



Queen Elizabeth's Girls' School

Educating Women of the Future

French Key Stage 3 Curriculum

	Topic/Big Question	Focus	National Curriculum
Year 8	What does it mean to belong to the French-speaking world?	Students begin their French learning by exploring the diversity of the francophone world. They learn to talk about nationalities, languages, where they live and their identity before introducing themselves, discussing hobbies, interests and opinions. They develop confidence using the present tense, articles, adjective agreement and high-frequency verbs whilst building secure pronunciation through a structured phonics programme.	GV 1,2,3,4 / LC 1–8
	How do our interests and experiences shape who we are?	Students describe hobbies, online life, the natural world, clothing and appearance. They explain why they enjoy activities, express opinions and begin to describe relationships, role models and aspirations. They extend their use of present tense verbs, comparisons, frequency adverbs and the near future tense.	GV 1,2,3,4 / LC 1–8
	How does school prepare us for the future?	Students discuss school life, subjects, routines and citizenship. They use avoir , faire , aller and the near future to describe everyday life while exploring respect, inclusion and responsible citizenship within school communities.	GV 1,2,3,4 / LC 1–8
	How do culture and sustainability connect people across the francophone world?	Students explore food, festivals, traditions and environmental responsibility across French-speaking countries. They develop cultural understanding while discussing healthy choices, sustainability, inclusion and future ambitions.	GV 1,2,3,4 / LC 1–8

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Year 9	<i>How do our experiences shape our future?</i>	Students discuss holidays, volunteering, travel and memorable life experiences. They use the perfect tense with avoir and être , sequence events and begin combining different past time frames to narrate experiences confidently.	GV 1,2,3,4 / LC 1–8
	<i>How is technology transforming our lives?</i>	Students evaluate technology, social media and life online, comparing the past, present and future. They use the imperfect tense, negative constructions and increasingly manipulate three time frames independently.	GV 1,2,3,4 / LC 1–8
	<i>What can we learn from the francophone world?</i>	Students investigate cities and regions across the francophone world, exploring culture, transport, tourism and urban life. They develop more sophisticated language using comparative and superlative structures, the pronouns y and en , and authentic cultural contexts.	GV 1,2,3,4 / LC 1–8
	<i>How can we improve our wellbeing and the world around us?</i>	Students discuss healthy lifestyles, wellbeing and global challenges such as sustainability and equality. They express opinions, justify ideas and use the future, conditional and si clauses to discuss possible outcomes and solutions, preparing them for GCSE study.	GV 1,2,3,4 / LC 1–8