


# Curriculum Information

## MFL



### What I learn about in the curriculum...

Year		Topics	 How does this build on from previous learning?	The key concepts we cover
7	Autumn 1	<p><b>How do I describe myself and others in French?</b>                      We learn how to introduce ourselves and others. For example, our age, birthday, greetings and using numbers 1-31. We learn how to do this in present tense être and avoir (1<sup>st</sup> and 3<sup>rd</sup> person ).</p>	<p><b>Remembered Knowledge</b> (knowledge that must be retained and remembered over time)  <b>Phonics</b> : ien/ e/ un/ eu/ oi/ qu/ in/ é/ ès / oo                      silent letters (SPDT) h (at the start of words)  <b>Vocabulary</b> : Mon frère/Ma sœur/ Mon ami(e)                      Un, deux, trois.....trente-et un                      Mon anniversaire est le...                      Janvier, février... décembre                      Et  <b>Grammar</b> : Je m'appelle/ s'appelle                      Avoir : J'ai / Il a / elle a                      Etre : Je suis/ il est/ elle est</p>	<ul style="list-style-type: none"> <li>• Describe people, places and things</li> <li>• Say what I and others do regularly</li> <li>• Express likes, dislikes and preferences</li> <li>• Give an opinion</li> <li>• Indicate location</li> <li>• Ask questions</li> <li>• Compare people and things</li> </ul>

Autumn 2	<p><b>How do I describe myself and others in French?</b>  <b>How do I describe where I live?</b>          We look at describing appearances and where we live.          We learn how to introduce myself and others focusing on physical descriptors.</p>	<p><b>Remembered Knowledge</b> (knowledge that must be retained and remembered over time)  <b>Phonics</b> : silent letters: s/ x (cheveux/ yeux/ bruns/ blonds) silent 'h' J'habite          Un/ une, dans/ en (nasal sounds)  <b>Vocabulary</b> : colours to describe hair and eyes, styles of hair          Connectives - et, mais, cependant          Une maison/ un appartement          Dans le centre/ dans la banlieue/ sur la côte          Names of some French regions and French-speaking countries.  <b>Grammar</b> :          Adjective position (before or after ?) and adjectival agreement          e.g. J'ai les yeux <u>bleus</u>, J'habite dans une <u>grande</u> maison          Negative form of verb– Je ne porte pas de...(lunettes) il n'a pas de...(barbe)          Je porte/ il porte/ elle porte  <b>Revisited knowledge:</b>          J'ai/ il a / elle a</p>	<ul style="list-style-type: none"> <li>• Say what I and others have and don't have</li> <li>• Express need and obligation</li> </ul>
	Spring 1	<p><b>How do I describe myself and others in French?</b>          We learn how to describe a family member using adjectives and present tense. We learn how to use numbers 1-100. We learn how to give opinions in French.</p>	

	Spring 2	<p><b>How do I describe myself and others in French?</b>  <b>How do I ask questions in French?</b></p> <p>We learn how to describe our pets, using colours and adjectives, and how to give opinions about them in French.</p>	<p><b>Remembered Knowledge</b> (knowledge that must be retained and remembered over time)</p> <p><b>Phonics</b> : - ez/ é (chez/araignée) in (intelligent/ lapin) qu (qui) oi (poisson/ oiseau) ien (chien)</p> <p><b>Vocabulary</b> :  Pets, Colours, adjectives e.g. petit(e) /grand(e)  Je voudrais avoir/ Je ne voudrais pas avoir de/ qui s'appelle</p> <p><b>Grammar</b> :  Gender – un/ une  Negative form – je n'ai pas de/ je ne voudrais pas avoir de  Adjective agreements – grand(e)/ noir(e)</p> <p><b>Revisited knowledge:</b>  Avoir and être  colours and adjectives</p>
	Summer 1	<p><b>How do I describe myself and others in French?</b>  <b>How do I express opinions in French?</b></p> <p>We learn how to describe where we work and our job. We focus on talking about likes and dislikes, using present tense verbs.</p>	<p><b>Remembered Knowledge</b> (knowledge that must be retained and remembered over time)</p> <p><b>Phonics</b> : - ille (travaille) an (divertissant/ gratifiant)</p> <p><b>Vocabulary</b> :  Jobs  adjectives of opinion  places where people work  il/elle aime, il/elle n'aime pas/ il/elle adore, il/elle déteste</p> <p><b>Grammar</b> :  Adjective agreements –acteur/actrice  Travailler and -er verbs  All parts of être</p> <p><b>Revisited knowledge:</b>  Avoir and être  adjectives</p>

	Summer 2	<p>How do I compare people and things in French? How do I express need in French? We learn how to talk about the school environment and ask questions.</p> <p><b>Introducing myself and others</b> Pencil case items Describing school bag and items Colours Adjectival agreement</p>	<p><b>Remembered Knowledge</b> (knowledge that must be retained and remembered over time) <b>Phonics</b> : silent letter s (plus) qu (que) oi (moins/ besoin) au (aussi) <b>Vocabulary</b> : Plus/moins/aussi... que More adjectives Classroom items <b>Grammar</b> : Possessive pronouns – Mon/ Ma/ <b>Mes</b> Adjective agreements – masc/fem/ <b>plural</b> Negatives : il y a/ il <b>n’y a pas</b> de, j’ai/ je <b>n’ai pas</b> de/ J’ai besoin/ Je <b>n’ai pas</b> besoin de/ mon ami a, mon ami <b>n’a pas</b> de Asking questions – <b>Est-ce que je peux</b> avoir... ? <b>Revisited knowledge:</b> Family, pets, some adjectives Colours</p>	
8	Autumn 1	<p><b>How do I describe myself and others in French?</b> <b>How do I ask questions in French?</b> We learn how to describe our pets, using colours and adjectives, and how to give opinions about them in French.</p>	<p><b>Remembered Knowledge</b> (knowledge that must be retained and remembered over time) <b>Phonics</b> : - ez/ é (chez/araignée) in (intelligent/ lapin) qu (qui) oi (poisson/ oiseau) ien (chien) <b>Vocabulary</b> : Pets, Colours, adjectives e.g. petit(e) /grand(e) Je voudrais avoir/ Je ne voudrais pas avoir de/ qui s’appelle <b>Grammar</b> : Gender – un/ une Negative form – je <b>n’ai pas</b> de/ je <b>ne</b> voudrais <b>pas</b> avoir de Adjective agreements – grand(e)/ noir(e) <b>Revisited knowledge:</b> Avoir and être colours and adjectives</p>	<ul style="list-style-type: none"> <li>• Describe people, places and things</li> <li>• Say what I and others do regularly</li> <li>• Express likes, dislikes and preferences</li> <li>• Give an opinion</li> <li>• Justify an opinion</li> <li>• Say what I and others have and don’t have</li> <li>• Express need and obligation</li> </ul>

Autumn 2	<p><b>How do I describe myself and others in French?</b>  <b>How do I express opinions in French?</b>          We learn how to describe where we work and our job. We focus on talking about likes and dislikes, using present tense verbs.</p>	<p><b>Remembered Knowledge</b> (knowledge that must be retained and remembered over time)  <b>Phonics</b> : - ille (travail) an (divertissant/ gratifiant)  <b>Vocabulary</b> :          Jobs          adjectives of opinion          places where people work          il/elle aime, il/elle n'aime pas/ il/elle adore, il/elle déteste  <b>Grammar</b> :          Adjective agreements –acteur/actrice          Travailler and -er verbs          All parts of être  <b>Revisited knowledge:</b>          Avoir and être          adjectives</p>	
	Spring 1	<p>How do I compare people and things in French?          How do I express need in French?          We learn how to talk about the school environment and ask questions.  <b>Introducing myself and others</b>          Pencil case items          Describing school bag and items          Colours          Adjectival agreement</p>	<p><b>Remembered Knowledge</b> (knowledge that must be retained and remembered over time)  <b>Phonics</b> : silent letter s (plus) qu (que) oi (moins/ besoin) au (aussi)  <b>Vocabulary</b> :          Plus/moins/aussi... que          More adjectives          Classroom items  <b>Grammar</b> :          Possessive pronouns – Mon/ Ma/ <b>Mes</b>          Adjective agreements – masc/fem/ <b>plural</b>          Negatives : il y a/ il n'y a <b>pas</b> de, j'ai/ je n'ai <b>pas</b> de/ J'ai besoin/ Je n'ai <b>pas</b> besoin de/ mon ami a, mon ami n'a <b>pas</b> de          Asking questions – <b>Est-ce que je peux</b> avoir... ?  <b>Revisited knowledge:</b>          Family, pets, some adjectives          Colours</p>

	Spring 2	<p>What you do everyday?</p> <p>Learn how to talk about food and our likes and dislikes.</p>	<p><b>Remembered Knowledge</b> (knowledge that must be retained and remembered over time)</p> <p><b>Phonics :</b> Oi Au An Silent final consonants</p> <p><b>Vocabulary :</b> J'aime, j'adore, je n'aime pas, je déteste Food and drink Adjectives</p> <p><b>Grammar:</b> Present tense Adjectival agreement Du/ de la/ des</p>
	Summer 1	<p>What you do everyday?</p> <p>We learn how to talk about the clothes we wear at different times ( day/year/week/weather conditions/activities )</p>	<p><b>Remembered Knowledge</b> (knowledge that must be retained and remembered over time)</p> <p><b>Phonics :</b> An Au Silent final consonant</p> <p><b>Vocabulary:</b> Clothes Quand il fait chaud.... Quand je joue au foot.... Au collège ..... Souvent ....</p> <p><b>Grammar:</b> Plurals, adjectival agreement and position of adjective</p>
	Summer 2	<p>What you do everyday?</p> <p>Saying what i and others do in our freetime and where</p>	<p><b>Remembered Knowledge</b> (knowledge that must be retained and remembered over time)</p> <p><b>Phonics :</b> An Au Silent final consonant</p> <p><b>Vocabulary:</b> Je joue Je fais Je vais Je reste Sports and activities Places in town Frequency phrases</p> <p><b>Grammar:</b> Adjective agreements and position</p>

Autumn 1	<p>How do we describe ourselves, family and friends? We learn more about tenses. For example, explaining what we have done last weekend (past tense)</p> <p><b>Qui suis je?</b> Family and friends Relationships Present tense</p> <p>Reflexives</p>	<p><b>Remembered Knowledge</b> (knowledge that must be retained and remembered over time)</p> <p><b>Phonics</b> : ien/ e/ un/ eu/ oi/ qu/ in/ é/ ès / oo silent letters (SPDT) h (at the start of words) il <u>y</u>a/ en (m'entends)/ an (dans/ ans), <b>Vocabulary</b> : Mon frère/Ma sœur/ Mon ami(e) À mon avis Dans ma famille, il y a Quand j'étais petit(e), j'étais <b>Grammar</b> : Je m'appelle/ s'appelle Avoir : J'ai / Il a / elle a Etre : Je suis/ il est/ elle est Possessive pronouns – Mon/ Ma/ <b>Mes</b> Adjective agreements – masc/fem/ <b>plural</b> Reflexive verbs</p>	<ul style="list-style-type: none"> <li>• Describe people, places and things</li> <li>• Say what I and others do regularly</li> <li>• Express likes, dislikes and preferences</li> <li>• Give an opinion</li> <li>• Justify an opinion</li> <li>• Indicate location</li> <li>• Ask questions</li> <li>• Recount a past event</li> </ul>
Autumn 2	<p>How do we express a future intention? How do we recount a past event? We learn more about tenses. What we plan to do next weekend. (future)</p> <p><b>Qui suis je?</b> Going out Describing a day out Near future tense</p> <p>Perfect tense</p>	<p><b>Remembered Knowledge</b> (knowledge that must be retained and remembered over time)</p> <p><b>Phonics</b> : 'ay' sound – ais/ er/ é/ es/ ès/ ai</p> <p><b>Vocabulary</b> : Mon frère/Ma sœur/ Mon ami(e) À mon avis /Ce sera Je dirais que je suis J'admire Après avoir</p> <p><b>Grammar</b> : Near future tense – je vais/ on va + infinitive Perfect tense - je suis allé/on est allés/ j'ai mangé etc C'était</p>	<ul style="list-style-type: none"> <li>• Compare people and things</li> <li>• Say what something used to be like</li> <li>• Express a future intention or plan</li> </ul>
Spring 1	<p>How do I say what I do in my free time? We learn how to talk about culture and identity. For example, celebrations.</p> <p><b>Le temps de loisirs</b> Hobbies Technology Depuis + present tense Irregular verbs Negatives Comparatives</p> <p>3 tenses</p>	<p><b>Remembered Knowledge</b> (knowledge that must be retained and remembered over time)</p> <p><b>Phonics</b> : ien/ e/ un/ eu/ oi/ qu/ in/ é/ ès / oo qu (que) 'ay' sound – ais/ er/ é/ es/ ès/ ai</p> <p><b>Vocabulary</b> : Sports and musical instruments Frequency expressions and Opinion phrases</p> <p><b>Grammar</b> : du/de la/des and Au/ à la Je joue/ Je préfère Faire : je fais/ il fait/ elle fait/ on fait</p>	

Spring 2	<p>How do I compare things in French? How do I recount a past event? We learn how to talk about culture and identity. For example reading, music.</p> <p><b>Le temps de loisirs</b> Music TV Reading A night out Depuis + present tense Irregular verbs Negatives Comparatives 3 tenses</p>	<p><b>Remembered Knowledge</b> (knowledge that must be retained and remembered over time)</p> <p><b>Phonics</b> : ien/ e/ un/ eu/ oi/ qu/ in/ é/ ès / oo qu (que) 'ay' sound – ais/ er/ é/ es/ ès/ ai</p> <p><b>Vocabulary</b> : Types of books, music, tv and film Normalement/d'habitude/souvent/quelque fois</p> <p><b>Grammar</b> : Perfect tense – avoir and être je and on forms ...est plus/moins.. que</p>	
Summer 1	<p>How do I talk about my eating habits? How do I talk about what I wear? We learn how to talk about culture and identity. For example TV and film.</p> <p><b>Jours ordinaires, jours de fête</b> Daily life Modal verbs Question words</p>	<p><b>Remembered Knowledge</b> (knowledge that must be retained and remembered over time)</p> <p><b>Phonics</b> : ien/ e/ un/ eu/ oi/ qu/ in/ é/ ès / oo qu (que) 'ay' sound – ais/ er/ é/ es/ ès/ ai</p> <p><b>Vocabulary</b> : Food and drink Vous désirez ? Je voudrais... Quantities Clothes</p> <p><b>Grammar</b> : du/de la/des/de l' Boire and prendre Porter – present and future Adjective agreements Quel/quelle/quels/quelles</p>	
Summer 2	<p>How do I describe celebrations in different tenses?</p> <p><b>Jours ordinaires, jours de fête</b> Daily life and special occasions 3 tenses</p>	<p><b>Remembered Knowledge</b> (knowledge that must be retained and remembered over time)</p> <p><b>Phonics</b> : ien/ e/ un/ eu/ oi/ qu/ in/ é/ ès / oo qu (que) 'ay' sound – ais/ er/ é/ es/ ès/ ai</p> <p><b>Vocabulary</b> : Names of festivals and descriptions Foods for special occasions Shops</p> <p><b>Grammar</b> : Je vais + infinitive Perfect tense – some irregular verbs Imperfect tense – c'était/ il y avait</p>	



Autumn 1

How do I describe where I live?

Over the course of your GCSE qualification, we cover a range of topics from school to the environment. We learn how to describe where we live and what we would like to change about it.

**GCSE Studio : De la ville à la campagne**

Town  
Region  
Weather  
Superlative

Asking questions

**Remembered Knowledge** (knowledge that must be retained and remembered over time)

**Phonics** : Silent letters (SPDT) h (at the start of words)

-ille (ville, tranquille)

y = ee (j'y vais)

**Vocabulary** : places in town, countries

Opinions (I (don't) like, in my opinion)

**Grammar** :

Using 'y' to say 'there'

Depuis + present tense

pouvoir

- Describe people, places and things
- Say what I and others do regularly
- Express likes, dislikes and preferences
- Give an opinion
- Justify an opinion
- Indicate location
- Ask questions
- Recount a past event
- Compare people and things
- Say what something used to be like
- Express a future intention or plan
- Express need and obligation
- Express wishes and desires
- Express feelings and emotions

Autumn 2

How do I recount a past event?

How do I express a future intention?

We will learn how to give our opinion about school and talk about our future aspirations.

**GCSE Studio : De la ville à la campagne**

Si clauses  
Negatives

Using 3 tenses

**Remembered Knowledge** (knowledge that must be retained and remembered over time)

**Phonics** : y, liaison parce qu'il y a, oi, silent letters, eu

'ay' sound – ais/ er/ é/ es/ ès/ ai

**Vocabulary** : places in town, activities and weather phrases (il fait...), opinions

Time phrases

**Grammar** : perfect tense (je suis allé(e))

Negatives

Si expression

Imperfect phrases

Conditional

Spring 1	<p>How do I describe a normal and dream holiday? How do I express wishes and desires?</p> <p>We will focus on international and global events.</p> <p><b>GCSE Studio: Le grand large</b> Holidays Travel Eating out The <i>nous</i> form Comparatives 2 tenses</p>	<p><b>Remembered Knowledge</b> (knowledge that must be retained and remembered over time) <b>Phonics</b> : ‘ay’ sound – ais/ er/ é/ es/ ès/ ai</p> <p><b>Vocabulary</b> : Please/thank you Places, travel, countries</p> <p><b>Grammar</b> : Conditional tense (je form) Using <i>vous</i> Question words</p>	
Spring 2	<p>How do I compare different modes of transport? How do I recount a past holiday?</p> <p><b>GCSE Studio: Le grand large</b> Expressions with <i>avoir</i> 3 tenses</p>	<p><b>Remembered Knowledge</b> (knowledge that must be retained and remembered over time) <b>Phonics</b> : ‘ay’ sound – ais/ er/ é/ es/ ès/ ai Eu (peux) qu (quelle/quai)</p> <p><b>Vocabulary</b> : negative opinions souvenirs Holiday activities Disasters</p> <p><b>Grammar</b> : forming negatives Comparative adjectives Ce/cette/ces Perfect tense (pluperfect for HA pupils only)</p>	
Summer 1	<p>How do I describe my school? How do I express opinions about my school , subjects and rules?</p> <p><b>GCSE Studio: Au college</b> School life Direct object pronouns The <i>ils/elles</i> form <i>Il faut/il est interdit de</i></p>	<p><b>Remembered Knowledge</b> (knowledge that must be retained and remembered over time) <b>Phonics</b> : ‘ay’ sound – ais/ er/ é/ es/ ès/ ai Y sound, silent letters, qu, ien, liaison qu’en</p> <p><b>Vocabulary</b> : school facilities/equipment subjects School rules</p> <p><b>Grammar</b> : Use of <i>il faut/ il est interdit de</i> <i>Il y a/ n’y a pas</i> Comparatives Imperfect</p>	

	<b>Summer 2</b>	<p>How do I recount a school trip? How do I express my future intentions or plans?</p> <p style="text-align: center;"><b>GCSE Studio: Au college</b> School life Imperfect tense Using past, present and future time frames</p>	<p><b>Remembered Knowledge</b> (knowledge that must be retained and remembered over time)</p> <p><b>Phonics</b> : ay' sound – ais/ er/ é/ es/ ès/ ai An/en j'aïlle</p> <p><b>Vocabulary</b> : School trips – where, when, who with, what, opinions Je voudrais + future intentions Je vais + infinitives linked to future intentions</p> <p><b>Grammar</b> : Perfect tense Je voudrais _ infinitive Subjunctive – il faut que j'aïlle</p> <p><b>Revisited knowledge:</b> Some adjectives, opinions</p>	
<b>11</b>	<b>Autumn 1</b>	<p>How do I express my future intentions or plans? How do I express opinions about future plans?</p> <p style="text-align: center;"><b>GCSE Studio: Bon travail</b> Work Money Future plans Conditional tense Simple future Adverbs Imperfect tense</p>	<p><b>Remembered Knowledge</b> (knowledge that must be retained and remembered over time)</p> <p><b>Phonics</b> : - 'ay' sound – ais/ er/ é/ es/ ès/ ai <b>Vocabulary</b> : Interests, Places of work, adjectives of personality Le plus important.. le mieux/ le pire Je veux, je vais + inf, je voudrais + inf (future plans) Adverbs <b>Grammar</b> : Si clauses Avant de/ après avoir Simple future tense – je serai, j'aurai, je ferai Modal verbs – on peut/ on veut <b>Revisited knowledge:</b> Near future Conditional tense</p>	<ul style="list-style-type: none"> <li>• Describe people, places and things</li> <li>• Say what I and others do regularly</li> <li>• Express likes, dislikes and preferences</li> <li>• Give an opinion</li> <li>• Indicate location</li> <li>• Ask questions</li> <li>• Compare people and things</li> <li>• Say what I and others have and don't have</li> </ul>

<p><b>Autumn 2</b></p>	<p>How do I express my feelings about the environment and global issues?</p> <p><b>GCSE Studio : Bon travail</b> Continued <b>GCSE Studio : Un œil sur le monde</b> Social, international and global issues Simple future Modal verbs</p>	<p><b>Remembered Knowledge</b> (knowledge that must be retained and remembered over time) <b>Phonics</b> : - ce qui/ oi/ eu/ tion/ <b>Vocabulary</b> : Interests and concerns/ Le plus grand problème En train de/ J'ai envie de/ Un avantage/ un inconvénient <b>Grammar</b> : Modal verbs –on pourrait/ on devrait Conditional tense Emphatic pronouns <b>Revisited knowledge:</b> On peut/ On doit Imperfect tense Conditional tense</p>	<ul style="list-style-type: none"> <li>Express need and obligation</li> </ul>
	<p>How do I prepare for the GCSE speaking examination?</p> <p><b>GCSE Studio : Un œil sur le monde</b> Continued</p>	<p><b>Remembered Knowledge</b> (knowledge that must be retained and remembered over time) <b>Phonics</b> : - ce qui/ oi/ eu/ tion/ <b>Vocabulary</b> : Interests and concerns/ Le plus grand problème En train de/ J'ai envie de/ Un avantage/ un inconvénient <b>Grammar</b> : Modal verbs –on pourrait/ on devrait Conditional tense Emphatic pronouns <b>Revisited knowledge:</b> On peut/ On doit Imperfect tense Conditional tense</p>	
	<p>Revision</p>	<p><b>Remembered Knowledge</b> (knowledge that must be retained and remembered over time) <b>Role play</b> – Je voudrais, question words, opinions, present tense <b>Describe a photo</b> - Sur la photo il y a .../ mais il n'y a pas de.../ On peut voir.../ Je pense qu'il/elle est.../ Il/elle porte.../ Il/elle est en train de.../ J'aime... parce que.../ Le weekend dernier.../ A l'avenir... <b>Conversation</b> – To be able to talk in the present, past and future tenses on all 4 themes and give and justify opinions.</p>	

	Summer 1	Revision	<p><b>Remembered Knowledge</b> (knowledge that must be retained and remembered over time)</p> <p><b>Role play</b> – Je voudrais, question words, opinions, present tense</p> <p><b>Describe a photo</b> - Sur la photo il y a .../ mais il n’y a pas de.../ On peut voir.../ Je pense qu’il/elle est.../ Il/elle porte.../ Il/elle est en train de.../ J’aime... parce que.../ Le weekend dernier.../ A l’avenir...</p> <p><b>Conversation</b> – To be able to talk in the present, past and future tenses on all 4 themes and give and justify opinions.</p>	
	Summer 2	Revision	<p><b>Remembered Knowledge</b> (knowledge that must be retained and remembered over time)</p> <p><b>Role play</b> – Je voudrais, question words, opinions, present tense</p> <p><b>Describe a photo</b> - Sur la photo il y a .../ mais il n’y a pas de.../ On peut voir.../ Je pense qu’il/elle est.../ Il/elle porte.../ Il/elle est en train de.../ J’aime... parce que.../ Le weekend dernier.../ A l’avenir...</p> <p><b>Conversation</b> – To be able to talk in the present, past and future tenses on all 4 themes and give and justify opinions.</p>	

	<b>Information</b>
Personal Development within the Curriculum	

Extra Curricular Opportunities	<ul style="list-style-type: none"> <li>• Film club</li> </ul>
Assessment	<p><b>Key Stage 3</b>  Listening, speaking, reading and writing.  Diagnostic quizzing for year 7 and 8. In class tests in all 4 skills for all year groups  All year groups assessed throughout the school year covering all 4 skills, plus regular diagnostic quizzing</p> <p><b>Key Stage 4</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
Qualification Information	<p><a href="https://qualifications.pearson.com/content/dam/pdf/GCSE/French/2016/specification-and-sample-assessments/Specification-Pearson-Edexcel-Level-1-Level-2-GCSE-9-1-French.pdf">https://qualifications.pearson.com/content/dam/pdf/GCSE/French/2016/specification-and-sample-assessments/Specification-Pearson-Edexcel-Level-1-Level-2-GCSE-9-1-French.pdf</a></p>
Ways to Support your Child in this subject	<p>Encourage your child to try the following ideas;  Change the language of their phone and IT equipment into French  Watch DVDs with French subtitles  Listen to French radio and music  Read books they know already in French  How you can help;  Test them using the knowledge organisers</p> <p>Purchase revision guides:  <a href="https://www.pearsonschoolsandcolleges.co.uk/secondary/subjects/modernlanguages/studio-edexcel-gcse-french?productType=a15b9e29-9550-4a80-9fb8-217fdddc5afd&amp;series=63c42a02-3f5f-4d3f-82d7-c983b3a4d518#products">https://www.pearsonschoolsandcolleges.co.uk/secondary/subjects/modernlanguages/studio-edexcel-gcse-french?productType=a15b9e29-9550-4a80-9fb8-217fdddc5afd&amp;series=63c42a02-3f5f-4d3f-82d7-c983b3a4d518#products</a></p> <p>Try this link to a Padlet page which includes links to many revision resources:  <a href="https://padlet.com/juliacairns01/lekazh99srqqc0x">https://padlet.com/juliacairns01/lekazh99srqqc0x</a></p>