

Year 10-11 FRENCH Curriculum Map 2026-27

We will be following schemes of work which will allow pupils to sit the GCSE in French from the Pearson Edexcel exam board, as per their specifications detailed in this [document](#). As with KS3, we use a blended approach to teach knowledge and skills required for the course so that language is taught in context. The vast majority of this grammar should be familiar to pupils from KS3, so is revised and practised appropriately according to the pupils' needs.

Term	Topic/Unit title	Essential knowledge and skills (what students should <i>know</i> , <i>understand</i> and be able to <i>do</i> by the end of the unit/topic)	Essential Grammar (allowing pupils to access and apply subject knowledge) - taught across the entire course when needed
YEAR 10 Autumn 1	Tu as du temps à perdre?	By the end of this module, students will know core vocabulary for free-time activities, media, technology, and sports, as well as the structures for regular -er, -ir, -re verbs, key irregulars (avoir, être, aller, faire), time expressions, and forming past (passé composé), present, and near future tenses. They will understand how to construct detailed opinions using preferences with articles versus infinitives, how negatives modify verb meanings, and how time markers shift sentence context across tenses. Students will be able to discuss their online habits, viewing preferences, and active lifestyles; express pros and cons of technology; make and respond to invitations for plans; and write or speak about past weekend events combining past, present, and future timeframes.	1. Nouns Feminine Nouns: Add -e (or no change if already ending in -e). Endings: -eur -rice / -euse, -en -enne. Plural Nouns: Add -s (no change for singular nouns ending in -s or -x). Add -x for masculine nouns ending in -(e)au or -eu. Infinitives as Nouns: Used as the equivalent of the English "-ing" gerund (e.g., <i>Manger trop de fastfood...</i>). 2. Determiners & Articles Definite & Indefinite Articles: Agree in gender and number with the noun. <i>le/la</i> becomes <i>l'</i> before a vowel or <i>h muet</i>. Differ from English usage in context (e.g., general concepts like <i>la santé</i>, days of the week like <i>le mercredi</i>). Article + adjective can create a noun (e.g., <i>le seul</i>, <i>l'anglais</i>, <i>les Français</i>). Partitive Articles (<i>du, de la, des</i>): Used for uncountable nouns, part vs. whole distinctions (<i>un pain</i> vs. <i>du pain</i>), after <i>jouer</i> with instruments (<i>jouer du piano</i>), and after <i>faire</i> with sports (<i>faire de la danse</i>). Replaced by <i>de / d'</i> (omitting the article) in negative sentences and after expressions of quantity (e.g., <i>je n'ai pas de stylo</i>, <i>beaucoup d'animaux</i>). Other Determiners:
Autumn 2	Mon clan, ma tribu	By the end of this module, students will know key vocabulary relating to personal identity, family, relationships, daily routines, physical descriptions, and personal role models, along with grammar structures including possessive adjectives, emphatic pronouns, reflexive verbs, direct object pronouns, and adjective agreement/position rules. They will understand how to build complex descriptions of people and relationships, as well as how to sequence routine events using connectives. Students will be able to describe their family dynamic and daily routines, justify opinions on friendship versus family, describe people physically and characteristically, describe photo cards, and explain why they admire specific role models across three tenses.	

Spring 1	Ma vie scolaire	By the end of this module, students will know French vocabulary for school subjects, rules, facilities, timetables, and career/language choices, as well as grammar including comparative/superlative structures, direct object pronouns, the imperfect tense, and negative structures in the passé composé. They will understand the cultural differences between the French and British school systems, how to give nuanced reasons for subject preferences, and how to combine past, present, and imperfect tenses to contrast past school memories with present experiences. Students will be able to express and justify opinions on school rules and uniforms, discuss academic progress and parents' evenings, contrast past school experiences using the imperfect tense, and evaluate the importance of learning languages for future careers.	○ Demonstratives: <i>ce, cet, cette, ces.</i> ○ Possessives: <i>mon, ma, mes, ton, ta, tes,</i> etc. ○ Interrogatives: <i>quel, quelle, quels, quelles.</i> ○ Indefinites: <i>chaque, plusieurs, autre(s), tout(e)(s), tous.</i> ○ Negatives: <i>aucun(e)</i> (e.g., <i>je n'ai aucune idée</i>). ○ Prepositions with Places: Use <i>dans</i> + article (e.g., <i>dans le restaurant</i>) vs. <i>en</i> without article (e.g., <i>en France</i>).
Spring 2	En pleine forme	By the end of this module, students will know food, mealtime, and body part vocabulary, along with key structures including the partitive article (<i>du, de la, des</i>), the pronoun <i>en</i> , modal verbs (<i>pouvoir, devoir, vouloir</i>), the <i>tu</i> form imperative, reflexive verbs in the past tense, and the simple future tense. They will understand how to give health advice, how small words change meaning in context, and how to express healthy habits using past, present, and simple future tenses. Students will be able to describe meals and healthy/unhealthy habits, give mental health advice, describe illnesses and doctor's visits, explain past accidents, and write or present a multi-tense podcast or essay detailing personal lifestyle changes.	3. Pronouns ● Subject & Reflexive Pronouns: Position of reflexives (<i>me, te, se, nous, vous, se</i>) before the verb; elision occurs before vowels/<i>h muet</i> ● Object Pronouns: Direct and indirect object pronouns are placed before the verb (not juxtaposed together in Foundation/Higher tasks). ● Emphatic Pronouns: Used for emphasis and after prepositions. ● Relative Pronouns: Use of <i>qui</i> (subject), <i>que</i> (object), and <i>où</i> (place/time). ● Adverbial Pronouns: <i>y</i> and <i>en</i> placed before the verb (e.g., <i>j'y vais, j'en veux</i>), rarely combined except in <i>il y en a</i>. ● Negative Subject Pronouns: <i>personne ne + verb</i> (nobody), <i>rien ne + verb</i> (nothing).
Summer 1/2	Numéro vacances	By the end of this module, students will know travel, accommodation, facility, weather, and festival vocabulary, alongside the conditional tense, irregular conditionals, the adverbial pronoun <i>y</i> , role-play question formations, and past weather expressions. They will understand how conditional structures soften requests and express ideal scenarios, as well as how to handle transaction/tourist office interactions. Students will be able to describe dream holidays and unusual accommodations, ask for and process tourist information, discuss French/Francophone festivals, describe past nightmare holiday experiences, and present multi-tense accounts of holiday plans and weather.	4. Verbs & Sentence Structures ● Negation Syntax: <i>ne...pas, ne...jamais, ne...rien, ne...personne.</i> ● Higher Tier: <i>ne...plus, ne...ni...(ni), ne...pas encore, ne...que.</i> ● Asking Questions: Intonation (Subject-Verb) question word (<i>qui, quand, où,</i> etc.). <i>Est-ce que</i> + Subject-Verb. Question word + Inversion (Verb-Subject). ● Impersonal Verbs: Weather (<i>il fait...</i>), time (<i>il est...</i>), necessity (<i>il faut...</i>), existence (<i>il y a / il y avait / il y aura</i>). Higher Tier: <i>il est + adj + de, il manque, il vaut mieux, il vaut la peine de.</i>

YEAR 11 Autumn 1	Notre planète	By the end of this module, students will know environmental vocabulary (threats, big and small gestures, green innovations), comparative and superlative structures, the imperative with nous, en + present participle, modal verb devoir (present/conditional), and recent/ongoing action markers (venir de, être en train de). They will understand global and local environmental issues within a Francophone context (such as Madagascar) and how grammatical structures express degrees of urgency and obligation. Students will be able to evaluate environmental issues, describe daily habits that protect the environment, conduct surveys and role plays on eco-friendly actions, and produce extended 90/150-word written pieces proposing solutions to environmental problems.	● Passive Voice & Periphrastic Structures: Present passive using <i>par</i>. Progressiveness: <i>être en train de</i> + infinitive. Recent past: <i>venir de</i> + infinitive.
Autumn 2	Mon petit monde à moi	By the end of this module, students will know vocabulary for housing, town amenities, directions, clothing/shopping, local area features, and dream homes, along with grammar covering the pronoun y, depuis + present tense, demonstrative adjectives, à / de contraction, possession with de, and si clauses (imperfect + conditional). They will understand how location, shopping, and living conditions impact lifestyle, as well as how complex conditional structures describe hypothetical homes. Students will be able to give and follow directions, describe where they live and how long they have lived there, navigate shopping role-plays, debate the pros and cons of their local area, and write a comprehensive 150-word essay about past, present, and ideal future housing.	5. Verb Tenses ● Present Indicative: Used for simple, continuous, and near-future actions. Covers regular <i>-er, -ir, -re</i> verbs and key irregulars (<i>aller, avoir, être, faire</i>, etc.). Expressing duration using <i>depuis</i> ("have been ...ing for"). ● Perfect Tense (Passé Composé): Covers simple past and present perfect. Includes past participle formation and agreement with preceding direct objects. ● Imperfect Tense: Used for habitual actions ("used to") and continuous past ("was ...ing"). ● Future Tenses: ○ Periphrastic Future: <i>aller</i> + infinitive ("going to"). ○ Inflectional Future: Stem + future endings ("will"). ● Conditional Tense: Used for polite requests (<i>vouloir / je voudrais</i>) and hypothetical events. ● Imperative: Commands in 2nd person singular/plural (<i>tu, vous</i>) and 1st person plural (<i>nous</i> – "Let's..."). ● Present Participle: Used after <i>en</i> + verb ending in <i>-ant</i> (e.g., <i>en faisant</i>).
Spring 1	Mes projets d'avenir	By the end of this module, students will know vocabulary regarding summer jobs, personal passions, future ambitions, skills/competencies, workplace pros/cons, and specific professions, along with grammar using infinitives as nouns, complex future tenses, and comparative/superlative structures. They will understand how personal skills translate to employment opportunities and how to structure formal exam responses (read-alouds, role-plays, photocards, and general conversations). Students will be able to evaluate job advertisements, write tailored job applications, participate in job interviews, discuss future career ambitions across multiple tenses, and execute key speaking exam skills effectively.	6. Adjectives, Adverbs & Prepositions ● Adjective Agreement & Position: Feminine endings: Add <i>-e</i>, Plural endings: Add <i>-s</i>; Position is generally after nouns, except common BAGS adjectives (<i>bon, grand, nouveau</i>, etc.) which go before. ● Comparatives & Superlatives: ○ Regular structures: <i>plus...que, moins...que, aussi...que</i>.

Spring 2	Revision in thematic contexts - Core speaking questions	Revision of key vocabulary, grammar, and preparation for the speaking exam (usually end of April with intensive preparation day in March once thèmes have been allocated).	○ Superlatives: <i>le/la/les meilleur(e)s</i> (adjectives), <i>le mieux / le pire</i> (adverbs). ● Prepositions: Verb/Adjective connectors: <i>à</i> or <i>de</i> before a noun or second verb (<i>commencer à, décider de</i>). Contraction of <i>à</i> and <i>de</i> with definite articles ; Infinitive structures: <i>pour / sans + infinitive, avant de + infinitive, après avoir + past participle</i>.
Summer 1	Exam preparation		