



Wallington
County Grammar School

The French Curriculum

Whole School Curriculum Intent:	<p>Wallington County Grammar School is a highly academic but pastorally minded school which delivers a curriculum that enables all students to embody our motto - <i>Per Ardua ad Summa</i>, Through Difficulties to the Heights. Each Subject Leader has autonomy over their own curriculum and its intent, i.e. its subject content, skills content, sequencing and assessment schedule. This is vital to ensure the academic curriculum is designed by highly qualified subject experts. The intentions behind whole school approach to curriculum design taken by senior leaders are to provide:</p> <ul style="list-style-type: none">● Breadth - We intend to provide a broad, academic and liberal curriculum that equips students with the body of human knowledge and different ways of thinking necessary to succeed in and enjoy their education, careers and wider lives.● Depth - We do not want our students to simply study the national curriculum and examination specifications with grades being our sole focus. We aim for our students to become true scholars of the disciplines that they are learning so that they achieve a deep and sophisticated level of knowledge and understanding.● Values - We aim for our students to develop our four core values: commitment, courage, compassion and creativity.● Democracy - We aim for all our students to have the necessary knowledge and confidence, not just to participate in the democracy of the United Kingdom, but to lead it.
Subject Curriculum Intent:	<p>Our French curriculum intends to provide students with a meaningful, enriching, and ambitious language-learning experience that goes beyond the mechanics of vocabulary and grammar. It is designed to inspire students to become confident, articulate, and culturally aware communicators. Through the study of French, learners develop a deep appreciation of diverse cultures and the critical linguistic skills necessary to engage meaningfully with the wider world.</p> <p>We aim for the students to view French not merely as an academic subject but as a powerful tool that unlocks opportunities for travel, career pathways, global citizenship, and authentic human connection. In an era of automated translation, we champion the irreplaceable value of human-to-human interaction and the nuanced cultural intelligence that AI cannot replicate.</p> <p>Students develop both precision and creativity through the four core skills of listening, speaking, reading, and writing. This is underpinned by high expectations, carefully sequenced teaching of grammar, vocabulary, and phonics, and a communicative approach that fosters independence, spontaneity, and resilience. Across all key stages, lessons immerse students in authentic materials and real-life contexts, broadening horizons and deepening their understanding of diverse perspectives and traditions.</p> <p>Our core values of Commitment, Compassion, Courage, and Creativity guide French learning at Wallington County Grammar School. We empower students to become open-minded global citizens, equipped to interact respectfully and meaningfully in an interconnected world. Our KS3 and KS4 curricula fully meet National Curriculum and new GCSE requirements, embedding phonics, grammar, translation, dictation, and transcription, alongside rich cultural</p>

content including stories, songs, poems, films, and current affairs.

Lessons promote fluency, creativity, and real-world communication, with frequent use of the target language through pair work, role-play, and flipped learning. We embrace digital tools and AI as a bridge to learning, combined with consistent feedback and a range of “Power Tools” (including Sentence Builders, retrieval practice, interleaving, speaking mats, metacognitive strategies, and model answers), to extend learning beyond the classroom and support long-term memory.

Our enrichment programme is a distinctive part of the curriculum and includes:

- Trips abroad (mainly in Year 10)
- Pen pal exchanges with partner schools
- National competitions such as the GCHQ Language Challenge
- Cultural projects and World Film Club
- Year 7 Poetry Competition and creative tasks linking languages and the arts
- Activity Week initiatives and online courses to build exam skills and cultural knowledge

At Key Stage 5, we bridge the GCSE–A-Level gap through focused grammar consolidation, baseline assessments, and tailored support. One-to-one sessions with Foreign Language Assistants offer targeted opportunities to practise spontaneous speaking. Students develop independence and critical thinking through thematic discussions on immigration, family, and work-life balance, alongside the study of literature and film.

Ultimately, our French curriculum promotes far more than academic achievement. It nurtures empathy, curiosity, resilience, and global awareness. It empowers students to communicate meaningfully across cultures and reflect on their place in an evolving, AI-enhanced, and interconnected world.

<p>Subject Curriculum Aims:</p>	<p>Our French curriculum is designed to give students a rich and meaningful understanding of both the language and the cultures of the French-speaking world. It aims to foster confident communication while developing mastery in the key language skills: listening, reading, writing, speaking, grammar, translation, and phonics.</p> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> ● Communicate more confidently and effectively in spoken and written French across real-world contexts, expressing themselves with increasing fluency, accuracy, and spontaneity. ● Understand and analyse a broad range of authentic spoken and written texts (literary extracts, media content, songs, films, and cultural documents), developing skills in inference, gist comprehension, and discerning subtle nuances of tone and perspective. ● Manipulate grammar with a degree of precision and independence, demonstrating control of key tenses, sentence structures, and vocabulary across formal and informal registers. ● Engage critically with cultural perspectives from target-language countries, appreciating diverse traditions, values, histories, and contemporary issues, while making empathetic and meaningful cross-cultural comparisons. ● Build resilience and confidence when approaching unfamiliar language and cultural material, applying effective strategies for decoding, problem-solving, and self-correction. ● Develop critical thinking through analysis of language patterns, exploration of connections between English and foreign languages, and evaluation of the role of human communication in a digital age. ● Use linguistic terminology accurately and confidently to describe and analyse language features, communicating insights clearly both orally and in writing. ● Produce original written work tailored for a variety of purposes and communicative intents, showing a personal voice and creative flair. ● Prepare thoroughly for examinations with targeted practice, retrieval-based learning, and strategies that promote long-term memory and language mastery. ● Lay strong foundations for further language study at A Level, university, or professional contexts where advanced multilingualism is a unique human asset, equipping students with the skills, confidence, and curiosity to continue language learning throughout their lives. <p>Above all, we aim for students to leave Wallington County Grammar School with a lifelong appreciation of languages and the cultural richness they unlock.</p>
<p>GCSE Examination Specifications:</p>	<p>Edexcel: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.html</p>
<p>A Level Examination Specifications:</p>	<p>Edexcel: https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/french-2016.html</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y7	My life Talking about brothers, sisters, and age Describing your classroom & bedroom Talking about likes and dislikes Describing yourself and others Saying what you do	My school Telling the time School subjects and opinions Talking about your school day Learning about a typical French school Saying what there is/isn't in your school	My free time Talking about the weather and seasons Talking about sports and activities you do Talking about what you like doing How to form and answer questions for an interview	My family life Talking about animals Describing your family Describing where you live Talking about breakfast	In town Talking about places in town and where you go at the weekend Saying what you are going to do Talking about plans for a special weekend Ordering drinks and snacks in a café Inviting someone out Revision and cultural projects	
	Assessment 1 Format:	Focus on at least 2 skills among Listening, Reading, Speaking, Writing, and Translation, based on what has been studied so far		Assessment 2 Format:	Focus on at least 3 skills among Listening, Reading, Speaking, Writing, and Translation, based on what has been studied so far	
Y8	My holidays Talking about school holidays Describing a visit to a theme park Saying where you went and how Asking and answering questions Listening for negatives in the perfect tense	Celebrations Talking about festivals and celebrations Describing festivals and special days Buying food at the market Talking about a future trip And the New Year	My leisure time Talking about celebrities and TV programmes Talking about digital technology Arranging to go to the cinema Talking about leisure activities	My small world Talking about where you live Describing your region Talking about how to help at home Talking about daily routine Talking about moving house	Health and fitness Talking and giving opinions about sports Asking the way and giving directions Talking about injury and illness Giving advice Interviewing a sports person Revision and cultural projects	
	Assessment 1 Format:	Focus on at least 2 skills among Listening, Reading, Speaking, Writing, Dictation, and Translation, based on what has been studied so far		Assessment 2 Format:	Focus on at least 3 skills among Listening, Reading, Speaking, Writing, Dictation, and Translation, based on what has been studied so far	
Y9	Media and technology; My personal world (1) Exploring events in the francophone world Talking about what you do online Saying what you do to stay active Talking about what you watch Making plans to go out Saying what you did last weekend Taking part in an interview		My personal world (2) Talking about your identity Talking about your weekend routine Discussing friends and friendship Talking about what people look like Talking about positive role models Talking about celebrations		Studying and my future (1) Learning about school life in francophone countries Talking about school subjects and school life Discussing school rules Talking about making progress at school Talking about what school used to be like when you were younger Talking about learning languages	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Assessment 1 Format:	Focus on at least 2 skills among Listening, Reading, Speaking, Writing, Dictation, and Translation, based on what has been studied so far		Assessment 2 Format:	Focus on at least 3 skills among Listening, Reading, Speaking, Writing, Dictation, and Translation, based on what has been studied so far	
Y10	Lifestyle and wellbeing Describing and giving opinions about dishes Talking about meals and mealtimes Talking about good mental health Describing illness and accidents Saying what you will do to improve your life Talking about lifestyle changes		Travel and tourism Talking about holidays and accommodation Talking about your ideal holiday Discussing what you can see and do on holiday Talking about festivals Reviewing and booking holiday accommodation Talking about staycation activities		My neighbourhood (1) Understanding infographics about the environment Talking about geography and the climate Talking about environmental problems Discussing how we can work together to protect the environment Talking about day-to-day actions to protect the environment Discussing new technologies	
	Assessment 1 Format:	Focus on at least 3 skills among Listening (including Dictation), Reading, Speaking, Writing, and Translation, based on what has been studied so far		Assessment 2 Format:	Focus on at least 3 skills among Listening (including Dictation), Reading, Speaking, Writing, and Translation, based on what has been studied so far	
Y11	My personal world (3)/My neighbourhood (2) Describing your town or village Asking for and understanding directions Talking about shopping for clothes Describing your ideal home Talking about another town or city		Studying and my future (2) Talking about summer plans Talking about future plans and hopes Talking about travelling and earning money Talking about possible future career paths Talking about different jobs		Revision, practice, and official GCSE exams	
	Mock Format:	GCSE exam-style assessments: Speaking (Read aloud, Role play, Picture task), Listening (including a dictation), Reading (including translation into English), and Writing (including a translation into French), based on what has been studied so far		Assessment 2 Format:	GCSE exam-style assessments: at least 2 skills among Speaking (Read aloud, Role play, Picture task), Listening (including a dictation), Reading (including translation into English), and Writing (including a translation into French), based on what has been studied so far	
L6th	Changes in French family structure Music in the French-speaking world Film analysis: <i>Intouchables</i> by Toledano & Nakache		Education in France The role of customs and traditions in Francophone countries Film analysis: <i>Intouchables</i> by Toledano & Nakache		The world of work in France Media and communication in France Film analysis: <i>Intouchables</i> by Toledano & Nakache	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Assessment 1 Format:	A shortened version of the GCE exam-style assessments: Paper 1 (Listening, Reading and Translation into English); Paper 2 (written response to works and translation into French); Paper 3 (Speaking -Task 1 only), based on what has been studied so far		Assessment 2 Format:	GCE exam style assessments: Paper 1 (Listening, Reading and Translation into English); Paper 2 (Written response to works and translation into French); Paper 3 (Speaking- Task 1 only), based on what has been studied so far	
U6th	The positive impact of immigration on French society The challenges of immigration and integration in France Occupied France The Vichy Regime Literary analysis: <i>No et Moi</i> by Delphine De Vigan		The Far right The Resistance Literary analysis: <i>No et Moi</i> by Delphine De Vigan		Revision, practice, and official GCE exams	
	Mock Format:	GCE exam style assessments: Paper 1 (Listening, Reading and Translation into English); Paper 2 (Written response to works and translation into French); Paper 3 (Speaking; Tasks 1 and 2) based on what has been studied so far				

Key Vocabulary

There is an official list of vocabulary that students are expected to master for the GCSE French exam. It includes the words and phrases prescribed by Pearson Edexcel for the 2024 specification and supports students in developing the language needed for reading, listening, speaking, and writing assessments.

You can access the full vocabulary list here: [Pearson Edexcel GCSE French Vocabulary List \(2024 Specification, PDF\)](#)

Suggested Reading List

KS3

Novels (simplified for French learners):

Arsène Lupin, Maurice Leblanc, Adaptation by Jérôme Lechevalier

Fables, Jean de La Fontaine, Adaptation by Jérôme Lechevalier

Le racisme expliqué à ma fille, Tahar Ben Jelloun, adaptation de Jérôme Lechevalier

Novels (original version):

Les aventures de Tintin, Hergé (graphic novels)

Astérix et Obélix, Uderzo et Goscinny (graphic novels)

Les Minimoys, Luc Besson

L'enfant et la rivière, Henri Bosco

KS4

Novels (simplified for French learners):

Un billet pour le commissaire, Régine Boutégège, Susanna Longo

Jeanne d'Arc, adaptation by Lucia Bonato

Poil de carotte, Jules Renard, adaptation by Laura Roger

Un sac de billes, Joseph Joffo, adaptation by Jérôme Lechevalier

Le petit Prince - Antoine de Saint-Exupéry, adaptation by Régine Boutégège

Gargantua et Pantagruel, François Rabelais

Novels (original version):

Notre-Dame de Paris, Victor Hugo

Les trois mousquetaires: Les ferrets de la reine, Alexandre Dumas

Jean de Florette, Marcel Pagnol

Kamo et moi, Daniel Pennac

Trois sucettes à la menthe, Robert Sabatier

Oeuvre poétique, Léopold Sédar-Senghor

KS5

L'Étranger, Albert Camus,
Madame Bovary, Gustave Flaubert
La Nausée, Jean Paul Sartre
Boule de Suif et d'Autres Nouvelles, Guy de Maupassant
Le Docteur Pascal, Emile Zola
Le Malade Imaginaire, Molière
Le Nœud de Vipères, François Mauriac
Hygiène de l'Assassin, Amélie Nothomb
Stupeur et tremblements, Amélie Nothomb
L'Élégance du hérisson, Muriel Barbery
La Part de l'Autre, Eric-Emmanuel Schmitt
Un secret, Philippe Grimbert
Le gone du Chaaba, Azouz Begag