French
The MFL department's ethos is that pupils should have something to say rather than having to say something. We embed the use of the target language, using routines, repetition and retrieval activities that are engaging, and which require pupils to actively use the language. Pupils will develop all four language skills (listening, speaking, reading and writing) to communicate confidently and coherently in the target language, being able to convey what they want to say with increasing accuracy. The MFL dept has adopted a spiral curriculum which interleaves key vocabulary, grammar structures and commonly used verbs to develop and encourage deeper thinking from pupils, and to allow them to retain information in the longer-term. We establish the target language as the language of the classroom by developing and encouraging pupils' spontaneous use of the language through target language routines, which are developed over time.

Year 8	
Module 1	
Big picture	**Ma ville**
Zoom in	**Unit 1:** Describing a town Using *il y a / il n'y a pas de* to talk about what there is/isn't in Maidstone. Giving and justifying opinions about their town/village **Unit 2:** *je vais* (I go / I am going) Use time phrases / adverbs
Pitch it up	Students can use a range of prepositions to extend their sentences and give more depth to their descriptions. Complex opinion phrase (*ce que j'aime le plus*) can be used by more confident students. Some students can use other pronouns of the verb *aller*, particularly *on va* and *nous allons*.
Pre-requisite knowledge	Learning from previous modules – in particular *il y a* and some adjectives seen in earlier modules and classroom routines. **Unit 1:** Describing a town **new content** Using *il y a / il n'y a pas de* to talk about what there is/isn't in Maidstone. **Year 7 Module 2 -** Giving and justifying opinions about their town/village **new content** **Unit 2:** je vais (I go / I am going) **new content** Use time phrases / adverbs **new content**

Wider framework next steps	**Key stage 3:** Students will use the vocabulary in this module in various future KS3 modules to give more information in, and depth to, their sentences, allowing them to extend their answers to written and spoken tasks. such as where they spend their free time, whether and where they go out to eat food, where they play/do sports or other hobbies, etc. Using il y a is a key verb used (or useable) in almost all modules. **Key Stage 4:** This module links to Theme 3 Topic 3 of the new GCSE curriculum – Environment and where people live – and will be recalled and expanded upon in Year 10 Module 1 (Home and Local Area) and on the topic of Healthy Living in Year 11.
Curriculum hinterland	Understanding what facilities there are in Maidstone and what the town doesn't have that other towns and cities do (e.g. cathedral, university).
Authentic connections inc. SMSC and Careers	In this module, students learn French through topics that connect directly to their lives and experiences. For example, they describe their own town and compare it with places in France, and they learn how to talk about where they go and what they do in their free time. This module not only builds confidence in language learning but also supports the wider aims of education, including Social, Moral, Spiritual and Cultural development (SMSC). Students share and discuss their own views about their town, developing listening and respect for others' opinions. They also consider how towns in France may be similar or different to Maidstone, encouraging collaboration and understanding. Students gain appreciation for cultural identity and belonging, reflecting on what makes their own town special while also learning to value diversity in other cultures. By learning how French-speaking people describe their towns and daily routines, students develop intercultural awareness, comparing traditions, leisure activities, and lifestyles. This broadens horizons and builds curiosity about the wider world. Pupils express personal opinions about where they live and the choices available to them, which links perfectly with the Fundamental British Value of individual liberty. Studying French opens the door to a wide range of future opportunities. Learning another language helps students to: • Communicate with confidence – a valuable skill in any career. • Develop problem-solving and critical thinking skills by working with new structures and vocabulary. • Enhance cultural awareness – an essential skill in our globalised world.

	Employers increasingly value candidates who can work with people from different backgrounds, and knowing a language shows resilience, adaptability, and curiosity – all key skills for the modern workplace.

Resources
Memrise links : Town (En ville): https://community-courses.memrise.com/community/course/5954651/year-7-module-4b-ma-ville/ Fantastic 4 French verbs *(including **aller**)* https://community-courses.memrise.com/community/course/1978856/fantastic-four-french-verbs-present-tense/
Assessments
Students will complete a writing assessment and a listening/reading assessment on this module.

Module 2	
Big picture	**Les Matières**
Zoom in	Students will learn about school subjects and will learn how to say what they study. They will give and justify opinions about school subjects. Unit 1: Talking about school subjects Giving and justifying opinions. Using the verb *étudier* (*to study*) Unit 2: School timetable Learning to tell the time in French Other non-lesson activities
Pitch it up	Students focus on the verb *étudier*, with a range of pronouns in some cases.
Pre-requisite knowledge	No requirement of KS2 French knowledge but the ability to recognise key vocab and verbs from previous modules will be needed, although revision of this vocab will be included in this module. Knowledge of different types of less-common school subjects.

Wider framework next steps	**Key stage 3**: Understanding -ER verbs in the present tense. **Key stage 4:** Students will revisit the topics of school; numbers/telling the time in their GCSE course
Curriculum hinterland	Telling the time in English, especially using the 24-hour clock.
Authentic connections inc. SMSC and Careers	Students work collaboratively in role-play and pair tasks, practising listening and empathy while respecting each other's viewpoints on school subjects. Expressing and justifying opinions allows reflection on fairness, equality of opportunity in education, and the value of all subjects (e.g., arts as well as sciences). Learning a language encourages curiosity, self-expression, and appreciation of different perspectives on education across cultures. Students gain insights into the French education system, compare timetables and routines, and reflect on similarities and differences with the UK, fostering intercultural understanding. Studying French encourages flexibility, resilience, and cultural awareness – all key skills valued by employers in a globalised world. A reflection on different subjects one can study at New Line Learning Academy will also allow them to think about what they would like to study at GCSE, and how this might develop into further education opportunities and future careers. This supports students' PSHEE curriculum by encouraging self-reflection on personal strengths and interests (favourite subjects, future aspirations); by promoting respect for diversity through learning about other cultures and perspectives; and by strengthening social skills, confidence, oracy skills, and respect through communication with others. Exploring cultural differences in other education systems fosters openness and understanding, as well as helping students understanding how schools in different countries organise and regulate learning, which links to the Fundamental British Value of Tolerance of Different Faiths and Beliefs.

Resources
Memrise links: School subjects: https://community-courses.memrise.com/community/course/304811/french-school-subjects-6/ School (general) https://community-courses.memrise.com/community/course/5997347/year-8-module-2-au-college/
Assessments

Students will complete a reading and listening assessment on the topic of school subjects and the school day.

Module 3	
Big picture	**Jobs, Careers and Family**
Zoom in	Students will learn about different jobs and careers, explaining their ideal job and giving reasons why their own personal qualities link to the jobs they would like to do in the future. They also revise family members and will learn how to say what jobs family members do as well as where they work. Unit 1: Jobs Learning about different jobs Using the verbs *être* (*to be*) and *travailler (to work)* Using *je voudrais* with an infinitive Using personality adjectives to link their personal qualities to their ideal job(s). Unit 2: Family members' jobs Revision of family members and personality adjectives Using *est (is)* Linking other people's personal qualities to their jobs Unit 3: Places of work Using *il/elle travaille dans…* Regular -ER verbs
Pitch it up	Students focus on the verb *travailler*, with a range of pronouns in some cases.
Pre-requisite knowledge	No requirement of KS2 French knowledge but the ability to recognise key vocab and verbs from previous modules will be needed, although revision of this vocab will be included in this module. Knowledge of different types of jobs.
Wider framework next steps	**Key stage 3**: Understanding -ER verbs in the present tense. **Key stage 4:** Students will revisit the topics of school; numbers/telling the time in their GCSE course

Curriculum hinterland	Knowledge of what sorts of different jobs there are in English. Understanding how learning a language can provide multiple benefits
Authentic connections inc. SMSC and Careers	In this module, students develop their ability to talk about jobs, careers, and workplaces in French, while making meaningful connections to their own future pathways and personal qualities. They will also learn to describe family members' jobs and workplaces, building confidence in using key verbs and vocabulary. Students practise communication and listening skills through pair and group work, sharing their own ambitions and learning about the aspirations of others. They reflect on how jobs contribute to society and how personal are valuable in many careers. By discussing different professions, students consider the importance of responsibility, reliability, and ethics in the workplace. They reflect on their own strengths and how they can use them positively in the future. Students are encouraged to explore their aspirations and hopes for the future, making links between who they are now and who they would like to become. Through learning about jobs and workplaces in French-speaking countries, students gain insight into cultural differences in working life. They reflect on how language learning opens doors to international opportunities and broadens their cultural horizons. This unit directly supports careers education by: • Encouraging students to articulate their own career aspirations and the qualities they bring to potential roles. • Highlighting the employability benefits of learning a language, such as communication, adaptability, problem-solving and cultural awareness. • Raising awareness of the wide range of careers where languages are valuable, from international business and tourism to diplomacy, healthcare, and education. This module also supports PSHEE themes by building self-awareness and self-confidence in articulating personal strengths. It encourages respectful listening and valuing the ambitions of others, which links to the Fundamental British Value of mutual respect, and it links to discussions around planning for the future, setting goals, and recognising transferable skills.

Resources
Memrise links: Family and Jobs: https://community-courses.memrise.com/community/course/160469/expo-2-vert-unit-1/
Assessments

Students will complete a writing assessment on the topic of jobs, careers and family.

Module 4	
Big picture	**Describing a past weekend**
Zoom in	In this module, students will develop their understanding of the past tense in French, using the topic of Free Time as a way to explore what they did last weekend, how to express opinions about past events, and how to justify those opinions. They will learn how to form the past tense with -ER, -IR and -RE verbs, as well as important irregular verbs, and practise using structures such as *c'était* (it was), *je suis allé(e)* (I went), and *j'ai visité* (I visited). Unit 1: What is an infinitive? Students learn about -ER, -IR, and -RE verbs Unit 2: Le weekend dernier (last weekend) Using *-ER* verbs in the past tense and giving opinions using *c'était* The past participle Unit 3: Where did you go/visit? Using *je suis allé(e)* (*I went)* and *j'ai visité (I visited)* Unit 4: -IR and -RE past tense verbs Learning the past participle of -IR and -RE verbs Unit 5: common irregular past tense verbs
Pitch it up	Students focus on different pronouns of the verb *avoir* and on using verbs that take *être* to add complexity. A wider range of verbs – both regular and irregular – can be used.
Pre-requisite knowledge	No requirement of KS2 French knowledge but the ability to recognise key verbs from previous learning since Year 7 will be needed, although revision of this vocab will be included in this module.
Wider framework next steps	**Key stage 3**: Understanding more complex pronouns to use a range of past tense verbs. **Key stage 4:** Students will use the past tense in all manner of topics.
Curriculum hinterland	Knowledge of metalanguage about infinitives, past participles, etc.

Authentic connections inc. SMSC and Careers	Students reflect on how free time is spent in different cultures, developing empathy and respect for others' lifestyles. Group work and paired tasks also encourage collaboration and communication. Discussions about leisure choices can lead to reflection on healthy lifestyles, screen time, and balance between work and play. Students consider the importance of shared experiences such as music, sport, and hobbies in their own lives and how these create meaning and enjoyment. This module connects with PSHEE themes by encouraging students to reflect on how they spend their free time and to consider the balance between work, rest, and leisure. It develops confidence in self-expression and oracy, learning to share opinions respectfully. It explores similarities and differences between young people's lifestyles in the UK and in French-speaking countries, fostering respect and mutual tolerance for others. It also links to the Fundamental British Value of the Rule of Law, by highlighting how grammar rules are an accessible way to explore why societies need rules for shared understanding.

Resources
Memrise links: Past tense verbs: https://community-courses.memrise.com/community/course/5713503/past-tense-verbs/
Assessments
Students will complete a writing assessment on the topic of the past tense.

Module 5	
Big picture	**Food and Eating Out**
Zoom in	**Unit 1** Ordering dishes and drinks at a café, restaurant and/or market Using *je voudrais* Learning how to say *some* and use numbers with number agreement **Unit 2** Food quantities **Unit 3**

	Meals of the day The present tense – ER verbs – *manger* **Unit 4** Healthy and unhealthy food Giving and justifying reasons for your dietary choices using *parce que*
Pitch it up	More confident students can use infinitive constructions in their work *(j'aime manger… je préfère boire…)* They can look at different quantities of food (a packet of…, a tin of…, a kilo of…, etc). They will use more complex language in connection with their opinions and reasons (dit que, disent que and ce que j'aime le plus, c'est…). They can learn all pronouns and endings of the verbs manger and boire
Pre-requisite knowledge	**Unit 1** Ordering dishes and drinks at a café, restaurant and/or market **new content** Using *je voudrais* **new content** Learning how to say *some* and use numbers with number agreement **Y7 Term 1** **Unit 2** Food quantities **new content** **Unit 3** Meals of the day **new content** The present tense – ER verbs – manger **Year 8 Mod 1** **Unit 4** Healthy and unhealthy food **new content** Giving and justifying reasons for your dietary choices using parce que **Year 8/9 Mod 2 Unit 1**
Wider framework next steps	**Key Stage 4** This module links to the following themes and topics in the new GCSE curriculum: Theme 1 Topic 2 – Healthy living and lifestyle: this will be recalled and expanded upon in Year 10. Theme 2 Topic 1 – Free time activities: this will be recalled and expanded upon in Year 10.
Curriculum hinterland	How to order food in a restaurant or café where there is a waiter. How to order food at a market. Foods that are good and bad for you What a healthy breakfast looks like

Authentic connections inc. SMSC and Careers	In this module, students explore the language of food and dining through a series of engaging topics, including ordering in cafés and restaurants, understanding quantities, describing meals of the day, and discussing healthy versus unhealthy eating. Beyond developing key linguistic skills, the module makes rich connections to students' wider personal, social, and cultural education. Students practise real-life communication skills by learning how to interact in authentic situations abroad, such as ordering in cafés or markets. This builds confidence, resilience, and social awareness. Through discussions of healthy and unhealthy foods, pupils reflect on choices that affect personal wellbeing and consider responsible decision-making around diet and lifestyle. Exploring cultural traditions around meals encourages reflection on identity, belonging, and how food can bring people together in different societies. Pupils learn about French-speaking food culture, including meal customs and market life, broadening their horizons and fostering appreciation for cultural diversity. This module introduces transferable skills relevant to many future career paths: • Hospitality and tourism – Knowledge of French and food vocabulary supports work in hotels, restaurants, or travel sectors. • Health and nutrition – Discussions around healthy eating link directly to careers in healthcare, dietetics, and fitness. • International business and customer service – Role-plays in ordering and interacting with customers build interpersonal and communication skills. This module also encourages pupils to reflect on healthy lifestyles, making informed choices about food and wellbeing. It supports personal development, including building confidence in oracy skills and resilience in overcoming mistakes when communicating. It promotes interpersonal respect by role-playing courteous exchanges in French, such as ordering politely with *je voudrais*.

Resources
Memrise links: https://community-courses.memrise.com/community/course/6058468/year-8-module-1-quest-ce-que-tu-manges/
Assessments
Students will complete a speaking assessment (role play) and a reading assessment(s) on this topic.

Module 6	
Big picture	**Sport and Hobbies**
Zoom in	Students will learn about sports and hobbies in French. **Unit 1:** Talking about team games/sports that people play Using the verb *jouer* (*to play*) in the present tense Using *jouer à* and contractions **Unit 2:** Talking about other sports that people do Using the verb *faire* (*to do*) in the present tense Using *faire de* and contractions Giving reasons why – *parce que… (c'est… ce n'est pas… je suis... je ne suis pas...)* **Unit 3:** Playing musical instruments Using *jouer de* + contractions in the present tense **Unit 4:** Saying for how long you have been doing an activity, or how often you play or do an activity. frequency adverbs
Pitch it up	Using *depuis (for/since)* with the present tense to say how long you have been doing an activity. Using complex structures like using the superlative - *Ce que j'aime le plus, c'est…* - to say which sport or activity you like the most; and the comparative, to compare different activities. More confident students can use a wider range of pronouns when working with common -ER verbs and they can tackle more complex reading and writing activities.

Pre-requisite knowledge	No requirement of KS2 French knowledge but the ability to recognise key vocab and verbs from previous modules will be needed, although revision of this vocab will be included in this module. **Unit 1:** Giving reasons for opinions using (*parce que) c'est…* **class routines/new content** **Unit 2:** Adjectival agreement **Year 7 Mod 2** / **classroom routines** **Unit 3:** Using *parce que c'est…* and *parce que je suis...* **classroom routines**
Wider framework next steps	**Key stage 3**: Students will need knowledge of contraction rules for the prepositions *à* and *de*. This will be used in in various future topics. **Key Stage 4** This module links to Theme 2 Topic 1 of the new GCSE curriculum – Free time activities – and will be recalled and expanded upon in Year 10 Module 3.
Curriculum hinterland	Understanding different/less well-known sports, e.g. *judo.* What is an adverb?
Authentic connections inc. SMSC and Careers	Students discuss leisure activities and explore similarities and differences between leisure pursuits in the UK and French-speaking countries. They reflect on the benefits of sport and hobbies for wellbeing and consider healthy lifestyle choices. They also develop respect for different cultural traditions around sport, music, and leisure. They learn about musical instruments and creative activities, which allows them to reflect on self-expression and identity, recognising the joy and enrichment these activities bring. Students discover the importance of sport in French-speaking countries, such as the popularity of football, *pétanque*, or rugby, and traditions around music festivals like *Fête de la Musique*. They gain an appreciation of how leisure activities reflect cultural values. The module provides careers connections in the following ways: • Sports and Health: The topic allows discussion of careers in sport, fitness, and health, such as coaching, physiotherapy, or nutrition. • Music and the Arts: Links can be made to careers in performance, teaching, or music production. • Languages in the Workplace: Students see how French is valuable in global careers involving international sport (e.g. the Olympics, FIFA) and the creative industries (music, film, tourism).

Resources
Memrise links: Sport: https://community-courses.memrise.com/community/course/5926017/sport-and-leisure-theme-2/
Assessments
Students will sit a 90-word writing assessment on the topic of free time and a reading assessment, which will cover all topics learned during the academic year.