy giving reasons and using *si* in complex sentences; Asking someone what makes them happy; saying what makes me happy using the adjective *meilleur* and complex structures.	**Revision and Assessment Modules 1-5 (EOY)** Project Writing and translation into French Speaking – if time allows

	Phonics -ien (revision): *viens* ou (revision): *retrouve* **Phonics** ai (revision): *j'ai* é (revision): *joué* n-liaison (revision): *On a* **Phonics** th (revision): *rythmique* qu (revision): *rythmique* ch (revision): *télécharger* **Revision and Assessment**: Project Listening and dictation	-eille (revision): *oreille* **silent final consonant (p, s, x)** (revision): *corps, yeux* **Phonics** au (revision): *faut* i (revision): *fatigue* **Phonics** u (revisión): *légumes* ou (revision): *nourriture* qu (revision): *équilibré* **Phonics** r (revision): *irai* ai (revision): *marcherai* **Revision and Assessment:** Project Writing and translation into French	**open o** (revision): *avocat* **ê** (revision): *être* **in** (revision): *intéresse* **Phonics** -ail: *travail* eu (revision): *veux* **Phonics** é (revision): *étais* ou (revision): *jouais* **Phonics** oy: *voyagerai* -aill- (revision): *travaillerai* **Phonics** -er (revision): *métier* -tion (revision): *formation* **Revision and Assessment:** Project Reading and Translation into English	**Phonics** y (revision): *y* -gn- (revision): *montagne* -ille (revision): *famille* **Phonics** ai (revision): *voudrais* -ille (revision): *tranquille* **Phonics** e (revision): *je me* in (revision): *bouquins* **Phonics** -eil: *soleil* u (revision): *plu* ou (revision): *coup* **Phonics** oi (revision): *voile* a (revision): *balade* **Revision and Assessment:** Project Listening and Dictation		**Phonics** i (revision): *si* aim (revision): *faim* **Phonics** qu (revision): *qui* nasal im, en, on, an : (revision): *important, argent, monde, santé* **Phonics** th (revision): *éthique* -tion (revision): *conditions* **Phonics** h (revision): *heureux* -eille- (revision): *meilleur* **Revision and Assessment:** Project Reading and Translation into English	
Year 10	**Media and technology, My personal world** Talking about what you do online using present tense of regular -er verbs; Discussing pros and cons; Saying what you do to stay active using the present tense of irregular verbs; Listening and transcribing in French; Talking about what you watch forming and answering questions; Preparing a role play; Making plans to go out using the near future; Responding to invitations; Saying what you did last weekend using the perfect tense ; Pronuncing *é, er, ez* correctly.	**Assessment 1**	**My personal world** Talking about your weekend routine using reflexive verbs in the present tense; extending sentences using sequencers and connectives; Discussing friends and friendship making adjectives agree; Translating a passage into French; Talking about what people look like understanding the position of adjectives; Describing a photo; Talking about positive role models using direct object pronouns; Using the present and perfect tenses; Talking about celebrations using the perfect, present and near future tenses; Recognising adverbs.	**Assessment 2**	**Studying and my future** Talking about school subjects and school life using comparative adjectives; Giving opinions and reasons; Discussing school rules using impersonal verb structures followed by infinitive; Expressing opinions, agreeing and disagreeing; Talking about making progress at school, using irregular verbs in the perfect tense; Pronouncing *oi* and *oy;* Talking about what school used to be like when you were younger using verbs in the imperfect tense; Translating into French; Talking about learning languages using the imperfect, perfect and near future tenses; Recognising a wider range of negative.	**Lifestyle and wellbeing** Talking about meals and meal times using the partitive article *du, de la, de l', des* and *en;* Spotting small words that can change meaning; Talking about good mental health using modal verbs: *devoir, pouvoir, vouloir;* Giving advice Describing illness and accidents uaing the perfect tense of reflexive verbs; Booking a doctor's appointment; Saying what you will do to improve your life using the simple future tense; Using more complex sentence structures; Talking aabout lifestyle changes using the imperfect, present and simple future tenses; Distinguishing	**Assessment 3**	**Travel and tourism** Talking about your ideal holiday using the conditional; Extending spoken and written responses; Discussing what you can do and see on holiday, forming different types of questions; Giving advice using *il vaut la peine de* and *il vaut mieux;* Talking about festivals using the pefect and imperfect tenses together; creating more complex sentences using relative pronouns; Reviewing and booking holiday accommodation using the perfect tense of modal verbs; Identifying positive and negative opinions;	**Revision and Assessment Modules 1-5 (EOY)** Project Reading and Listening Speaking (if time allows)

	Pronunciation and phonics: Pronouncing *Est-ce que …?* / *Qu'est-ce que …?* Watching out for silent final 'e' and silent final consonants such as -s, -t and -x, e.g. *chose, jeux*; silent verb endings -e, -es and -ent **Pronunciation and phonics:** *qu* pronounced as 'k' *c* pronounced as 'k' in front of letters *a, o, u* (*combien*) **Pronunciation and phonics:** Pronouncing *é, er, ez* correctly (*mangé, manger, mangez*) **Pronunciation and phonics:** Using rising intonation with questions **Pronunciation and phonics:** *je* (or *j'*) as a soft sound *tu* and *vous*; *i* in *il* and *ils*; *e* in *elle*; *iel* silent final -s **Pronunciation and phonics:** *je* and *j'ai* **Revision and Assessment:** Project Writing and Translation into French		**Pronunciation and phonics:** *è / ê / ai* (*père, vêtements, j'aime*) *œu* / open *eu* (*sœur, heure*) **Pronunciation and phonics:** *ch* pronounced as 'sh' **Pronunciation and phonics:** Silent letters *t* and *d* at the end of the words, or pronounced when *e* is added **Revision and Assessment:** Project Reading and Translation into English		**Pronunciation and phonics:** -er and -é at the end of words **Pronunciation and phonics:** *oi* *oy* with 'y' sound at end (**incroyable*, **moyenne**) **Pronunciation and phonics:** -s- between vowels in the middle of a word pronounced as 'z' (*faisais, maison, télévision*) **Pronunciation and phonics:** -ien **Revision and Assessment:** Project Listening and dictation	between tenses when listening. **Pronunciation and phonics:** Nasal sounds: *en, an, em, am ain, in, aim, im* **Pronunciation and phonics:** -eu (*deux*) **Pronunciation and phonics:** Using knowledge of French pronunciation to predict how to say new vocabulary (parts of the body) **Pronunciation and phonics:** *eu, ou, oi* **Pronunciation and phonics:** Pronouncing every syllable **Revision and Assessment:** Project Writing and Translation into French		Talking about staycation activities using a range of tenses; Using *si* + present tense + simple future tense. **Pronunciation and phonics:** *au / eau* / closed *o / ô h* **Pronunciation and phonics:** *gn* **Pronunciation and phonics:** *on, om* (*bon, comprendre*) **Pronunciation and phonics:** *un en, an, em, am* **Revision and Assessment:** Project Listening	
Year 11	**School** Talking about your school using the pronouns *il* and *elle*; Comparing school in the UK and French-speaking countries using the pronouns *ils* and *elles*; Discussing school rules using *il faut* and *il est interdit de*;		**Future aspirations, study and work** Discussing career choices saying 'better/worse' and 'the best/worst thing'; Talking about plans, hopes and wishes understanding the subjunctive. **Phonics** -tion (revision): *ambition*		**Future aspirations, study and work** Discussing the importance of languages using adverbs; Applying for jobs using direct object pronouns in the perfect tense; Understanding case studies using verbs followed by *à* or *de.* **Phonics** -ouill- (revision): *débrouille* -ien (revision): *rien*	**International and global dimension** Discussing ethical shopping using the passive; Talking about volunteering using indirect object pronouns; Discussing big events giving arguments for and against. **Phonics** u, ou (revision): *du coup* qu (revision): *équitable*		**Revision, Practice Past Papers, and Exams**

Talking about getting the best out of school using the imperative; Talking about a school exchange using past, present and future timeframes. **Phonics** ou (revision): *doué* j (revision): *déjeuner* **Phonics** **silent final -ent** (revision): *portent* *u* (revision): *uniforme* **Phonics** ch (revision): *tricher* ai (revision): *raison* **Phonics** oy (revision): *soyez* -ez (revision): *levez* **Phonics** on (revision): *on* n-liaison (revision): *on améliore* **Revision, Practice Past Papers**	**im** (revision): *important* **in** (revision): *inconvénient* **i** (revision): *pire* **closed o** (revision): *boulot* **Phonics** ê (revision): *rêve* é (revision): *bénévolat* **Revision, Practice Past Papers, and Mock Exams**	**œu** (revision): *sœur* **Phonics** -gn- (revision): *ligne* -ail (revision): *travail* **Phonics** -tion (revision): *orientation* -er (revision): *l'étranger* **International and global dimension** Discussing problems facing the world making connections between word types; Talking about protecting the environment using the modal verbs *pouvoir* and *devoir* in the conditional. **Phonics** **silent final consonant (s, d, p)** (revision): *avis, grand, beaucoup* **closed o** (revision): *ozone* **-ill-** (revision): *milliard* **Phonics** i (revision): *utiliser* ch (revision): *déchets* eau (revision): *eau* **Revision, Practice Past Papers, and Mock Exams**	**Phonics** -gn- (revision): *soigne* ai (revision): *aider* **Phonics** **soft and hard g** (revision): *gens, augmentent* a (revision): *persuadé(e)* **Revision, Practice Past Papers, and Mock Exams**			

French Curriculum Map 2024-2025

Intent

Languages Department aimed to promote the Catholic values of self-respect, tolerance, understanding, care, and consideration for others through a range of topics studied in KS3 and KS4.

Our curriculum is reflecting the world pupils live in, using contexts familiar to them in their everyday lives and teaching them the vocabulary that they need to communicate with young French people of their own age on topics that interest and stimulate them. Students are introduced to young French people and given insight into the everyday life and culture of France and other French speaking countries, encouraging intercultural understanding.

In addition, the curriculum has been designed carefully to allow emphasis on the following:
- recycling of language and structures throughout the course to aid language retention;
- skills pupils need to acquire for future success at GCSE (including well embedded pronunciation practice and dedicated skills spreads for listening, reading, speaking, and writing)

To raise the standards of teaching and learning in KS3 and KS4, the department ensures schemes of work are up to date and that they address content, knowledge, key words and literacy, differentiation (including challenge for most able), homework (including challenge), British values, misconceptions, and Enrichment.

We value the culture of our pupils and their families, so we provide a rich and varied curriculum that builds on children's experiences and their culture. Our aim is to develop a departmental understanding of 'cultural capital' and how the department could contribute to enhancing pupils' cultural capital, promoting cross-moderation between departments across the Trust to ensure accuracy of assessment and benchmarking of good practice.

Implementation

The department has implemented a three-year KS3 and two-year KS4 curriculum, looking for opportunities to develop the curriculum offer to support the needs of students in the future.

The department staff ensures students' work is consistently set at the right level focusing upon teaching from the top and supporting weaker students through effective differentiation. High-ability learners are supported through effective questioning, developing highly effective strategies to encourage creative thinking and facilitate higher level independent-learning and engagement. The divers needs of SEN and EAL students are met by setting achievable, motivational and challenging targets and implementing effective monitoring and assessment, when possible, making good use of learning support assistants and teaching assistants.

The focus on literacy is an important aspect in every lesson, so that students are able to develop strategies for accurate spelling, memorizing and retention of new vocabulary, key reading skills – skimming, scanning, research and reference skills – focus on written accuracy and the importance of checking, making links between English and the target language.

Assessment data is used to plan lessons, sequences of lessons and schemes of work and interventions. Underachieving students are identified, and they are included in an intervention program to be able to meet or exceed their target grade. Tracking progress thoroughly enabled staff to make accurate GCSE results predictions. Through regular marking in lines with school policy and use of regular landmark assessments and mid unit tests, students are making good or outstanding progress.

Impact

By the end of Key Stage 3, through regular informal, formal, and standardised assessments of different skills, students are equipped with the skills necessary to communicate effectively in the Target Language using different tenses and varied vocabulary. They are able to justify their opinions on a variety of topic areas, adding extra details to make the language more impressive. They develop the awareness of different cultural aspects and acquire the necessary skills to ease transition to KS4.

In KS4 the progress is assessed using regular and standardised assessments in all 4 skills during mock exams. All these assessments require revision and recalled skills and the effective use of home learning opportunities.

Our curriculum places spiritual, moral, social, cultural, and personal development as well as the British values, at the heart of its design, with group discussion, self-expression, and the promotion of tolerance (for example working and socialising with other students, including those from different religious, ethnic and socio-economic backgrounds) and respect towards the opinions of others. Each unit of work provided opportunities to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain (through video clips that represent the diversity of ethnic groups in contemporary France and discussion of this).

The curriculum enables students to be reflective about their own beliefs, to develop the sense of enjoyment in learning about themselves, others, and the world around them, use imagination and creativity in their learning: watching videos with young French people, listening to music, imagining their future relationships, comparing French school system and English school system.

The curriculum is planned so that all learners get a good start and are well prepared for the next stage in their education, training, or employment.