



Year Group	Learning Cycle 1	Learning Cycle 2	Learning Cycle 3
Year 7 French Students follow the LDP French Scheme of Learning where each lesson is built around a phonics sound and a grammar point. This builds each lesson and new vocabulary is introduced. Existing vocabulary is deliberately revisited to allow the students to build confidence and their working memories	<ul style="list-style-type: none"> • Describing a thing or person • Saying what people have • Describing things • Distinguishing between having and being • Talking about a thing or person • Talking about doing and making things • Saying what people do • Saying what we do • Saying what others do (they) • Saying 'you' (singular and plural) 	<ul style="list-style-type: none"> • Saying how many there are, numbers • Describing people (family) • Saying what people have • Saying what people do (sports) • Saying where people go (places) • Saying where people go (countries) • Asking questions • Using question words • Talking about yourself, to and about someone else 	<ul style="list-style-type: none"> • Asking questions • Using question words • Saying people do not do something • Describing things and people • Asking questions • Expressing future intentions • Saying what you <i>want to</i>, <i>can</i> and <i>must</i> do • Saying what you <i>don't want to</i>, <i>can't</i> and <i>don't have to</i> do • Saying what you <i>know how to</i> do
Year 8 French Students follow the LDP Year 8 French Scheme of learning where each lesson is built around a phonics sound and a grammar point. This builds each lesson and new vocabulary is introduced. Existing vocabulary is deliberately revisited to allow the students to build confidence and their working memories	<ul style="list-style-type: none"> • Asking how to say and write new words in French • Distinguishing between being and having • Talking about jobs • Talking about what, when, where and why you celebrate • Talking about how people celebrate • What happens and doesn't happen • Talking about what you are doing today vs what you did yesterday • Sharing past experiences • People and places in the past • Asking about what happened in the past • Talking about what you do in your free time and where you do it 	<ul style="list-style-type: none"> • Talking about nouns you can't count • What is it like? • Saying what you do or did in a typical day • Talking about what groups of people do • Formal and informal situations: Talking to people you do and don't know • Talking about what you and others do at school • Talking about what you are doing this week and what you do every week • What is it like? Describing things • Talking about what you can, must, will and want to do 	<ul style="list-style-type: none"> • What is it like? Comparing things • Talking about how groups of people do things • Comparing how people do things • Communicating in other languages • Communicating in other languages • Talking about the environment • Asking and answering questions about what people did and have done

	<ul style="list-style-type: none"> Talking about parts and wholes 		
<p>Year 9 French <i>(First yeargroup to follow the new GCSE spec – first examination in 2026)</i></p> <p>Students follow the LDP Year 9 French Scheme of Learning where each lesson is built around a phonics sound and a grammar point.</p> <p>This builds each lesson and new vocabulary is introduced.</p> <p>Existing vocabulary is deliberately revisited to allow the students to build confidence and their working memories</p>	<p>Talking about identity: Describing self and others Cultural events Motivations and goals Following instructions at work Talking about what, where and who you know Things that always, sometimes and never happen Travel activities in France</p> <p>Talking about identity: religion and nationality</p>	<ul style="list-style-type: none"> Staying in a hotel Cultural capital - Le Sénégal and La Révolution française Talking about your day Talking about where you went and what you did Talking about what has happened: Accidents and emergencies Talking about what you do in your free time Talking about what has happened: Crime Describing how things are and how they used to be: French school system 	<ul style="list-style-type: none"> Describing how things are now and how they used to be: Childhood memories "Gender identity and expression: Drag montréalaise; Talking about what happened once vs all the time" Talking about what people did and what they used to do Talking about what you read Helping each other at school Shopping Making decisions about the future Talking about universal experiences: La pandémie de Covid-19 Talking about what you do to yourself Talking about what someone else does to themselves: Refugees in France
<p>Year 10 French <i>(Continuation of old SOL and last year of old GCSE spec)</i></p>	<p>Module 4</p> <p>Topics: Where you live, transport, places in town, weather, ideal towns, taking action to improve where you live Grammar: Conditional, perfect, present and simple future tenses</p> <p>Understanding how to describe a picture or photo</p> <p>Applying more complex grammar to longer pieces of written work</p>	<p>Module 5</p> <p>Topics: Countries, past, future and ideal holidays, hotels and restaurants Grammar: Imperfect, future, simple future and conditional tenses, faire de and jouer à</p> <p>Describing past / present and future holiday plans using a range of tenses</p> <p>Developing a sense of narrative to describe a past holiday</p>	<p>Module 6</p> <p>Topics: Describing your school, subjects, comparing education in France and in England, school rules, making the most of education</p> <p>Grammar: Modal verbs, the imperative</p> <p>Year 10 Exams in Listening, Reading and Writing</p>

		Booking accommodation and making complaints	
Year 10 Spanish <i>(Continuation of old SOL and last year of old GCSE spec)</i>	Module 4 Topics: Where you live, transport, places in town, weather, ideal towns, taking action to improve where you live Grammar: Conditional, perfect, present and simple future tenses Understanding how to describe a picture or photo Applying more complex grammar to longer pieces of written work	Module 5 Topics: Countries, past, future and ideal holidays, hotels and restaurants Grammar: Imperfect, future, simple future and conditional tenses Describing past / present and future holiday plans using a range of tenses Developing a sense of narrative to describe a past holiday Booking accommodation and making complaints	Module 6 Topics: Describing your school, subjects, comparing education in France and in England, school rules, making the most of education Grammar: Modal verbs, the imperative Year 10 Exams in Listening, Reading and Writing
Year 11 French <i>(Continuation of old SOL and penultimate year of old GCSE spec)</i>	Module 7 Topics: Jobs, career paths, ambitions, using languages in a career, interviews Grammar: Agreements, the imperative, the perfect, imperfect, simple future and conditional tenses Preparation for Mock speaking examination Preparation for Year 11 Mock examinations	Module 8 Topics: The planet, protecting the environment, concerns, volunteering, global ethics Grammar: Comparatives and superlatives, regular and irregular verbs in the present tense, complex structures Revision and preparation of final examinations	Revision and preparation of final examinations Students sit the speaking examination at the end of April / beginning of May Students finish their other French papers in Listening, Reading and Writing by start of June

<p>Year 11 German <i>(Continuation of old SOL and penultimate year of old GCSE spec)</i></p>	<p>Module 7</p> <p>Topics: Different jobs, how you earn money, work experience, summer jobs, gap years, plans for the future, the importance of using languages</p> <p>Preparation for Mock speaking examination</p> <p>Preparation for Yearr 11 Mock examinations</p>	<p>Module 8</p> <p>Topics: Environmental and global issues, local actions, healthy lifestyles, international events, natural disasters</p> <p>Revision and preparation of final examinations</p>	<p>Revision and preparation of final examinations</p> <p>Students sit the speaking examination at the end of April / beginning of May</p> <p>Students finish their other German papers in Listening, Reading and Writing by start of June</p>
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