



SUBJECT French -KS3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Describing things and people Asking questions	Describing what people have Distinguishing between having and being Saying 'the' Using numbers Talking about family and belongings Christmas traditions in France	Saying what people do Family and saying 'my' and 'your'.	Saying where people go Asking questions Talking about places in town Holidays	Understanding how verbs change and recognising verb patterns Talking about games and sports	Regular -RE and -IR verbs Talking about the future Film study Art project
	Grammar: être verb paradigm; adjective agreement	Grammar : avoir verb paradigm Avoir vs être using du, de la, de l' and des ; Possessive adjectives : mon/ma/mes ; ton/ta/tes ;	Grammar : faire verb paradigm ; faire for meanings other than to do/make mon/ma/mes, ton/ta/tes	Grammar : aller verb paradigm au/à la/ aux/ à l' Plural nouns Countries	Grammar : regular -ER verb paradigm Two verb structures e.g. j'aime faire... jouer à	Grammar: regular -RE and -IR verb paradigm (present tense) Using the futur proche (near future, e.g. <i>je vais visiter/I am going to visit</i>)
Support at home						
Use OneNote grammar tab to consolidate grammar topics covered. Use Quizlet for weekly vocab and Phonics tab in OneNote for pronunciation.						
Assessments:	10 assessments over year. 2 per half term: first half – listening and speaking second half – reading and writing			Careers in the Curriculum: having a language is only an asset when considering careers. Obvious choices for French are in the following sectors: advertising, marketing, sports promotion, cosmetics, engineering, aviation, TV, journalism, law, international business, finance, telecoms, media, interpreting, translating and teaching.		



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	<p>Asking questions</p> <p>Making sentences negative</p> <p>Describing things and people using adjectives</p> <p>Talking about the future</p> <p>Saying you want, have and can do something</p>	<p>Common irregular - RE verbs (present tense)</p> <p>Asking questions using inversion</p> <p>Using negatives</p> <p>Using irregular adjectives</p> <p>Christmas traditions in France</p>	<p>Expressing future intentions</p> <p>Saying what you want and have to do</p> <p>Saying what you can and know how to do and what you can't and don't know how to do</p> <p>Talking about jobs</p>	<p>Talking about what, when, where and why you celebrate</p> <p>Celebrations</p> <p>Comparing past with present activities</p> <p>Sharing past experiences</p>	<p>Authentic text to analyse</p> <p>What you do in your free time and hobbies</p> <p>Talking about what people do in their spare time</p> <p>School</p> <p>Regular activities you do</p>	<p>Saying what something is like</p> <p>Revision of all grammar and topics taught over year</p> <p>Writing assessments</p> <p>Cultural project</p> <p>Film project N.B. Y8 2023-24 to do music/band or artist instead of above as they did this at the end of Y7.</p>
	<p>Grammar: Questions using inversion</p> <p>ne... pas around the verb</p> <p>conjugation of common irregular verbs (e.g. dormir) Adjectives that come before the noun (BAGS adjectives)</p> <p>Irregular feminine adjectives</p> <p>Near future (aller + infinitive)</p>	<p>Grammar: Common irregular - RE verbs</p> <p>inversion questions with two verbs</p> <p>Asking questions</p> <p>Ne... pas</p> <p>Irregular feminine adjectives (e.g. belle, vieille etc)</p>	<p>Grammar: Near future tense <i>aller</i> + infinitive</p> <p>Modal verbs : pouvoir, savoir, vouloir and pouvoir</p> <p>Feminine nouns (and how they change)</p>	<p>Grammar : Using 'on'.</p> <p>-ER verbs (present tense) Dates</p> <p>Perfect tense with 'avoir'</p> <p>Using 'ce, cet, cette, ces'</p> <p><i>il y a vs il y avait</i></p>	<p>Grammar: du, de la, des, de l'</p> <p>verb conjugation of sortir, venir and choisir</p> <p>definite article</p>	<p>Grammar : Revision of all grammar over year.</p> <p>Practice papers</p>



	Using inversion with two verbs					
	Modal verbs (vouloir, pouvoir, devoir)					
	Prepositions en, dans, pour, à					

Support at home						
Use OneNote grammar tab to consolidate grammar topics covered. Use Quizlet for weekly vocab and Phonics tab in OneNote for pronunciation.						

Assessments:	<p>10 assessments over year.</p> <p>2 per half term: first half – listening and speaking second half – reading and writing</p>	<p>Careers in the Curriculum: having a language is only an asset when considering careers. Obvious choices for French are in the following sectors: advertising, marketing, sports promotion, cosmetics, engineering, aviation, TV, journalism, law, international business, finance, telecoms, media, interpreting, translating and teaching.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	<p>Describing where something is</p> <p>Games and freetime activities</p> <p>Sports you play</p>	<p>Comparing things</p> <p>Talking about things in the future</p> <p>Using modal verbs (to have to, to know, to be able to, to want to)</p>	<p>Talking about things that are happening now and things that have happened</p> <p>Using the perfect tense</p> <p>Talking about aches and pains and saying something hurts</p>	<p>Talking about verbs in the past tense using être</p> <p>Practice talking about things in the past</p>	<p>Talking about things you USED to do in the past</p> <p>Comparing different past tenses and knowing when to use them</p>	<p>Telling the time</p> <p>Using reflexive verbs (present tense)</p> <p>Cross-curricular project (Oracy, C21st learning and Drama): research and creation of a product which is then promoted and presented to whole class. Competition between students.</p>
	<p>Grammar:</p> <p>prepositions</p> <p>partitive article (du/de la/des/de l')</p> <p>Jouer + de for instruments</p>	<p>Grammar :</p> <p>Comparatives (plus...que ; moins....que)</p> <p>Devoir, savoir, pouvoir, vouloir verb paradigms)</p>	<p>Grammar :</p> <p>Perfect tense (regular verbs taking avoir)</p> <p>Avoir revision</p> <p>Common irregular past participles</p> <p>Avoir mal + à</p>	<p>Grammar:</p> <p>MRS VAN DE TRAMP verbs;</p>	<p>Grammar:</p> <p>Imperfect tense</p> <p>Imperfect vs. Perfect tense</p>	<p>Grammar:</p> <p>Numbers up to 60</p> <p>Il est + time</p> <p>Reflexive verbs (present tense)</p> <p>Reflexive verbs with Direct Object Pronouns</p>
Support at home	<p>Use OneNote grammar tab to consolidate grammar topics covered. Use Quizlet for weekly vocab and Phonics tab in OneNote for pronunciation.</p> <p>www.languagesonline.org.uk for consolidation of grammar points</p>					
Assessments:	<p>10 assessments over year.</p> <p>2 per half term: first half – listening and speaking second half – reading and writing</p>			<p>Careers in the Curriculum: having a language is only an asset when considering careers. Obvious choices for French are in the following sectors: advertising, marketing, sports promotion, cosmetics, engineering, aviation, TV, journalism, law, international business, finance, telecoms, media, interpreting, translating and teaching.</p>		

SUBJECT French -KS4. Both Y10 and Y11 are mixed classes, therefore both Higher and Foundation grammar and exercises are taught simultaneously.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<p>Qui suis-je ?</p> <ul style="list-style-type: none"> Talking about friends and what makes a good friend Talking about family relationships Making arrangements to go out Describing a night/day out with friends Talking about life when you were younger Discussing role models 	<p>Le temps des loisirs</p> <ul style="list-style-type: none"> Talking about sport Talking about life online and technology Talking about books and reading; reading habits and music Talking about tv programs and preferences Talking about actors and films Talking about a night out with friends 	<p>Jours ordinaires, jours de fête</p> <ul style="list-style-type: none"> Describing daily life Shopping for clothes Using polite language Talking about and shopping for food for celebrations and a special meal Describing family celebrations Describing festivals and traditions 	<p>De la ville à la campagne</p> <ul style="list-style-type: none"> Describing a region Talking about your town/village/neighbourhood or district/area Discussing what to see and do Finding out tourist information Discussing plans and the weather Describing community projects 	<p>Le Grand Large</p> <ul style="list-style-type: none"> Talking about an ideal holiday/saying what you do and did on holiday Booking and reviewing hotels Ordering in a restaurant Talking about travelling Talking about holiday disasters 	<p>Bon Travail</p> <ul style="list-style-type: none"> Discussing career choices / work preferences Talking about plans, hopes and wishes Applying for jobs Talking about how you earn money Understanding case studies Discussing work experience Summer Mock Assessments and feedback
	<p>Grammar:</p> <ul style="list-style-type: none"> Adjectival agreement Indefinite and definite articles Prepositions (du, de la, des, de l' ; au, à la, aux, à l') 	<p>Grammar:</p> <ul style="list-style-type: none"> Using <i>depuis</i> + present tense Using comparatives Using irregular present tense verbs Imperfect tense Using negatives Using object pronouns Using superlatives 	<p>Grammar:</p> <ul style="list-style-type: none"> Pouvoir and devoir (present tense) Saying 'which' and 'this/that' (<i>quel(le)(s), ce/cette/c'/cet/ces</i>) Asking questions in the <i>tu</i> and <i>vous</i> form 	<p>Grammar:</p> <ul style="list-style-type: none"> Using the superlative Irregular adjectives (e.g. beau/belle) Using negatives Imperfect tense Asking questions using <i>quel(le)(s)</i> 	<p>Grammar:</p> <ul style="list-style-type: none"> Using the conditional Present and perfect tenses Reflexive verbs in the perfect tense Using <i>en</i> + present participle (e.g. <i>en arrivant</i>, 	<p>Grammar:</p> <ul style="list-style-type: none"> Saying 'better/worse' and 'the best/the worst' (comparatives/superlatives) Using the conditional Simple future tense Understanding the subjunctive mood



	<ul style="list-style-type: none"> Regular -ER verbs in the present tense Irregular verbs in the present tense Reflexive verbs in the present tense Possessive adjectives Reflexives with prepositions Emphatic pronouns Using near future tense Using perfect tense Using tenses together 	<ul style="list-style-type: none"> Perfect tense with être (MRS VAN DE TRAMP) 	<ul style="list-style-type: none"> Inversion questions Using <i>est-ce que</i> to ask questions Using the pronoun <i>en</i> Using present and near future tenses together Asking questions using <i>est-ce que</i> and <i>qu'est-ce que</i> 	<ul style="list-style-type: none"> Using simple future tense Using <i>si</i> clauses Using present, perfect and future tenses together 	<ul style="list-style-type: none"> <i>je...)</i> to mean 'while', 'by', or 'on' doing/arriving etc. Using expressions with <i>avoir</i> <i>Avant de</i> + infinitive Practice with the comparative Pluperfect tense Using three time frames 	<ul style="list-style-type: none"> Direct object pronouns in the perfect tense Using present, perfect and conditional together Verbs followed by <i>à</i> or <i>de</i> Using perfect and imperfect tenses together
<p>Support at home</p>						
<p>www.thisislanguages.com for grammar, vocab, listening and speaking practice/revision www.languagesonline.org.uk for grammar practice Quizlet for vocab practice OneNote for Speaking Booklet – General Conversation question preparation and practice Text book studied: AQA Studio (Higher and Foundation). N.B. both tiers taught in lessons as the classes are mixed ability. Generally Higher is taught with some activities given aiming at Foundation and some for Higher to push those that are capable of understanding Higher grammar concepts.</p>						
<p>Assessments:</p>	<p>10 per year, including mocks. 2 x skills tested per half term: first half of term – Listening and Speaking; second half of term – Reading and Writing</p>		<p>Careers in the Curriculum: having a language is only an asset when considering careers. Obvious choices for French are in the following sectors: advertising, marketing, sports promotion, cosmetics, engineering, aviation, TV, journalism, law, international business, finance, telecoms, media, interpreting, translating and teaching.</p>			



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	<ul style="list-style-type: none"> All 3 themes listening and speaking practice All 3 themes reading and writing practice Tense revision Translation practice Exampro topic tests Exam techniques 	<ul style="list-style-type: none"> Translation into English practice Translation into French practice Writing practice Vocab revision and testing 	<ul style="list-style-type: none"> Mocks feedback Identifying areas of weakness Personalised Revision Action Plan Topic Tests 	<ul style="list-style-type: none"> Second set of mini mocks analysed and further weak areas identified Speaking booklet General Conversation answers practice and learning by heart Role play cards Photocard practice 		
	<p>Grammar:</p> <ul style="list-style-type: none"> Using 3 time frames Higher level phrases 	<p>Grammar:</p> <ul style="list-style-type: none"> All tenses practice Adjective agreement Formation of tenses and recognition of when to use them 	<p>Grammar:</p> <p>Individual weak areas identified and practised</p>	<p>Grammar:</p> <p>Individually identified weak spots.</p>		
Support at home:						
<p>www.thisislanguagel.com for grammar, vocab, listening and speaking practice/revision</p> <p>www.languagelonline.org.uk for grammar practice</p> <p>Quizlet for vocab practice</p> <p>OneNote for Speaking Booklet – General Conversation question preparation and practice</p> <p>QR coded Listening and Reading practice papers uploaded to OneNote (15 of each)</p> <p>Grammar Booklets on OneNote</p> <p>Vocab themes on OneNote and general vocab</p> <p>Speaking booklet General Conversation practice</p> <p>Use CROISSANT learning mat uploaded to OneNote for what to include in writing and speaking (e.g. higher-level phrases), tense formation explanation</p>						
Assessments:	2 x full assessments of 4 papers each during Autumn and Spring Terms (Mocks and Mini Mocks)			Careers in the Curriculum: having a language is only an asset when considering careers. Obvious choices for French are in the following sectors: advertising, marketing, sports promotion, cosmetics, engineering, aviation, TV, journalism, law, international business, finance, telecoms, media, interpreting, translating and teaching.		



SUBJECT French - KS5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	<p>La famille en voie de changement :</p> <p>1.1 La vie de couple : nouvelles tendances</p> <p>1.2 Monoparentalité homoparentalité, familles recomposées</p> <p>1.3 Grand-parents, parents et enfants : soucis et problèmes</p>	<p>La cyber-société :</p> <p>2.1 Comment la technologie facilite la vie quotidienne</p> <p>2.2 Quels dangers la cyber-société pose-t-elle ?</p> <p>2.3 Qui sont les cybernautes ?</p> <p>Film study : Entre les Murs.</p> <p>Analyse themes and topics within film; answer questions on specific topics</p>	<p>Le role du bénévolat</p> <p>3.1 Qui sont et que font les bénévoles ?</p> <p>3.2 Le bénévolat : quelle valeur pour ceux qui sont aidés ?</p> <p>3.3 Le bénévolat : quelle valeur pour ceux qui aident ?</p> <p>Film study : Entre les Murs</p> <p>Assessment</p> <p>Une culture fière de son patrimoine</p> <p>4.1 Le patrimoine sur le plan national, régional et local</p>	<p>4.2 Le patrimoine et le tourisme</p> <p>4.3 Comment le patrimoine reflète la culture</p> <p>Assessment</p> <p>La musique francophone contemporaine</p> <p>5.1 La diversité de la musique francophone contemporaine</p> <p>Film study : Entre les Murs</p> <p>5.2 Qui écoute et apprécie la musique francophone contemporaine ?</p> <p>5.3 Comment sauvegarder la musique francophone contemporaine ?</p> <p>Assessment</p>	<p>Le septième art</p> <p>6.1 Pourquoi le septième art ?</p> <p>6.2 Evolution du cinéma : les grandes lignes</p> <p>6.3 Le cinéma : une passion nationale</p> <p>Film study : Entre les Murs</p>	<p>Preparation for AS exam</p>



Support at home						
Assessments:	2 La famille en voie de changement 3 La Cyber-société 4 Le role du bénévolat 5 Essay on Film Study			Careers in the Curriculum: having a language is only an asset when considering careers. Obvious choices for French are in the following sectors: advertising, marketing, sports promotion, cosmetics, engineering, aviation, TV, journalism, law, international business, finance, telecoms, media, interpreting, translating and teaching.		



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 13	<p>Les aspects positifs d'une société diverse</p> <p>1.1 L'enrichissement dû à la mixité ethnique</p> <p>1.2 Diversité, tolérance et respect</p> <p>1.3 Diversité – un apprentissage pour la vie</p> <p>Quelle vie pour les marginalisés ?</p> <p>2.1 Qui sont les marginalisés ?</p> <p>2.2 Quelle aide pour les marginalisés ?</p> <p>2.3 Quelles attitudes envers les marginalisés ?</p> <p>Book study : Un Sac de Billes</p> <p>Individual Project Research</p>	<p>Comment on traite les criminels</p> <p>3.1 Quelles attitudes envers la criminalité ?</p> <p>3.2 La prison – échec ou succès ?</p> <p>3.3 D'autres sanctions ?</p> <p>Les ados, le droit de vote et l'engagement politique</p> <p>4.1 Pour ou contre le droit de vote ?</p> <p>4.2 Les ados et l'engagement politique – motivés ou démotivés ?</p> <p>4.3 Quel avenir pour la politique ?</p> <p>Book study : Un Sac de Billes</p> <p>Individual Research Project</p>	<p>Manifestations, grèves – à qui le pouvoir ?</p> <p>5.1 Le pouvoir des syndicats ?</p> <p>5.2 Manifestations et grèves – sont-elles efficaces ?</p> <p>5.3 Attitudes différentes envers ces tensions politiques ?</p> <p>La politique et l'immigration</p> <p>6.1 Solutions politiques à la question de l'immigration</p> <p>6.2 L'immigration et les partis politiques</p> <p>Book study : Un Sac de Billes</p>	<p>6.3 L'engagement politique chez les immigrés</p> <p>Revision of A Level year One topics (AS Level)</p> <p>Practice papers and questions</p> <p>Book Study</p> <p>IRP – practice presentation</p>	<p>Preparation for speaking assessment;</p> <p>Preparation for Paper 1 and 2</p> <p>Grammar revision and practice</p>	
	<p>Support at home</p>	<p>www.languagesonline.org.uk</p> <p>www.conjuquemos.com</p>				



	<p>Kerboodle OneNote – grammar www.s-cool.co.uk/a-level/french www.languagesonline.org.uk http://french.about.com www.verb2verbe.com www.laits.utexas.edu/fi/ www.frenchexams.org www.realfrenchplus.net www.frenchinaclick.com www.targetlanguage.co.uk/contents.html www.alevelfrench.com www.didieraccord.com www.bonjourdefrance.com www.frenchexams.org www.lepointdufle.net www.bbc.co.uk/languages/french www.synonymes.com www.uni.edu/becker/french31.html</p> <p>Hodder Study Guide: Un sac de billes Hodder Study Guide : Entre les murs</p>			
<p>Assessments:</p>	<p>Mock exams : w/c 27 November and 4 December</p>		<p>Careers in the Curriculum: having a language is only an asset when considering careers. Obvious choices for French are in the following sectors: advertising, marketing, sports promotion, cosmetics, engineering, aviation, TV, journalism, law, international business, finance, telecoms, media, interpreting, translating and teaching.</p>	