

St Cuthbert Mayne School Curriculum Map



Department: Modern Foreign Languages

Year 10 (French) - new GCSE Specification first examination 2026

The MFL curriculum at STCM is designed to be stimulating, engaging and challenging to all students from the first lesson, regardless of their background in language learning. We aim to create language learners who are: • enthusiastic linguists who see for themselves the point of the subject, whether they intend to pursue languages or not; • resilient, independent and intellectually curious; • confident enough to communicate in the Target Language; • aware of the culture of countries where the Target Language is spoken and respectful of differences between this culture and their own; • used to learning through the study of authentic materials; • confident in manipulating grammar and aware of the similarities and differences between grammar in the Target Language and in English; • able to apply language in new contexts; • ready and able to progress to the next stage of their language learning; • proud of their linguistic achievements. / Key Stage 4 Curriculum Summary. During each half-term students study an integrated, thematic topic that combines an aspect of French culture or history with the core vocabulary and grammar that they might be expected to know at this key stage, and in preparation for their Listening, Speaking, Reading and Writing exams at the end of the year.

Autumn Term 1

GCSE Edexcel Studio Course - Module 1 (Tu as du temps à perdre?)						
Topic/Unit	Unit 1 Ma vie en ligne (my life online)	Unit 2 Tu as une vie active? (do you have an active life?)	Unit 3 Qu'est-ce que tu regardes? (what do you watch?)	Unit 4: Qu'est-ce qu'on va faire? (what are you going to do?)	Unit 5: Qu'est-ce que tu as fait?	Unit 6: J'ai participé aux Jeux de la Francophonie!
Knowledge (Content covered)	Talking about what you do online Using the present tense of regular -er verbs Discussing pros and cons	Saying what you do to stay active Using the present tense of irregular verbs Listening and transcribing in French	Talking about what you watch Forming and answering questions Preparing a role play	Making plans to go out Using the near future tense Understanding and making invitations	Saying what you did last weekend Using the perfect tense Pronouncing é, er, ez correctly	Taking part in an interview Understanding questions in the perfect tense Using two tenses together (present and perfect)
Skills	<u>Grammar:</u>	<u>Grammar:</u> Irregular verbs in present tense: <i>aller</i> ,	<u>Grammar:</u> Asking questions with a question word +	<u>Grammar:</u> Near future (<i>aller</i> + infinitive),	<u>Grammar:</u> Perfect tense: regular -er verbs, auxiliary	

	Regular -er verbs in the present tense Verbs (otherwise regular) in which y changes to ie, e.g. <i>envoyer</i> <u>Skills:</u> Terms for expressing contrasting points of view, e.g. <i>mais, par contre</i> Time frequency expressions (but avoiding negatives), e.g. <i>je fais ça souvent</i>	<i>avoir, être, faire; je bois, je lis</i> Using <i>on</i> to mean 'we' Partitive articles after <i>faire / jouer</i> with activities/instruments <i>au/à la</i> after <i>jouer + sport / aller + place</i> Negatives: <i>ne ... pas</i> <u>Skills:</u> Listening and transcribing in	<i>est-ce que ...</i> (e.g. <i>Qu'est-ce que ...?, Comment est-ce que ...?</i>) <i>quel / quelle / quels / quelles</i> Regular -ir verbs: <i>finir, choisir</i> <u>Skills:</u> Preparing an exam-style role play – launch of transactional role play skill <u>Pronunciation and phonics:</u>	including <i>Ça va être</i> <u>Skills:</u> Telling the time	<i>avoir/être</i> plus past participle and agreement for <i>être</i> verbs (<i>aller</i>) Perfect tense of high-frequency irregular verbs: <i>boire, faire</i> Negatives in the perfect tense, e.g., <i>Je n'ai rien acheté.</i> <i>c'est/c'était / il y a/il y avait</i> (lexical imperfect)	
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	C'est + adjective <u>Pronunciation and phonics:</u> Pronouncing <i>Est-ce que ...? / Qu'est-ce que ...?</i> Watching out for silent final 'e' and silent final consonants such as -s, -t and -x (e.g. <i>chose, jeux</i>); silent verb endings -e, -es and -ent	French – launch of skill Transcribing silent letters Predicting <i>faire</i> translated as 'to go' in English, e.g. <i>faire du vélo</i> ('to go cycling'), <i>faire de la natation</i> ('to go swimming')	<i>qu</i> pronounced as 'k' (<i>quand, que, qui, quel</i>) <i>c</i> pronounced as 'k' in front of letters <i>a, o, u</i> (<i>combien, comédie</i>)		<u>Skills:</u> Giving past-tense opinions with <i>c'était</i> Weekend time expressions Sequencers Using <i>on</i> to say 'we' <u>Pronunciation and phonics:</u> Pronouncing <i>é, er, ez</i> correctly (<i>mangé, manger, mangez</i>)	
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Assessment	Formative: - Recall / recap starters - KO tests - student-led corrections Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)					
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists. Make clear how language study now can benefit all no matter what their future pathway					

Autumn Term 2

GCSE Edexcel Studio Course - Module 2 (Mon clan, ma tribu)					
Topic/Unit	Unit 1 Un week-end en famille	Unit 2 L'amitié est la clé du bonheur	Unit 3 Couleur famille	Unit 4 La place des idoles	Unit 5 Famille, amour, gâteau
Knowledge (Content covered)	Talking about your weekend routine Using reflexive verbs in the present tense Extending sentences using sequencers and connectives	Discussing friends and friendship Making adjectives agree Translating a passage into French	Talking about what people look like Understanding the position of adjectives Describing a photo	Talking about positive role models Using direct object pronouns Using the present and perfect tenses	Talking about celebrations Using the perfect, present and near future tenses Recognising adverbs
Skills	Grammar: Reflexive verbs in present tense (<i>se lever</i>) Possessive adjectives: <i>mon, ma, mes; ton, ta, tes; son, sa, ses</i> Skills:	Grammar: Adjectival agreement for regular adjectives (e.g. <i>patient</i>); some different patterns (<i>sérieux, actif</i>); some irregular adjectives (<i>vieux, beau</i>); no change (<i>sympa</i>)	Grammar: Position of adjectives – most after the noun (e.g. <i>elle a le visage long</i>); some go in front of the noun (e.g. <i>deux jeunes garçons</i>)	Grammar: Direct object pronouns (<i>le, la</i>) Present and perfect tenses contrasted and used together Irregular past participles: <i>né, écrit, devenu, reçu</i>	Grammar: Using present, perfect and near future tenses Adverb formation by adding <i>-ment</i> to feminine form of adjective (e.g. <i>traditionnellement</i>)

	Using sequencers (<i>ensuite, après, plus tard</i>) Using connectives (<i>et, donc, car</i>) <u>Pronunciation and phonics:</u> <i>è / ai / ê (père, j'aime, vêtements)</i> <i>œu / open eu (sœur, heure)</i>	Negative with present tense reflexive verbs <u>Skills:</u> Translating into French Recognising and using qualifiers/intensifiers (<i>très, assez</i>)	Revisiting the present tense <i>il/elle, ils/elles</i> verb forms Present tense in French as equivalent of both simple and continuous present in English, i.e. no need for part of verb 'to be' in French <u>Skills:</u> Describing a photo (preparation for photo card description)	<u>Skills:</u> Using <i>qui</i> to create more complex sentences	<u>Skills:</u> Using <i>chez</i> to mean 'at' or 'to' someone's home (e.g. <i>chez moi</i>) Taking care to use the right tense for the timeframe and form the tense correctly <u>Pronunciation and phonics:</u> Silent <i>-ent</i> at end of plural verbs contrasted with the sounded <i>-ment</i> at end of adverbs
Assessment	Formative: - Recall / recap starters - KO tests - student-led corrections Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)				
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists. Make clear how language study now can benefit all no matter what their future pathway				

Spring Term

GCSE Edexcel Studio Course - Module 3 (Ma vie scolaire)					
Topic/Unit	Unit 1 Quelle est ta matière préférée?	Unit 2 C'est injuste!	Unit 3 As-tu fait des progrès?	Unit 4 Souvenirs d'école	Unit 5 Les langues et l'avenir
Knowledge (Content covered)	Talking about school subjects and school life Using comparative adjectives Giving opinions with reasons	Discussing school rules Using <i>il faut</i> + infinitive Expressing opinions, agreeing and disagreeing	Talking about what has happened at school Using irregular verbs in the perfect tense Pronouncing <i>oi</i> and <i>oy</i>	Talking about what school used to be like when you were younger Using verbs in the imperfect tense Translating into French	Talking about learning languages Using the imperfect, present and near future tenses Using negatives in different timeframes
Skills	Grammar: Comparative adjectival structures: <i>plus</i> + adjective + <i>que</i>, <i>moins</i> + adjective + <i>que</i> Skills: Giving opinions with reasons	Grammar: Use of <i>il (ne) faut (pas)</i> + infinitive Skills: Expressing opinions, agreeing and disagreeing	Grammar: Irregular past participles (<i>lu</i>, <i>fait</i>) Negatives in the perfect tense go around the part of <i>avoir</i> / <i>être</i>	Grammar: Imperfect tense: habitual or continuous actions ('I used to ...'); paradigm of <i>je</i>, <i>tu</i> and <i>il/elle/on</i> forms of regular -er verb (<i>regarder</i>); <i>être</i> stem (<i>ét-</i>)	Grammar: Imperfect, present and near future together Negative phrases (<i>ne ... pas</i>, <i>ne ... jamais</i>, <i>ne ... personne</i>, <i>ne ... rien</i>)

	(including using comparatives)	Looking for familiar words in a text to help with reading comprehension	Saying 'in' a school subject (<i>en musique</i>) <u>Pronunciation and phonics:</u> Pronouncing <i>oi</i> (<i>devoirs, histoire, trois, fois</i>) Pronouncing <i>oy</i> (<i>incroyable</i>)	Indirect object pronoun <i>me/m'</i> ; position (<i>il me parlait, tu m'envoyais des cadeaux</i>) <u>Skills:</u> Asking and answering questions in the imperfect tense <u>Pronunciation and phonics:</u> -s- between vowels in the middle of a word pronounced as 'z' (<i>faisais, maison, télévision</i>)	<u>Skills:</u> Paying attention to the tense used in the question to help locate the answer in a reading text <u>Pronunciation and phonics:</u> -ien
Assessment	Formative: - Recall / recap starters - KO tests - student-led corrections				
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists. Make clear how language study now can benefit all no matter what their future pathway				

Summer Term

GCSE Edexcel Studio Course - Module 4 En pleine forme							
Topic/Unit	Unit 1 Bon appétit!	Unit 2 Bien dans ma peau	Unit 3 Ça ne va pas?	Unit 4 Je change ma vie	Unit 5 Mieux vivre	PPEs (Mock Examinations)	Enrichment film project: La Haine
Knowledge (Content covered)	Talking about meals and mealtimes Using the partitive article (<i>du, de la, de l', des</i>) Using present and perfect tenses in translations	Talking about good mental health Using modal verbs (<i>devoir, vouloir, pouvoir</i>) Giving advice	Describing illness and accidents Using the perfect tense (with both <i>avoir</i> and <i>être</i>) Booking a doctor's appointment	Saying what you are going to do to improve your life Using the near future tense Using <i>plus</i> and <i>moins</i>	Talking about lifestyle changes Using the imperfect, present and near future tenses Distinguishing between tenses when listening	Units 1-4	Watching an authentic French film Discussing the cultural context of the film (immigration)
Skills	<u>Grammar:</u> Partitive articles: <i>du, de la, de l', des</i> meaning 'some'; contraction to <i>de/d'</i> after a negative Perfect tense	<u>Grammar:</u> <i>Tu</i> -form imperative, including negative form (e.g. <i>Ne parle pas.</i>) Modal verbs (present tense) + infinitive	<u>Grammar:</u> <i>à</i> with definite article (<i>au, à la, aux</i>) <i>avoir mal</i> (+ <i>au, à la, aux</i>) Imperatives in <i>tu</i> - and	<u>Grammar:</u> Near future tense, including negatives <u>Skills:</u> Using <i>plus</i> : alone or with adjective/adverb (e.g. <i>je vais aider plus, je</i>	<u>Grammar:</u> Irregular verbs in <i>je</i> form across the three tenses (<i>avoir, être, faire</i>) Negatives revisited: <i>ne ...</i>	Listening Reading Writing	Listening skills Understanding a variety of native French accents Writing a film review using complex

