

French

Curriculum overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Reception through to Year 11, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

		Knowledge, skills and understanding to be gained at each stage*			
		Cycle 1	Cycle 2	Cycle 3	
YEAR 1	Speaking and listening	Content introduced	Introductions; classroom instructions; numbers 1-10; animals	Age; saying how you are; colours; places in town	C'est / aussi; days of the week; Hare and Tortoise
		Content revisited	NA	Animals; numbers 1-15	Numbers 1-20; animals
		Grammar introduced	Plural nouns	Adjectival placement; opinions	Connectives
		Grammar revisited and developed	NA	Plural nouns	Plural nouns; adjectival placement; opinions
YEAR 2	Speaking and listening Introduction to reading French	Content introduced	Body parts; monsters; food; Goldilocks; The Hungry Monster	Months of the year; birthdays; describing people; Little Red Riding Hood	Describing clothes; reading 'The Hedgehog'; completing a world food project
		Content revisited	Colours; numbers 1-25	Numbers 1-31	Food; body parts
		Grammar introduced	Adjectival agreement	NA	Conditional 1 st person
		Grammar revisited and developed	Plural nouns; adjectival placement; opinions; connectives	Plural nouns; adjectival placement; adjectival agreement; opinions; connectives	Plural nouns; adjectival placement; adjectival agreement; opinions; connectives
YEAR 3	Speaking, listening and reading Introduction to writing French	Content introduced	French handwriting; where people live; francophone; countries	Where you live; types of weather; seasons	At the shops; likes and dislikes; describing your house; sports; asking for the price
		Content revisited	Numbers 1-31; places in town	Numbers 1-31; where people live; places in town; months of the year	Numbers 1-50; where you live
		Grammar introduced	NA	Subjunctive etre 1 st	Questions
		Grammar revisited and developed	Conditional 1 st person; plural nouns; adjectival placement; adjectival agreement; opinions; connectives	Conditional 1 st person; plural nouns; adjectival placement; adjectival agreement; opinions; connectives	Subjunctive etre 1 st ; conditional 1 st person; plural nouns; adjectival placement; adjectival agreement; opinions; connectives
YEAR 4	Speaking, listening, reading and writing	Content introduced	Writing an invitation; daily routine	Shapes Describing a piece of artwork Creating a monster	Describing people Comparing people Siblings
		Content revisited	Days of the week	Colours Body parts	Animals
		Grammar introduced	Regular verbs 1 st pers.; conditional 3 rd ; imperative verbs	Prepositions	Subjunctive etre 3 rd ; reasons
		Grammar revisited and developed	Subjunctive etre 1 st ; conditional 1 st person; plural nouns; adjectival placement; adjectival agreement; opinions; connectives; questions	Regular verbs 1 st pers.; imperative verbs; subjunctive etre 1 st ; conditional 1 st and 3 rd ; plural nouns; adjectival placement; adjectival agreement; opinions; connectives; questions	Prepositions; regular verbs 1 st pers.; imperative verbs; subjunctive etre 1 st ; conditional 1 st and 3 rd ; plural nouns; adjectival placement; adjectival agreement; opinions; connectives; questions; reasons
YEAR 5		Content introduced	The 5 times table; telling the time; having breakfast; frequency phrases; eating habits	Creating instructions for a French dance routine	Music; practicing high frequency vocabulary in different contexts
		Content revisited	Food	Sports; likes and dislikes	NA



		Knowledge, skills and understanding to be gained at each stage*			
		Cycle 1	Cycle 2	Cycle 3	
YEAR 5	Speaking, listening, reading and writing	Grammar introduced	Imperfect 1 st	NA	Pronouns; conditional 2 nd
	Grammar revisited and developed	Prepositions; regular verbs 1 st pers.; imperative verbs; subjunctive etre 1 st ; conditional 1 st and 3 rd ; plural nouns; adjectival placement; adjectival agreement; opinions; connectives; questions; reasons	Imperfect 1 st ; prepositions Regular verbs 1 st pers.; imperative verbs; subjunctive etre 1 st ; conditional 1 st and 3 rd ; plural nouns; adjectival placement; adjectival agreement; opinions; connectives; questions; reasons	Imperfect 1 st ; prepositions Regular verbs 1 st pers.; imperative verbs; subjunctive etre 1 st ; conditional 1 st and 3 rd ; plural nouns; adjectival placement; adjectival agreement; opinions; connectives; questions; reasons	Imperfect 1 st ; prepositions; regular verbs 1 st pers.; imperative verbs; subjunctive etre 1 st ; conditional 1 st and 3 rd ; plural nouns; adjectival placement; adjectival agreement; opinions; connectives; questions; reasons
YEAR 6	Speaking, listening, reading and writing	Content introduced	Countries; flags; "Kirikou"; using 'beaucoup'	Geography of France; Carnaval: Dunkerque; La fête des lumières; describing a festival in England; famous French poetry	Cardinal / ordinal numbers; holidays
		Content revisited	Months; seasons; weather; colours; where you live	Places around town	Clothes; ordering at shops
		Grammar introduced	Imperfect 3 rd	NA	Aller: 3 tenses
		Grammar revisited and developed	Pronouns; imperfect 1 st ; prepositions; regular verbs 1 st pers.; imperative verbs; subjunctive etre 1 st ; conditional 1 st 2 nd 3 rd ; plural nouns; adjectival placement; adjectival agreement; opinions; connectives; questions; reasons	Pronouns; imperfect 1 st and 3 rd ; prepositions; regular verbs 1 st pers.; imperative verbs; subjunctive etre 1 st ; conditional 1 st 2 nd 3 rd ; plural nouns; adjectival placement; adjectival agreement; opinions; connectives; questions; reasons	Aller 3 tenses; pronouns; imperfect 1 st and 3 rd ; prepositions; regular verbs 1 st pers.; imperative verbs; subjunctive etre 1 st ; conditional 1 st 2 nd 3 rd ; plural nouns; adjectival placement; adjectival agreement; opinions; connectives; questions; reasons
YEAR 7		Content introduced	School items; where people live; where you used to live; live now and would like to live; families	Customs and festivals; clothes; the weather; seasons	School subjects; food and drink; sport; music; Le Parc Astérix
		Content revisited	Greetings and introductions	Customs and festivals; animals and pets; describing yourself and others	Places in town; daily routine
		Grammar introduced	Imperfect 2 nd ; avoir 3 tenses	Subjunctive etre 3 rd	Reflexive verbs
		Grammar revisited and developed	Si clauses; aller 3 tenses; pronouns; imperfect 1 st and 3 rd ; prepositions; regular verbs 1 st pers.; imperative verbs; subjunctive etre 1 st ; conditional 1 st 2 nd 3 rd ; plural nouns; adjectival placement; adjectival agreement; opinions; connectives; questions; reasons	Si clauses; aller 3 tenses; avoir 3 tenses; pronouns; imperfect 1 st 2 nd 3 rd ; prepositions; regular verbs 1 st pers.; imperative verbs; subjunctive etre 1 st ; conditional 1 st 2 nd 3 rd ; plural nouns; adjectival placement; adjectival agreement; opinions; connectives; questions; reasons	Si clauses ; aller 3 tenses; avoir 3 tenses; pronouns; imperfect 1 st 2 nd 3 rd ; prepositions; regular verbs 1 st pers.; imperative verbs; subj. etre 1 st 3 rd ; conditional 1 st 2 nd 3 rd ; plural nouns; adjectival placement; adjectival agreement; opinions; connectives; questions; reasons
YEAR 8		Content introduced	Healthy eating; leisure activities; shopping; Europe; travel	Going to stay in France; celebrating a party; at the café	Possessions; illness / at the doctor; going out; future plans for study
		Content revisited	Home; town; family; animals; festivals; sports; daily routine; school	School; travel; a day out; home; town; family; animals; festivals; sports	Clothes; body parts; sports; home; town; family; animals; festivals; sports; an ideal residence
		Grammar introduced	Modal verbs + inf; close future	Forming questions	NA
		Grammar revisited and developed	Si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1 st 2 nd 3 rd ; prepositions; regular verbs 1 st pers.; imperative verbs; subj. etre 1 st 3 rd ; conditional 1 st 2 nd 3 rd ; plural nouns; adjectival rules; opinions; connectives; questions; reasons	Modal verbs + inf; close future; si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1 st 2 nd 3 rd ; prepositions; regular verbs 1 st pers.; imperative verbs; subj. etre 1 st 3 rd ; Conditional 1 st 2 nd 3 rd ; plural nouns; adjectival rules; opinions; connectives; questions; reasons	Forming questions; close future; modal verbs + inf; si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1 st 2 nd 3 rd ; prepositions; regular verbs 1 st pers.; imperative verbs; subj. etre 1 st 3 rd ; conditional 1 st 2 nd 3 rd ; plural nouns; adjectival rules; opinions; connectives; questions; reasons
YEAR 9		Content introduced	Different houses; my ideal house; twin towns; friendships	Different schools around the world	What do people eat around the world?; family celebrations; what do festivals mean to you?
		Content revisited	Family and friends	Leisure activities; the school day	Food; sports; customs and festivals; family



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YEAR 9	Grammar introduced	Simple past 3 rd	The comparative; the subj. avoir 1 st 3 rd	
	Grammar revisited and developed	Close future; forming questions; modal verbs + inf; si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1 st 2 nd 3 rd ; prepositions; regular verbs 1 st pers.; imperative verbs; subj. etre 1 st 3 rd ; Conditional 1 st 2 nd 3 rd ; plural nouns; adjectival rules; opinions; connectives; questions; reasons	Simple past 3 rd ; close future; forming questions; modal verbs + inf; si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1 st 2 nd 3 rd ; prepositions; regular verbs 1 st pers.; imperative verbs; subj. etre 1 st 3 rd ; conditional 1 st 2 nd 3 rd ; plural nouns; adjectival rules; opinions; connectives; questions; reasons	The comparative; the subj. avoir 1 st 3 rd ; simple past 3 rd ; close future; forming questions; modal verbs + inf; si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1 st 2 nd 3 rd ; prepositions; regular verbs 1 st pers.; imperative verbs subj. etre 1 st 3 rd ; conditional 1 st 2 nd 3 rd ; plural nouns; adjectival rules; opinions; connectives; questions; reasons
YEAR 10	Content introduced	Why are schools so different around the world?	Extra lessons on the University experience	Marriage traditions across the world; social media and mental health
	Content revisited	School holidays; school rules; improving your school	Training; apprenticeships; University; getting in shape; my lifestyle	Would you like to get married?; benefits and dangers of technology; logging on; advantages and disadvantages of social media
	Grammar introduced	School subjects	Healthy eating; food	Leisure activities; home; family
	Grammar revisited and developed	The comparative; the subj. avoir 1 st 3 rd ; simple past 3 rd ; close future; forming questions; modal verbs + inf; si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1 st 2 nd 3 rd ; prepositions; regular verbs 1 st pers.; imperative verbs; subj. etre 1 st 3 rd ; conditional 1 st 2 nd 3 rd ; plural nouns; adjectival rules; opinions; connectives; questions; reasons	The comparative; the subj. avoir 1 st 3 rd ; simple past 3 rd ; close future; forming questions; modal verbs + inf; si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1 st 2 nd 3 rd ; prepositions; regular verbs 1 st pers.; imperative verbs; subj. etre 1 st 3 rd ; conditional 1 st 2 nd 3 rd ; plural nouns; adjectival rules; opinions; connectives; questions; reasons	The comparative; the subj. avoir 1 st 3 rd ; simple past 3 rd ; close future; forming questions; modal verbs + inf; si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1 st 2 nd 3 rd ; prepositions; regular verbs 1 st pers.; imperative verbs; subj. etre 1 st 3 rd ; conditional 1 st 2 nd 3 rd ; plural nouns; adjectival rules; opinions; connectives; questions; reasons
YEAR 11	Content introduced	Gap years: why do people do them?	Why is there an inequality of opportunity in modern British society?	
	Content revisited	Problems with the environment; the planet in danger; my voluntary work; we do we need charities?	Inequalities; poverty; finding a job; the advantages and disadvantages of work	
	Grammar introduced	Home; school; leisure activities; food and health; festivals; sports; social media	Home; school; leisure activities; food and health; festivals; sports; social media	
	Grammar revisited and developed	The comparative; the subj. avoir 1 st 3 rd ; simple past 3 rd ; close future; forming questions; modal verbs + inf; si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1 st 2 nd 3 rd ; prepositions; regular verbs 1 st pers.; imperative verbs; subj. etre 1 st 3 rd ; conditional 1 st 2 nd 3 rd ; plural nouns; adjectival rules; opinions; connectives; questions; reasons	The comparative; the subj. avoir 1 st 3 rd ; simple past 3 rd ; close future; forming questions; modal verbs + inf; si clauses; reflexive verbs; aller 3 tenses; avoir 3 tenses; imperfect 1 st 2 nd 3 rd ; prepositions; regular verbs 1 st pers.; imperative verbs; subj. etre 1 st 3 rd ; conditional 1 st 2 nd 3 rd ; plural nouns; adjectival rules; opinions; connectives; questions; reasons	

*A powerful, knowledge-rich curriculum teaches both **declarative knowledge** (facts; knowing that something is the case; what we think about) and non-declarative or **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them.

In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning).

Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our all-through curriculum.

