

Year 7

Grammar is taught and reviewed as an on-going priority in lessons. The new GCSE has a strong focus on grammar so students need to be well prepared. Translation (both ways) is an integral part of the lesson by lesson teaching as it features in the new GCSE. It is another way of reinforcing grammar as well as vocabulary. Each unit of work is approximately 8 lessons, based on a 2/3 lesson per fortnight basis.

During Year 7 students will cover the following topics and grammar:

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and, in the future.					
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future.					
Subject Intent	Inspiring independent lifelong language learners with a curiosity for different countries and cultures.					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	Module 1 La rentrée <i>Greetings, how one is, days, introducing oneself</i>	Module 2 En classe <i>School & routine</i>	Module 3 Mon temps libres <i>Sports & activities</i>	Module 4 Ma vie en famille <i>Family, pets and home</i>	Module 5 En ville <i>Town, places & ordering food and drink</i>	Learning Retrieval /Cultural Project
Key Content	1.Classroom instructions and requests in the target language/alphabet 2. Phonics: what single letters and combination of letters sound 3. Describing my classroom 4.Name/age/birthday /likes/dislikes 5. Describing yourself and others	1. Colours and telling the time 2. School subjects/opinions and reasons 3. Time revisit and school day 4. Learning about a French school 5.Retrieval/summative assessment	1. Seasons and weather 2. Sports/Opinions and reasons 3.Leisure activities and hobbies (lire, faire du shopping, jouer aux jeux vidéos, aller en ville, retrouver les copains...) 4. Talking about what you like doing 5.Asking and answering	1.Pets and higher numbers 2.Family member descriptions 3. Physical descriptions 4. Describing personality 5. Where I live 6. Breakfast 7.Retrieval/summative assessment	1. Places in town 2. Saying where you go at the weekend 3. Inviting someone out 4. Ordering drinks and a snack 5.Saying what you are going to do 6. Retrieval/summative assessment	1.Create a video about yourself 2. Describe your ideal school 3.Create an interview with a celebrity from a Francophone country 4.Create a cartoon family 5.Plan a weekend in a French speaking city 6. French films/stories

	6. Saying what you do 7. Retrieval/summative assessment		questions 6. Retrieval/summative assessment			
Intent						
How does this link to your intent?	Curiosity for a different language	Curiosity for a different culture	Confidence - developing personal opinions	Equity - consolidating sense of personal identity/understanding others	Confidence to communicate in a different country	Equity - increasing awareness of cultural capital
Sequencing						
Why this and why now?	This first module contains all the foundation language and basics in terms of personal details. It introduces pupils to two of the most important and key irregular verbs, avoir and être , as well as to regular er verb patterns that they will need for study throughout all subsequent units in this module when expressing opinions for example, as well as all subsequent modules and topic areas.	This module continues to introduce key irregular verbs with faire first if all in the context of school. It also revisits regular er verbs that pupils studied in the previous module, but in this case in the context of opinions linked to school subjects as well as with the verb porter linked to school uniform	This module continues the work on regular er verbs from the previous two units, linking opinions learned in Unit 1 and Unit 2 to sports, as well as introducing the regular er verb jouer , which follows the previously learned regular er patterns. This module also revisits the verb faire from the previous module of school subjects and links it to sporting activities.	This module revisits the irregular verb avoir from Module 1 linking it to pets this time. This module also transfers previously learned rules about er verbs to the verb manger so that pupils are able to say what they eat for breakfast as well as to habiter in order to describe where they live. Finally, pupils are introduced to irregular re verb boire for the first time.	This final module introduces the final key irregular verb aller , which means that throughout Year 7 pupils have now encountered the four key irregular French verbs of avoir, être, faire and aller . Aller is needed in this final module to describe where people go, and is necessary for Unit 5 in this module where pupils are introduced to the idea of using two tenses together for	This module allows for any catch up and/ or challenge work in order to flip learning forward and build on cultural capital.

					the first time, which prepares them for Year 8 when they are required to do so more formally in Modules 1 and 2. Prior knowledge of the verb aller is essential for year 8 Module 2 where pupils talk in the Future tense.	
National Curriculum Audit	✓	✓	✓	✓	✓	✓
Key concepts / Vocabulary/Grammar	<ul style="list-style-type: none"> • Ça va? (How are you?) • Oui ça va (très bien merci (Yes I am (very) good thank you) • Non ça ne va pas et toi? (No I am not good and you?) • Ça va pas mal / bof (I am not bad / okay) • Comment t'appelles-tu? (What is your name?) 	<ul style="list-style-type: none"> • Il y a (there is / are) • Et (and) • Mais (but) • Cependant (however) • Parce que / car (because) • C'est (it is) • J'aime (I like) • J'adore (I love) • Je n'aime pas (I don't like) • Je déteste (I hate) 	<ul style="list-style-type: none"> • Quel temps fait-il? (What's the weather like?) • Il fait beau (It's weather's nice) • Je joue...(I play) • Je suis/je ne suis pas..(I am/am not) • Qu'est-ce que tu fais? (what do you do?) • Je fais..(I do) • On fait....(we do) 	<ul style="list-style-type: none"> • As-tu un animal? (Do you have an animal?) • J'ai...(I have) • Quatre-vingts (80) • Quatre-vingt-dix (90) • De taille moyenne (medium-sized) • Où habites-tu? (Where do you live?) • Petit-déjeuner (breakfast) 	<ul style="list-style-type: none"> • Qu'est-ce qu'il y a dans..? (what is there in....?) • Où vas-tu le weekend? (Where are you going at the weekend?) • Tu veux aller...? (Do you want to go....?) • Ce soir/weekend (tonight/at the weekend) 	<ul style="list-style-type: none"> • Aller (to go) • Avoir (to have) • Être (to be) • Faire (to do) • Je vais (I go/am going) • Je vais + infinitive (I am going to...) • Je voudrais (I would like)

	<ul style="list-style-type: none"> • Je m'appelle... (My name is...) • Comment ça s'écrit? (How do you spell it?) • Ça s'écrit... (It is spelt...) • Quel âge as-tu? (How old are you?) • J'ai onze / douze ans. (I am 11 / 12 years old) • C'est quand ton anniversaire? (When is your birthday?) • Mon anniversaire c'est le day + month (My birthday is on day + month) <p>Grammar Page 28</p>	<ul style="list-style-type: none"> • Porter (to wear) <p>Grammar Page 52</p>	<ul style="list-style-type: none"> • Est-ce que tu aimes...? (Do you like....?) • Ennuyeux (boring) <p>Marrant (funny)</p> <p>Grammar Page 76</p>	<ul style="list-style-type: none"> • Grincheux (-se) grumpy <p>Faire un pique-nique (have a picnic)</p> <p>Grammar Page 100</p>	<ul style="list-style-type: none"> • Rendez-vous à...(Let's meet at...) • Vous désirez? (What would you like?) • Je voudrais (I would like) <p>C'est combien? (How much is it?)</p> <p>Grammar Page 124</p>	
<p>Learning Outside the Classroom / Cultural Capital/Opporunities</p>	<p>French celebrations and typically French names. French footballer from the Ivory Coast reading comprehension (Other French speaking countries).</p>	<p>How schools are named in France, how school timetables and menus look. Types of subjects studied in French school. Similarities and differences</p>	<p>Mardi Gras Chandleur BAME focus - Medhy Metella (swimmer), Marie José Percec (retired athlete) and Marie Tabarly French (sailor and navigator).</p>	<p>Easter in France Capital cities and flags of nine European countries, and how the plurals of nouns ending in u work in French.</p>	<p>The attractions of the city of Paris, typically French café foods and drinks. Places that are French to visit, such as chateaux. More about Paris tourist destinations</p>	<p>Bastille Day 14th July School customs in France French celebrities French cartoons Francophone</p>

	<p>Differences between French and English classrooms. Facts about where French is spoken in the world. Pronunciations linked to nasal sounds, which are common in many French words. Tintin and the popularity of French cartoons (first teaching). Talking about la rentrée scolaire and what this means for French children and families.</p>	<p>compared with England. Talk about the French not wearing school uniform. Use of the 24 hour clock predominantly in France. Differences between French and English menus. Discussion of the types of French schools (maternelle, école, college, lycée). *Christmas Double page of work complete if time in December Pgs.50-51 Careers related enrichment <ul style="list-style-type: none"> • Describing school life in France and what it's like to be in a French school. </p>	<p>French speaking countries (pays francophones), and pronunciations linked French sports, with a focus on pétanque. Information about colonies de vacances. Sports in the French Alps. Draw attention to the fact that technology and social media is just as popular with young people in France as it is in England. Show pupils French versions of You tube etc. Cultural Capital – French celebrities.</p>	<p>How word order differs in French and English. Differences between housing in different French speaking countries, for example in Belgium and on the Ivory Coast. Talking about typically French breakfast food and how these are made. Learning about the tradition of Bastille Day in France. Popular cartoons in France (Second reference), TV series called Cédric (watch on You tube with pupils).</p>	<p>(le centre Pompidou, le Parc des Princes, le château de Versailles). Use of modal verbs and their frequency in arranging to go out. French café menus.</p>	
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		<ul style="list-style-type: none"> • Link to Education and what it would be like to work abroad. • Opportunity to explore French and foreign schools on line, as well as the qualifications needed for an experience abroad. • Link to a member of staff of someone locally who has spent time working abroad and their experience of this. 				
Homework	<p><u>Suggested content;</u> <i>Week 1</i> – High frequency words – vocabulary learning <i>Week 2</i> – Flip learning/consolidation task –</p>	<p><u>Suggested content;</u> <i>Week 1</i> – High frequency words – vocabulary learning <i>Week 2</i> – Flip learning/consolidat</p>	<p><u>Suggested content;</u> <i>Week 1</i> – High frequency words – vocabulary learning <i>Week 2</i> – Flip learning/consolidat</p>	<p><u>Suggested content;</u> <i>Week 1</i> – High frequency words – vocabulary learning <i>Week 2</i> – Flip learning/consolidation task – countries</p>	<p><u>Suggested content;</u> <i>Week 1</i> – High frequency words – vocabulary learning</p>	

	<p>introductions/Brothers and sisters Week 3 – Vocabulary learning Week 4 – Flip learning/consolidation task – Classroom/Likes + dislikes Week 5 – Vocabulary learning Week 6 - Flip learning/consolidation task – Describing myself/what I do</p> <p>Challenge project: Create an <u>interview</u> using all the questions and starter answers in Module 1 <u>En focus Page 24</u> <u>En plus Page 26</u> Consolidation/retrieval/flip forward learning: Activelearn online tasks/ Linguascope activities online Bilan Page 22 Révisions Page 23</p>	<p>ation task – subjects/adjectives Week 3 – Vocabulary learning Week 4 – Flip learning/consolidation task – uniform/routine Week 5 – Vocabulary learning Week 6 - Flip learning/consolidation task – School in France Challenge project: Comparative A4 / KOSchool in England/France <u>En focus Page 48</u> <u>En plus Page 50</u> Consolidation/retrieval/flip forward learning: Activelearn online tasks/ Linguascope activities online Bilan Page 46 Révisions Page 47</p>	<p>ion task – weather/activities Week 3 – Vocabulary learning Week 4 – Flip learning/consolidation task – activities Week 5 – Vocabulary learning Week 6 - Flip learning/consolidation task – Mobile use</p> <p>Challenge project: Pictogram my favourite activities</p> <p><u>En focus Page 72</u> <u>En plus Page 74</u> Consolidation/retrieval/flip forward learning: Activelearn online tasks/ Linguascope activities online Bilan Page 70 Révisions Page 71</p>	<p>Week 3 – Vocabulary learning Week 4 – Flip learning/consolidation task – family/home Week 5 – Vocabulary learning Week 6 - Flip learning/consolidation task – Breakfast</p> <p>Challenge project: Representation of a French national celebration</p> <p><u>En focus Page 96</u> <u>En plus Page 98</u> Consolidation/retrieval/flip forward learning: Activelearn online tasks/ Linguascope activities online Bilan Page 94 Révisions Page 95</p>	<p>Week 2 – Flip learning/consolidation task – My town Week 3 – Vocabulary learning Week 4 – Flip learning/consolidation task – arranging to go out Week 5 – Vocabulary learning Week 6 - Flip learning/consolidation task – Ordering food and drink</p> <p>Challenge project: Comparative A4 School in England/France</p> <p><u>En focus Page 120</u> <u>En plus Page 122</u> Consolidation/retrieval/flip forward learning: Activelearn online tasks/ Linguascope activities online Bilan Page 118</p>	
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					<i>Révisions Page 119</i>	
Assessment	speaking and listening, with a translation - done before October half term	reading and writing, with a translation, done before Christmas holiday	speaking and listening, with a translation, done around early March	reading and writing, with a translation, done at the end of April	speaking and listening, with a translation, done early July	End of Year Assessment – all 4 skills

Year 8

Grammar is taught and reviewed as an on-going priority in lessons. The new GCSE has a strong focus on grammar so students need to be well prepared. Translation (both ways) is an integral part of the lesson by lesson teaching as it features in the new GCSE. It is another way of reinforcing grammar as well as vocabulary. Each unit of work is approximately 8 lessons, based on a 3 lesson per fortnight basis. During Year 8 students will cover the following topics and grammar:

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and, in the future.					
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future.					
Subject Intent	Inspiring independent lifelong language learners with a curiosity for different countries and cultures.					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	Module 1	Module 2	Module 3	Module 4	Module 5	Learning Retrieval /Cultural Project
Key Content	Vive les vacances! <i>Talking about holidays</i> 1.School holidays 2. Perfect tense 3. Describing what you did during the holidays 4.Visit to a theme park 5. Saying where you went and how 6. Listening for negatives in the perfect tense 7. Using present / perfect together 8.Retrieval/summative assessment	J'adore les fêtes! <i>Talking about festivals and celebrations</i> 1.Saying what you like/dislike 2. Describing festivals 3. Buying food at a market 4.Using prediction in challenging listening 5. Talking about a future trip 6. Writing about New year 7.Retrieval/summative assessment	À loisir <i>Talking about leisure activities</i> 1.Celebrities and TV 2. Digital technology 3. Arranging to go to the cinema 4.Leisure activities/shopping 5. Spotting synonyms 6. Using 3 tenses 7.Retrieval/summative assessment	Le monde est petit <i>Talking about where I live</i> 1.Where I live 2. Description of where I live 3. Jobs at home 4.Daily routine 5. Moving house 6. Discovering a new region 7.Retrieval/summative assessment	Le sport en direct <i>Talking about sports</i> 1.Opinions/sports 2. Directions 3. Using "il faut" 4.Injuries and illness 5. Using comparative/imperative 6. Using 3 tenses 7.Retrieval/summative assessment	1.Reading authentic texts to spot the perfect tense 2.French films/TV programmes 3.Using 3 tenses to write about new regions 4.Interviewing a sportsperson from a Francophone country 5.Asking and answering questions in 3 tenses

Intent						
How does this link to your intent?	Curiosity - exploring other parts of the world as a global citizen	Curiosity - discovering national festivals/celebrations around the world	Confidence – in explaining leisure preferences	Equity – increase awareness of different places	Confidence – expressing preferences: sports	Equity - increasing awareness of cultural capital
Sequencing						
Why this and why now?	This module appears first as it immediately challenges pupils to work using two tenses with the verbs avoir and être from Year 7 study, which are essential for working in the Past tense and to ensure that pupils move on from their Year 7 end point, ascending from grade 4 to 5 as they can use two tenses simultaneously.	This module requires pupils to use opinions to describe what they like and dislike with regards to festivals and celebrations, which builds on work from year 7 Modules 1, 2 and 3, as well being able to justify opinions, which also builds on the same Year 7 content. It revisits previously learned Year 7 content of numbers and months to say when certain festivals and celebrations happen. It revisits Year 7 regular er verbs which pupils need to understand before they are	This module builds on the transactional language covered in Module 2 by linking the key phrases necessary for buying food to buying cinema tickets and arranging to go out. It also revisits all previously learned Present tense regular and irregular verbs to describe hobbies and leisure activities in more detail. This module looks at pupils changing tense to the Future and Past when saying what they will do or have done, building on the grammatical rules learned in previous modules, allowing them to be working in	This module revisits previously learned er regular verbs endings essential for use with the verb habiter so that pupils can talk about where they and others live. It also introduces pupils to Present tense Reflexive verbs for the first time, which are essential for describing daily routine activities relevant to this module linked to home life, as well as to describing relationships with people in Year 9 Module 1.	This module revisits and builds on previous learning of sports and hobbies linked to the verbs jouer and faire that have been encountered in both Year 7 Module 3 and Year 8 Module 3. Much of the language encountered in this final module is of a greater complexity module, which prepares them for the start of year 9 study, where the topic areas are more in line with GCSE, and where pupils need to work in three tenses more readily. The final unit if this module	This module allows for any catch up and/ or challenge work in order to flip learning forward and build on cultural capital.

		introduced to regular ir and re verbs. It also looks at previously learned key irregular verb aller from year 7 Module 5 which helps pupils to learn how to use the Future tense to talk about a trip they have planned. The module introduces pupils to transactional language that they will need in Module 3 also.	more than one tense in an increasing number of topic areas, which is what would be expected by this point in Year 8. BAME focus – Ladj Ly (film director and screen writer).		prepares them once again for this	
National Curriculum Audit	✓	✓	✓	✓	✓	✓
Key concepts / Vocabulary/Grammar						
12 or less	<ul style="list-style-type: none"> • J’habite (I live) • Pendant les vacances (during the holidays) • Qu’est-ce que tu as fait ? (What 	<ul style="list-style-type: none"> • Quelle est ta fête préférée ? (What’s your favourite festival ?) • Je n’aime pas du tout (I don’t like at all) 	<ul style="list-style-type: none"> • Ma célébrité préférée est..(My favourite celebrity is...) • Il a/Elle a (He has/she has) • Il est/elle est (He is/she is) 	<ul style="list-style-type: none"> • Oú habites-tu ? (Where do you live ?) • J’habite (I live) • Quel temps fait-il ? (What is the weather like ?) 	<ul style="list-style-type: none"> • Dans ma ville il y a..(In my town there is..) • On peut jouer (You can play) • On peut faire (You can do) 	

	<p>did you do ?)</p> <ul style="list-style-type: none"> • Je suis allé(e)(I went) • On est allé(e)s (we went) • J'ai voyagé (I travelled) • J'ai oublié (I forgot) • J'ai perdu (I lost) • L'année dernière (last year) • C'était vraiment génial (It was really great) <p>Grammar Page 26</p>	<ul style="list-style-type: none"> • Je rends visite à (I visit) • C'est un plat typique de (It's a typical dish from) • C'est une spécialité de (It's a speciality from) • C'était délicieux/savoureux (It was delicious) • Qu'est-ce ? (What) • Comment ? (how ?) • Avec qui ? (who with ?) <p>Grammar Page 50</p>	<ul style="list-style-type: none"> • J'aime/Je n'aime pas..(I like/don't like) • Parce qu'ils sont/elles sont (because they are) • Je vais (I go/am going) • Bonne idée ! (Good idea !) • Tu rigoles ? (are you kidding ?) • Je n'ai pas envie (I don't want to) <p>Grammar Page 74</p>	<ul style="list-style-type: none"> • Dans ma région il y a.. (In my area there is/are...) • On peut (you/people can) • On doit (people must) • Ensuite/puis (then) • Après (afterwards) <p>Grammar Page 98</p>	<ul style="list-style-type: none"> • Je trouve le tennis amusant (I find tennis fun) • Pour aller... ? (How do I get to... ?) • Allez (go) • Tournez (turn) • Prenez (Take) • Il faut (It is necessary) • Je me suis blessé (I've hurt my..) • J'ai mal (I have a sore..) <p>Grammar Page 122</p>	
Learning Outside the Classroom / Cultural						

Capital / Opportunities						
	<p>Cultural references to holiday differences between France and Spain. Information about how the French school year is divided into five terms, and the length of school holidays they have. Common French pronunciation of ai and é. French theme parks, with a focus on Parc Asterix. Also talk about Asterix as a cartoon character (third teaching of French cartoon related information). Around the World in 80 Days, Jules Verne. Reference to the book and</p>	<p>French celebrations which are typical of their country, similarities and differences with England, linking the French calendar to a Saint. The French music festival called Fête de la musique. Developing cultural awareness of dishes typical of a French speaking country (Recap of Year 7 Module 4, Unit 3 – breakfast and manger). Typically French dishes. Christmas markets in Colmar, Alsace. La galette des rois cake and tradition, the Epiphany.</p>	<p>BAME focus – Ladj Ly (film director and screen writer). French reality TV shows and their popularity. French actors (Emma Watson, French born). The popularity of digital technology in France (second reference). French cinemas and websites (visit Gaumont). Young people in French speaking countries other than France (Democratic Republic of Congo and Cameroon). French convention of saying ‘I did a walk, I did swimming’ for English translation ‘I went for a walk, I went swimming.’ Reasons why schools might close in France – strikes, unexpected</p>	<p>French speaking countries, pays francophones (second reference), and France’s natural / man-made features. The different geography of France, as well as French speaking Africa. Different places people live in the world, (floating village in Vietnam, refugee camps). Talking about the differences between French and English housing. The French speaking country of Corsica.</p>	<p>French Speaking sports people, the popular French game of Handball and more about Astérix. The use of ‘sont’ to mean ‘is’ with plural nouns. The use of the imperative for giving instructions and the differences between tu and vous. French Paralympian Marie-Amélie le Fur. French conventions when describing illness and injury. The difference between the use of Qu’est-ce que and Est-ce que in question forming. French football team and their nickname of les Bleus. Careers related enrichment</p> <ul style="list-style-type: none"> • Interviewing a 	

	<p>reading comprehension in French.</p> <p><u>Careers related enrichment</u></p> <ul style="list-style-type: none"> • Transport and travel. • Link to different Airlines and Ferry companies. • Opportunity to explore working for a transport travel Word order conventions (link to negatives in the Perfect Tense). <p>French speaking North Africa (Morocco, Tunisia) and Vanuatu (in the Pacific Ocean).</p>		<p>circumstances.</p>		<p>sports person.</p> <ul style="list-style-type: none"> • Interviewing skills. • Q and A based encounters in the target language with a French sports person. • Opportunity to practise interviewing skills. • Links to local foreign sports people or anyone that works for a local newspaper. 	
Homework						
	<u>Suggested content;</u>	<u>Suggested content;</u>	<u>Suggested content;</u>	<u>Suggested content;</u>	<u>Suggested content;</u>	

<p>Week 1 – High frequency words – vocabulary learning Week 2 – Flip learning/consolidation task – holidays Week 3 – Vocabulary learning Week 4 – Flip learning/consolidation task – theme park visit Week 5 – Vocabulary learning Week 6 - Flip learning/consolidation task – Perfect tense grammar focus</p> <p>Challenge project: Create a postcard about your holiday/write a holiday review</p> <p>En focus Page 22</p>	<p>Week 1 – High frequency words – vocabulary learning Week 2 – Flip learning/consolidation task – researching a national festival Week 3 – Vocabulary learning Week 4 – Flip learning/consolidation task – shopping at the market Week 5 – Vocabulary learning Week 6 - Flip learning/consolidation task – Writing about New Year – Future tense Challenge project: Create a poster about New Year</p> <p>En focus Page 46 En plus Page 48</p> <p>Consolidation/retrieval/flip forward</p>	<p>Week 1 – High frequency words – vocabulary learning Week 2 – Flip learning/consolidation task – French celebrities/TV programmes Week 3 – Vocabulary learning Week 4 – Flip learning/consolidation task – Arranging to go to the cinema Week 5 – Vocabulary learning Week 6 - Flip learning/consolidation task – Using 3 tenses</p> <p>Challenge project: Research a French celebrity, create a factfile</p> <p>En focus Page 70 En plus Page 72</p>	<p>Week 1 – High frequency words – vocabulary learning Week 2 – Flip learning/consolidation task – weather Week 3 – Vocabulary learning Week 4 – Flip learning/consolidation task – daily routine Week 5 – Vocabulary learning Week 6 - Flip learning/consolidation task – A region in France</p> <p>Challenge project: Research and advertise a new Francophone region</p> <p>En focus Page 94 En plus Page 96</p>	<p>Week 1 – High frequency words – vocabulary learning Week 2 – Flip learning/consolidation task – Sports/opinions Week 3 – Vocabulary learning Week 4 – Flip learning/consolidation task - Directions Week 5 – Vocabulary learning Week 6 - Flip learning/consolidation task – Injury/illness</p> <p>Challenge project: Create a map of a town with a set of directions/write a conversation in the doctor’s office</p> <p>En focus Page 118 En plus Page 120</p>	
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	<p><u>En plus Page 24</u></p> <p>Consolidation/retrieval/flip forward learning: Activelearn online tasks/ Linguascope activities online Bilan Page 22 Révisions Page 23</p>	<p>learning: Activelearn online tasks/ Linguascope activities online Bilan Page 46 Révisions Page 47</p>	<p>Consolidation/retrieval/flip forward learning: Activelearn online tasks/ Linguascope activities online Bilan Page 70 Révisions Page 71</p>	<p>Consolidation/retrieval/flip forward learning: Activelearn online tasks/ Linguascope activities online Bilan Page 94 Révisions Page 95</p>	<p>Consolidation/retrieval/flip forward learning: Activelearn online tasks/ Linguascope activities online Bilan Page 118 Révisions Page 119</p>	
Assessment						
	speaking and listening, with a translation - done before October half term	reading and writing, with a translation, done before Christmas holiday	speaking and listening, with a translation, done around early March	reading and writing, with a translation, done at the end of April	speaking and listening, with a translation, done early July	End of Year Assessment – all 4 skills

Year 9

The Year 9 Curriculum Plan revisits many key grammatical concepts that pupils need to access grades 5 and 6, which is optimal for this year group throughout Year 9 and for preparing them for possible future study at KS4, such as communicating in the Past and Future tenses. In this way it sets the tone for the complexity of end of KS3 study as well as the possible beginning of KS4 study. It revisits Present tense -er rules as well as opinions to talk about free time. It revisits key irregulars avoir and être which are used in the module to describe people and change to the Past tense. It also revisits key irregular aller and links it to the Future tense which is essential for Module 2 when pupils have to express understanding of 3 tense usage.

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Faculty Intent	Understanding the past, exploring the present and making global citizens of the future.					
Subject Intent	Inspiring independent lifelong language learners with a curiosity for different countries and cultures.					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	Module 1		Module 2		Module 3	
Key Content	<p>Tu as du temps à perdre?</p> <p>Zone de culture: Fêtes et jeux</p> <p>1.Ma vie en ligne</p> <p>2.Tu as une vie active?</p> <p>3.Qu'est-ce que tu regardes?</p>	<p>4.Qu'est-ce qu'on va faire?</p> <p>5.Quest-ce que tu as-fait?</p> <p>J'ai participé aux Jeux de la Francophonie!</p>	<p>Mon clan, ma tribu</p> <p>Zone de culture: Libre d'être moi</p> <p>1.Un week-end en famille</p> <p>2.L'amitié est la clé du bonheur</p> <p>3.Couleur famille</p>	<p>4.La place des idoles</p> <p>5.Famille, amour, gâteau</p>	<p>Ma vie scolaire</p> <p>Zone de culture: Au collège chez nous</p> <p>1.Quelle est ta matière préférée?</p> <p>2. C'est injuste!</p> <p>3.As-tu fait des progrès?</p>	<p>4.Souvenirs d'école</p> <p>5.Les langues et l'avenir</p>
Intent						
How does this link to your intent?	Curiosity: cultural awareness	Curiosity: cultural awareness Confidence: Expressing personal opinions	Confidence: Identity Equity: Understanding others	Curiosity: Cultural awareness of prominent Francophone celebrities	Equity: Understanding, tolerance and fairness	Confidence: Reflecting on my past, planning for my future Curiosity: The importance of learning a language

Sequencing						
Why this and why now? Thematic context:	Media & Technology/ My personal world		My personal world		Study & My future	
National Curriculum Audit						
Grammar/Vocabulary/Linguistic	✓ Grammar: Page 21/22	✓	✓ Grammar: Page 44/46	✓	✓ Grammar: Page 70/72	✓
Key concepts / Vocabulary						
12 or less	Module 1 vocabulary including; <ul style="list-style-type: none"> • Est-ce que tu aimes ... ? • À mon avis, c'est ... • Oui, je suis d'accord. / Non, je ne suis pas d'accord. • Qu'est-ce que tu fais en ligne? • Est-ce que tu ...? • d'habitude • parfois • souvent • cependant • J'aime regarder ... • Je ne regarde jamais 	Module 1 vocabulary including; <ul style="list-style-type: none"> • ce soir • demain • aller + inf. • Ça va être • d'abord • ensuite • Après • C'était comment? • J'ai passé un week-end ... • quel dommage! • assez / très / vraiment ... 	Module 2 vocabulary including; <ul style="list-style-type: none"> • Ce qui fait mon identité, c'est / ce sont ... • Tu es d'accord? • Oui, je suis d'accord. • Non, je ne suis pas d'accord. • À mon avis, ... • Reflexive verbs • chez moi/nous • Tu t'entends (toujours) bien avec tes amis? 	Module 2 vocabulary including; <ul style="list-style-type: none"> • Qui est-ce que tu admires* ...? • C'est quoi un bon modèle, pour toi? • Un bon modèle est quelqu'un qui ... • C'est un vrai modèle pour moi. • Comment est-ce qu'il a gagné sa popularité*? 	Module 3 vocabulary including; <ul style="list-style-type: none"> • C'est comment, la vie au collège? • Sur la photo, il y a ... • À l'arrière-plan, il y a des ... • Je suis fort(e) / faible en ... • Je trouve le français la journée scolaire est plus courte • les cours commencent / 	Module 3 vocabulary including; <ul style="list-style-type: none"> • c'était • il y avait • Quand tu étais petit(e), tu étais comment? • j'étais / je n'étais pas ... • J'aimais (beaucoup / bien) • À l'école primaire, est-ce que tu apprenais une langue

				<ul style="list-style-type: none"> On fête / a fêté / va fêter ... 	finissent à ... <ul style="list-style-type: none"> Il faut ... Il est essentiel / important de ... 	étrangère? <ul style="list-style-type: none"> Est-ce que tu aimes parler une autre langue ?
Learning Outside the Classroom / Cultural Capital /Opportunities	Francophone festivals French sports Francophone TV shows/films Social media trends in France	Francophone sports stars	Exploring identity Francophone countries/history/cultural	Celebrations Francophone historical figures/role models	Comparing school routines/experiences with Francophone countries	Learning world languages Attitudes to languages in other countries School experiences in different countries
Homework						
Description	MFL GCSE Homework is set weekly according to need and can take the form of; <ul style="list-style-type: none"> Activelearn online forward learning/consolidation Prctice exam-style questions Vocabulary learning Grammar consolidation Thinking harder research/discovery 					
Assessment						

Why this style of assessment and why now?	speaking and listening, with a translation - done before October half term	reading and writing, with a translation, done before Christmas holiday	speaking and listening, with a translation, done around early March	reading and writing, with a translation, done at the end of April	speaking and listening, with a translation, done early July	End of Year Assessment – all 4 skills
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Year 10

The Year 10 Curriculum Plan revisits key topics, grammar and vocabulary whilst encouraging deeper knowledge, skill development and thinking. The current Year 10 plan also takes into consideration previous learning from the Year 9 Curriculum Plan following the previous specification to cross-map gaps in learning in order to bridge knowledge. These previously studied areas are highlighted in red. The new Curriculum Plan allows for preparation for Year 11 learning of the remaining 3 modules of learning, including some cross-phase/topic learning in Module 7. The new Curriculum Plan takes into account time to bridge knowledge, skill and exam practice gaps or bridges.

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future.					
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future.					
Subject Intent	Inspiring independent lifelong language learners with a curiosity for different countries and cultures.					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	Module 1	Module 2	Module 3	Module 4	Module 4	Module 5
Key Content	<p>Tu as du temps à perdre?</p> <p>Zone de culture: Fêtes et jeux</p> <p>1.Ma vie en ligne</p> <p>2.Tu as une vie active?</p> <p>3.Qu'est-ce que tu regardes?</p> <p>4.Qu'est-ce qu'on va faire?</p> <p>5.Quest-ce que tu as-fait?</p> <p>J'ai participé aux Jeux de la Francophonie!</p>	<p>Mon clan, ma tribu</p> <p>Zone de culture: Libre d'être moi</p> <p>1.Un week-end en famille</p> <p>2.L'amitié est la clé du bonheur</p> <p>3.Couleur famille</p> <p>4.La place des idoles</p> <p>5.Famille, amour, gâteau</p>	<p>ZF :@t?</p> <p>Ma vie scolaire</p> <p>Zone de culture: Au collège chez nous</p> <p>1.Quelle est ta matière préférée?</p> <p>2. C'est injuste!</p> <p>3.As-tu fait des progrès?</p> <p>4.Souvenirs d'école</p> <p>5.Les langues et l'avenir</p>	<p>En pleine forme</p> <p>Zone de culture: Sain ou malsain?</p> <p>1.Bon appétit!</p> <p>2.Bien dans ma peau</p> <p>3. Ça ne va pas?</p> <p>4. Je change ma vie</p> <p>5.Mieux vivre</p>	<p>Completion and topic catch up moving from previous scheme to current</p>	<p>Numéro vacances</p> <p>Zone de Culture: Voudrais-tu voyager?</p> <p>Unit 1: Des vacances de rêve</p> <p>Unit 2: On part pour la Corse</p> <p>Unit 3: Le monde en fête</p> <p>Unit 4: Guide de voyage</p> <p>Unit 5: Vive les vacances!</p>
Intent						













How does this link to your intent?	Curiosity: cultural awareness Curiosity: cultural awareness Confidence: Expressing personal opinions	Confidence: Identity Equity: Understanding others Curiosity: Cultural awareness of prominent Francophone celebrities	Equity: Understanding, tolerance and fairness Confidence: Reflecting on my past, planning for my future Curiosity: The importance of learning a language	Confidence: lifestyle choices Curiosity: Lifestyles in other cultures Equity: Understanding and empathy for others		Curiosity: Discovering new laces
Sequencing						
Why this and why now?	Media & Technology/ My personal world	Study & My future				
National Curriculum Audit						
Grammar	✓ Grammar: Page 21/22	✓ Grammar: Page 44/46	✓ Grammar: Page 70/72	✓		✓
Key concepts / Vocabulary	Module 1 vocabulary including; <ul style="list-style-type: none"> • Est-ce que tu aimes ... ? • À mon avis, c'est ... • Oui, je suis d'accord. / Non, je ne suis pas d'accord. • d'habitude • parfois • souvent • cependant • ce soir • demain • aller + inf. 	Module 2 vocabulary including; <ul style="list-style-type: none"> • Ce qui fait mon identité, c'est / ce sont ... • Tu es d'accord? • Oui, je suis d'accord. • Non, je ne suis pas d'accord. • À mon avis, ... • Reflexive verbs • chez moi/nous 	Module 3 vocabulary including; <ul style="list-style-type: none"> • C'est comment, la vie au collègue? • Sur la photo, il y a ... • À l'arrière-plan, il y a des ... • Je suis fort(e) / faible en ... • les cours commencent / finissent à ... • Il faut ... 	Module 4 vocabulary including; <ul style="list-style-type: none"> • Comment tu te sens (aujourd'hui)? • Quel est le problème? • je n'ai rien à faire ce soir • Allô? Je peux vous aider? 		Module 5 vocabulary including; <ul style="list-style-type: none"> • Il vaut la peine de/d'... • Il vaut mieux ... • Il faut ... • On peut ... • La fête de la mer, qui se passe ..., dure ... • le mieux / pire, c'est / était ... • Ce sera bientôt les vacances!





	<ul style="list-style-type: none"> • Ça va être • d'abord • ensuite • Après • C'était comment? • quel dommage! • assez / très / vraiment ... 	<ul style="list-style-type: none"> • Tu t'entends (toujours) bien avec tes amis? • Qui est-ce que tu admires* ...? • C'est quoi un bon modèle, pour toi? • Un bon modèle est quelqu'un qui ... • C'est un vrai modèle pour moi. • Comment est-ce qu'il a gagné sa popularité*? • On fête / a fêté / va fêter ... 	<ul style="list-style-type: none"> • Il est essentiel / important de ... • c'était • il y avait • Quand tu étais petit(e), tu étais comment? • j'étais / je n'étais pas ... • Est-ce que tu aimes parler une autre langue ? 	<ul style="list-style-type: none"> • avoir mal (à) / chaud / froid / faim / soif / peur / de la fièvre • À l'avenir, qu'est-ce que tu feras, pour améliorer ta vie? • Voici mes résolutions pour améliorer ma vie! • Quand tu étais plus jeune, ta vie était comment? • Maintenant , est-ce que ta vie est meilleure? • Qu'est-ce que tu feras à l'avenir? 		<p>Qu'est-ce qu'on fera?</p>
Learning Outside the Classroom /	Francophone festivals French sports	Francophone sports stars Exploring identity	Comparing school routines/experiences with Francophone countries			

Cultural Capital/Opportunities	Francophone TV shows/films Social media trends in France	Francophone countries/history/cultural Celebrations Francophone historical figures/role models	Learning world languages Attitudes to languages in other countries School experiences in different countries			
Homework	MFL GCSE Homework is set weekly according to need and can take the form of; <ul style="list-style-type: none"> • Activelearn online forward learning/consolidation • Practice exam-style questions • Vocabulary learning • Grammar consolidation Thinking harder research/discovery					
Assessment	speaking and listening, with a translation - done before October half term	reading and writing, with a translation, done before Christmas holiday	speaking and listening, with a translation, done around early March	reading and writing, with a translation, done at the end of April	speaking and listening, with a translation, done early July	End of Year Assessment – all 4 skills

Year 11

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future.					
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future.					
Subject Intent	Inspiring independent lifelong language learners with a curiosity for different countries and cultures.					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	Le grand large / The open sea	Un oeil sur le monde / An eye on the world	Au collège / At school	Bon travail ! / Good work !	Consolidation and revisions	Consolidation and revisions
Key Content	<p>Ordering in a restaurant, booking and reviewing hotels, talking about travelling, buying souvenirs</p> <p>Studio 4 H – M5 (U2, U3, U4, U5)</p>	<p>Talking about what makes you tick, discussing problems facing the world, talking about protecting the environment, discussing ethical shopping, talking about volunteering, discussing big events</p> <p>Studio 4 H – M8 (PdD1, U1, U2, U3, U4, U5)</p> <p>Preparation of 1-minute presentation</p>	<p>Talking about your school, comparing schools in the UK and in French speaking countries, discussing school rules, talking about getting the best out of school, talking about a school exchange</p> <p>Studio 4 H – M6 (U1, U2, U3, U4, U5)</p>	<p>Discussing career choices, talking about plans, hopes and wishes, discussing the importance of languages, applying for jobs, understanding case studies in the context of work</p> <p>Studio 4 H – M7 (U1, U2, U3, U4, U5)</p>	<p>Practice exam papers, closing gaps</p> <p><u>ALL MODULES</u></p>	<p>Practice exam papers, closing gaps</p> <p><u>ALL MODULES</u></p>
Intent						
How does this link to your intent?	Edexcel specification GCSE Theme 2 - Local area, holidays and travel	Edexcel specification GCSE Theme 5 – International and global dimension	Edexcel specification GCSE Theme 3 - School	Edexcel specification GCSE Theme 4 – Future aspirations, study and work	Preparing students for final examinations	Preparing students for final examinations
Sequencing						
Why this and why now?	Sequencing matches the Pearson language developmental journey which builds in prior knowledge in line with GCSE topics, skills and assessment requirements at KS4					
National Curriculum Audit						
Grammar	<ul style="list-style-type: none"> Revising the reflexive verbs and using them in the perfect tense 	<ul style="list-style-type: none"> Revising the conditional tense 	<ul style="list-style-type: none"> Revising the comparative structure 	<ul style="list-style-type: none"> Revising the comparative and superlative with a focus on 	ALL GRAMMAR ✓	ALL GRAMMAR ✓

	<ul style="list-style-type: none"> Using en + present participle Using the formal form <i>vous</i> Using avant de + infinitive Using si + imperfect tense + conditional Using demonstrative adjectives and pronouns Using I could have done structure 	<ul style="list-style-type: none"> Modal verb (pouvoir / devoir) in the conditional Modal verbs in all tenses Using il faut in all tenses More practice on using a variety of tenses to communicate Using the passive voice Revising direct object pronouns Using indirect object pronouns 	<ul style="list-style-type: none"> Revising the present tense with a focus on "il/elle/on" and "ils/elles" Il faut + inf. and il est interdit de + inf. Imperative form Revision of the future tense Revision of the pronoun "on" with different tenses 	<p>"better/worse", the best/the worst"</p> <ul style="list-style-type: none"> The perfect infinitive (after having done / having been...) Introduction to the subjunctive Forming adverbs Revision of en + present participle Revision of direct object pronouns and how to use them with the perfect tense Using dont Verbs followed by the prepositions à or de Revision of the simple future and how to use it in complex structures (si / quand / lorsque) 		
Vocabulary	See vocab booklet M5 –U2, U2, U3, U4,U5 	See vocab booklet M8 – PdD, U1, U2, U3, U4, U5 	See vocab booklet M6 – U1, U2, U3, U4, U5 	See vocab booklet M7 – U1, U2, U4, U5 	See vocab booklet and Memrise list 	See vocab booklet and Memrise list 
Linguistic	Verbs Reflexive verbs Reflexive pronouns Verb stems Verb endings	Verbs Tenses Pronouns Verb stems Verb endings	Comparative Adjectives Present tense Pronouns Singular	Comparative Superlative Perfect infinitive Infinitive verbs Past participle		

	Preposition Present participle Formal mode of address Informal mode of address Infinitive verbs Tenses Imperfect tense Conditional tense Demonstrative adjectives Demonstrative pronouns Modal verbs Perfect tense 	Conditional tense Modal verbs Present Past perfect Imperfect Near future Simple future Passive voice Past participle Direct object pronouns Indirect object pronouns 	Plural Infinitive verbs Imperative mode Future tenses 	Subjunctive mode Pronouns Verbs Regular verbs Irregular verbs Adverbs Present participle Prepositions Relative pronouns Direct object pronouns Indirect object pronouns Perfect tense Auxiliary / helper verb Agreement Simple future 		
Key concepts / Vocabulary						
12 or less	<ul style="list-style-type: none"> Nous avons passé ... jours dans cet hôtel (We spent ... days in this hotel) Ça s'est très bien passé (It went really well) C'était ... (it was...) Il (n') y avait (pas de) ... (there was(n't)...)) Je préférerais une table en terrasse / à l'intérieur (I would prefer a table on the terrace / inside) 	<ul style="list-style-type: none"> Ce qui est important pour moi dans la vie c'est .. (What is important for me in life, it is ...) Ce qui m'inquiète / me préoccupe le plus c'est ... (What worries me the most it is ...) Il (ne) faut (pas) + infinitive (we must (not)) Le plus grand problème pour la planète c'est ... (the 	<ul style="list-style-type: none"> Mon college s'appelle ... (My school is called ...) Les cours commencent / finissent à ... heures. (Lessons start / finish at ... o'clock) J'étudie... / On étudie... (I study / we study...) C'est ma matière 	<ul style="list-style-type: none"> Je voudrais / J'aimerais travailler dans le domaine de ... (I would like to work in the domain of...) Mon ambition / Mon but est de trouver un poste dans ... (My ambition / my goal is to 		






	<ul style="list-style-type: none"> • Je vais prendre le plat du jour (I am going to take the dish of the day) • On peut avoir l'addition s'il-vous-plait? (Can we have the bill please?) • L'accueil était vraiment chaleureux (The welcome was very warm) • Je n'y retournerai jamais (I will never go back there) • Si j'avais le choix, pour aller en ... je voyagerais en ... car c'est/ce n'est pas ... (If I had the choice, to go to ... I would travel by ... because it is / it isn't ...) • Je pense acheter (I am thinking of buying) • Je cherche (I am looking for) 	<p>biggest problem for the planet it's...)</p> <ul style="list-style-type: none"> • Actuellement, je ne fais pas grand chose pour protéger la planète (Right now, I don't do much to protect the planet) • Je fais déjà pas mal de choses (I am already doing a lot) • On devrait + infinitive (we should) • On pourrait + infinitive (we could) • J'estime que il y a du pour et du contre (I reckon that there are pros and cons) • Un avantage / un inconvénient c'est que... (an advantage / a disadvantage is that...) • D'un autre côté (on the other hand) • Par ailleurs (what's more) 	<p>préférée (It is my favourite subject)</p> <ul style="list-style-type: none"> • Je suis doué(e) en ... (I am talented in ...) • On porte un uniforme (We wear a uniform) • Le redoublement (repeating the year) • Il (ne) faut (pas) + infinitive (you must (not)) • Il est interdit / obligatoire de + infinitive (It is forbidden / compulsory to) • Je fais partie du club de ... (I am member of the ... club) • On se fait de nouveaux amis (we make new friends) • On améliore ses 	<p>find a a job in ...)</p> <ul style="list-style-type: none"> • Le plus important pour moi est de + infinitive (the most important for me is to ...) • Le mieux / le pire c'est .. (the best / the worst it's ...) • Avant de continuer mes études je + future (before continuing with my study I will) • Après avoir terminé mes examens + future (after finish my exams I am going to) • Mon rêve serait de + infinitive (My dream would be to) • J'espère + infinitive (I am hoping / I hope to) • Je me débrouille en 		
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			compétences en langues (we improve our language skills)	français (I get by in French) <ul style="list-style-type: none"> • Savoir parler une autre langue est indispensable de nos jours (Knowing how to speak another language is indispensable nowadays) • Si je réussis / j'échoue mes examens, j'espère pouvoir + infinitive (If I pass / I fail my exams, I hope to be able to) • Je suis quelqu'un de + adjective (I am someone who is ...) 		
Learning Outside the Classroom / Cultural Capital						
Opportunities		Geography: environment / physical geography SMSC: environmental problems	Cultural learning opportunity	SMSC Careers		
Homework						
Description	Active learn tasks Memrise	Active learn tasks Memrise	Active learn tasks Memrise	Active learn tasks Memrise	Active learn tasks Memrise	Active learn tasks Memrise
Assessment						

Type	Formative: Exam-style inspired exercises completed in class based on the 4 skills.	Formative: Exam-style inspired exercises completed in class based on the 4 skills. Summative: Y11 Mock exam	Formative: Exam-style inspired exercises completed in class based on the 4 skills. Summative: Pearson assessment pack Module 6	Formative: Exam-style inspired exercises completed in class based on the 4 skills. Summative: Pearson assessment pack Module 7	Formative: Exam-style inspired exercises completed in class based on the 4 skills. Summative: Pearson end of course test	Formative: Exam-style inspired exercises completed in class based in the 4 skills. Summative: GCSE final examinations
Why this style of assessment and why now?	<ul style="list-style-type: none"> • Recall to check on student's learning and understanding at the beginning of each lessons and throughout the lessons. • Exam skills practice in preparation of GCSE examinations – each exam type task is marked with the exam board success criteria. • Summative at the end of each module– when time allows – (5/6-module summative examinations in total) and mock exams. 					

Year 12 – Topics (9 hours a fortnight: **5h of topics study**, 2h of literary work study, 1h of grammar, 1h of speaking practice) AQA recommends 10 hours a fortnight.

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future.					
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future.					
Subject Intent	Inspiring independent lifelong language learners with a curiosity for different countries and cultures.					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	La famille en voie de changement	La cybersociété	Le rôle du bénévolat	Le patrimoine	La musique francophone contemporaine	Le cinéma: Le septième art
Key Content	<p><u>U1: La vie de couple: nouvelles tendances</u></p> <ul style="list-style-type: none"> - 1.a Revision & transition - 1.b L'évolution de la vie de couple - 1.c Les différences entre le PACS, le mariage et l'union libre - 1.d Le mariage pour tous <p><u>Unit 2: Monoparentalité, homoparentalité & familles recomposées</u></p> <ul style="list-style-type: none"> - 2.a Les familles monoparentales - 2.b Les familles homoparentales - 2.c Les familles recomposées <p><u>Unit 3: Grands-parents, parents et enfants: soucis et problèmes</u></p> <ul style="list-style-type: none"> - 3.a Les enfants: Que de soucis! - 3.b Les frictions parents-enfants - 3.c Les relations avec les grands-parents <p style="text-align: center;">Theme 1</p>	<p><u>Unit 1: Comment la technologie facilite la vie quotidienne</u></p> <ul style="list-style-type: none"> - 1.a Les technologies à la maison - 1.b Les impacts positifs de la technologie - 1.c Sommes-nous accros? <p><u>Unit 2: Quels dangers la cybersociété pose-t-elle?</u></p> <ul style="list-style-type: none"> - 2.a Les aspects négatifs de la cybersociété - 2.b La cyberintimidation - 2.c La cybercriminalité <p><u>Unit 3: Qui sont les cybernautes?</u></p> <ul style="list-style-type: none"> - 3.a Les internautes selon les générations - 3.b Le monde des internautes - 3.c L'avenir de la cybersociété 	<p><u>Unit 1: Qui sont et que font les bénévoles?</u></p> <ul style="list-style-type: none"> - 1.a C'est quoi le bénévolat? - 1.b Les bénévoles et l'engagement - 1.c La popularité du bénévolat <p><u>Unit 2: Le bénévolat: quelles valeurs pour ceux qui sont aidés?</u></p> <ul style="list-style-type: none"> - 2.a Quelle aide peut-on recevoir? - 2.b L'importance de cette aide - 2.c Comment le bénévolat transforme des vies <p><u>Unit 3: Le bénévolat: quelles valeurs pour ceux qui aident?</u></p> <ul style="list-style-type: none"> - 3.a Les expériences et les compétences - 3.b Le service civique - 3.d Les avantages et les 	<p><u>Unit 1: Une culture fière de son héritage</u></p> <ul style="list-style-type: none"> - 1.a C'est quoi le patrimoine? - 1.b L'UNESCO et les journées du patrimoine - 1.c La protection du patrimoine <p><u>Unit 2: Le patrimoine et le tourisme</u></p> <ul style="list-style-type: none"> - 2.a Les effets de l'un sur l'autre - 2.b Le tourisme durable - 2.c Le tourisme virtuel <p><u>Unit 3: Comment le patrimoine reflète la culture</u></p> <ul style="list-style-type: none"> - 3.a Le patrimoine culturel immatériel - 3.b La gastronomie - 3.c Protéger et valoriser le patrimoine 	<p><u>Unit 1: La diversité de la musique francophone contemporaine</u></p> <ul style="list-style-type: none"> - 1.a Les goûts musicaux - 1.b La diversité dans le genre - 1.c La popularité de la musique francophone <p><u>Unit 2: Qui écoute et apprécie cette musique?</u></p> <ul style="list-style-type: none"> - 2.a La musique en statistique - 2.b La musique et les jeunes - 2.c L'influence de la musique <p><u>Unit 3: Comment sauvegarder cette musique?</u></p> <ul style="list-style-type: none"> - 3.a La musique en déclin - 3.b Les 	<p><u>Unit 1: Pourquoi le 7ème art?</u></p> <ul style="list-style-type: none"> - 1.a Le 7ème art : une introduction - 1.b C'est quoi un bon acteur? - 1.c Les qualités d'un bon film <p><u>Unit 2: Evolution du cinéma: les grandes lignes</u></p> <ul style="list-style-type: none"> - 2.a Les frères Lumières - 2.b Le réalisme (poétique) - 2.c La nouvelle vague - 2.d Le renouveau et la technologie <p><u>Unit 3: Le cinéma, une passion nationale</u></p> <ul style="list-style-type: none"> - 3.a Les complexes de cinéma - 3.b La popularité du cinéma français - 3.c Les festivals - 3.d Les séries télé contre le cinéma

	Les aspects de la société francophone: les tendances	Theme 1 Les aspects de la société francophone: les tendances	<i>inconvénients</i> Theme 1 Les aspects de la société francophone: les tendances	<i>culturel immatériel</i> Theme 2 La culture artistique dans les pays francophones	<i>événements pour la musique</i> - 3.c Le rôle de la radio et la télé Theme 2 La culture artistique dans les pays francophones	Theme 2 La culture artistique dans les pays francophones
Intent						
How does this link to your intent?	AQA / Exam board prescribed.	AQA / Exam board prescribed.	AQA / Exam board prescribed.	AQA / Exam board prescribed.	AQA / Exam board prescribed.	AQA / Exam board prescribed.
Sequencing						
Why this and why now?	Sequencing matches the AQA language developmental journey which builds in prior knowledge acquired at KS3 and KS4, as well as skills and assessment requirements at KS5					
National Curriculum Audit						
Grammar	<ul style="list-style-type: none"> • Possessive adjectives • Present tense (regular verbs) • Adjectives (position + agreement) • Present tense (main irregular verbs, to have, to be, to go, to do, to say) • Present tense (modal verbs) • Near future • Articles • Imperfect • Past perfect • Simple future • Conditional • Negation • The pronoun “on” 	<ul style="list-style-type: none"> • Revision of possessive adjectives • Possessive pronouns • Emphatic pronouns • Adverbs ending in -ment • Comparative and superlative • Revision of the perfect tense • Direct and Indirect object pronouns • Gerund • Imperative • Revision of the simple future 	<ul style="list-style-type: none"> • The pronouns y and en • Revision of direct and indirect object pronouns • Demonstrative adjectives • Revision of the imperfect • Perfect VS Imperfect • Revision of the conditional • Si + imperfect + conditional • Après + infinitive perfect • The passive voice in the present 	<ul style="list-style-type: none"> • Impersonal verbs • Revision of the conditional • Revision of the passive voice in the present tense • Passive voice in the perfect tense • Subjunctive • Subjunctive with impersonal verbs • Verbs to nouns • Nouns to verbs 	<ul style="list-style-type: none"> • Revision of all tenses seen so far • Asking questions • Revision of direct object pronouns • Interrogative pronouns • Revision of indirect object pronouns 	<ul style="list-style-type: none"> • Expressions followed by an infinite verb • Revision of adjectives placement and agreement 

			<ul style="list-style-type: none"> Revision simple future 			
Vocabulary	See memrise and vocab booklet 	See memrise and vocab booklet 	See memrise and vocab booklet 	See memrise and vocab booklet 	See memrise and vocab booklet 	See memrise and vocab booklet 
Linguistic	Adjective Verb Verb stem Verb endings Regular verbs Irregular verbs Modal verbs Infinitive verbs Present tense Perfect tense Auxiliary Imperfect tense Near future tense Simple future tense Conditional tense Indefinite articles Definite articles Masculine Feminine Singular Plural Negative Pronoun 	Adjective Pronoun Adverbs Comparison Masculine Feminine Singular Plural Adjectival agreement Perfect tense Auxiliary Gerund Imperative mood Future simple Verb stem Verb endings 	Pronoun Adjective Imperfect tense Perfect tense Auxiliary Conditional tense Infinitive Past participle Passive mood Future simple Verb stem Verb endings 	Verbs Verb stem Verb endings Pronoun Conditional tense Passive mood Present tense Perfect tense Auxiliary Subjunctive mood Verbs Nouns 	Question words Questions Verbs / pronouns inversion Pronoun 	Infinitive Adjectives 
Key concepts / Vocabulary						
12 or less	The vocabulary and concept lit is too long for the A-level topic. Memrise and self-assessed vocabulary exam are to be complete by the students on a daily bases to develop the breadth and depth of their vocabulary.					

Learning Outside the Classroom / Cultural Capital						
Opportunities	Cultural learning as the topic are focused on France or other French speaking countries' news / laws / culture.					
Homework						
Description	Memrise Varied tasks based on the topic studied and exam skills (reading tasks, listening tasks, speaking card preparation, writing summaries, translation from and to target language – see homework folder on Google Drive)					
Assessment						
Type	Formative: Exam-style inspired exercises completed in class based on the 4 skills + embedded recall activities Summative: Kerboodle / AQA Oxford end of unit test	Formative: Exam-style inspired exercises completed in class based on the 4 skills + embedded recall activities Summative: Kerboodle / AQA Oxford end of unit test	Formative: Exam-style inspired exercises completed in class based on the 4 skills + embedded recall activities Summative: Kerboodle / AQA Oxford end of unit test	Formative: Exam-style inspired exercises completed in class based on the 4 skills + embedded recall activities Summative: Kerboodle / AQA Oxford end of unit test	Formative: Exam-style inspired exercises completed in class based on the 4 skills + embedded recall activities Summative: Kerboodle / AQA Oxford end of unit test	Formative: Exam-style inspired exercises completed in class based on the 4 skills + embedded recall activities Summative: Kerboodle / AQA Oxford end of unit test
Why this style of assessment and why now?	<ul style="list-style-type: none"> • Recall to check on student's learning and understanding at the beginning of each lessons and throughout the lessons. • Exam skills practice in preparation of AS level – each exam type task is marked with the exam board success criteria. • Summative at the end of each unit– when time allows – (5/6-unit summative examinations in total) and AS examination at the end of Y12. 					

Year 12 – Literary work: No et moi (9 hours a fortnight: 5h of topics study, **2h of literary work study**, 1h of grammar, 1h of speaking practice) AQA recommends 10 hours a fortnight.

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future.					
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future.					
Subject Intent	Inspiring independent lifelong language learners with a curiosity for different countries and cultures.					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	Introduction		The characters		The novel	
Key Content	<p><u>Unit 1: The story</u></p> <ul style="list-style-type: none"> - The back cover - The summary - The two main characters <p><u>Unit 2: The author</u></p> <ul style="list-style-type: none"> - The biography of DdV - The bibliography of DdV - An interview - Her influences <p><u>Unit 3: The success</u></p> <ul style="list-style-type: none"> - The rewards - A critic of No et moi - The cinematic adaptation - The movie trailer and public opinions 	<p><u>Unit 1: Lou Bertignac</u></p> <ul style="list-style-type: none"> - Her appearance and personality - Her interests - Her life at school - Her past - Her relationships with her parents <p><u>Unit 2: Bernard & Anouk Bertignac</u></p> <ul style="list-style-type: none"> - Bernard before the death of Thais and after - Anouk before the death of Thais and after - The impact of No's arrival on Anouk 	<p><u>Unit 3: No Pivet</u></p> <ul style="list-style-type: none"> - Her story before meeting Lou - Her encounter with Lou - The interviews - No at the Bertignac's house - The duo No and Lou - The factors that lead to loss and abandonment <p><u>Unit 4: Lucas Muller</u></p> <ul style="list-style-type: none"> - His appearance & personality - His family situation - His relationship with Lou - His reaction to No <p><u>Extension – Unit 5: Secondary characters</u></p> <ul style="list-style-type: none"> - Mr Marin - Mme Rivery - Axelle & Léa - The homeless people 	<p><u>Unit 1: Homelessness</u></p> <ul style="list-style-type: none"> - Essential vocabulary - Social context - The presentation of the theme in the novel - Homeless people in Paris - Homeless women in Paris - The causes and vicious circle <p><u>Unit 2: Solitude</u></p> <ul style="list-style-type: none"> - Lou's solitude - No's solitude - The solitude of the other characters <p><u>Unit 3: Adolescence</u></p> <ul style="list-style-type: none"> - The world of teenagers - Revolt - Friendships - Family - Romance - Learning process 	<p><u>Unit 1: The structure</u></p> <ul style="list-style-type: none"> - The linear structure - The flashbacks - The narrative style <p><u>Unit 2: The style</u></p> <ul style="list-style-type: none"> - The punctuation - The syntax - The literary devices <p><u>Unit 3: The register</u></p> <ul style="list-style-type: none"> - Familiar VS formal language - The references to French language and literature - The scientific vocabulary - Humour and self-mockery 	<ul style="list-style-type: none"> - Essay plans - Essay writing practice - Controlled condition essays
Intent						

How does this link to your intent?	AQA / Exam board prescribed.	AQA / Exam board prescribed.	AQA / Exam board prescribed.	AQA / Exam board prescribed.	AQA / Exam board prescribed.	AQA / Exam board prescribed.
Sequencing						
Why this and why now?	Sequencing follows a SOW from Laprofdefrançais as recommended by many colleagues. I chose this SOW as it covers all the requirements set by the exam board and it is gradually more complex, the focus starting on the book in general and ending on more specific details.					
National Curriculum Audit						
Grammar	✓	✓	✓	✓	✓	✓
Vocabulary	✓	✓	✓	✓	✓	✓
Linguistic	✓	✓	✓	✓	✓	✓
Key concepts / Vocabulary						
12 or less	<ul style="list-style-type: none"> • L’histoire / l’intrigue (the story) • Le roman (the novel) • Le quatrième de couverture (the back cover) • Le résumé (the summary) • Les personnages principaux (the main characters) • L’auteur(e) (the author) • Un entretien (an interview) • A semi-autobiography (une semi-autobiographie) • Une récompense (a reward) • Une critique (a critic) • Une adaptation cinématographique (a cinema adaptation) 	<ul style="list-style-type: none"> • Le personnage principal (the main character) • Le narrateur / la narratrice (the narrator) • La narration à la première personne (1st person narration) • Les personnages secondaires (secondary characters) • Surdoué (over-talented) 	<ul style="list-style-type: none"> • Un(e) protagoniste (a protagonist) • Le binôme (the duo) • La perte (the loss) • L’abandon (the abandonment) • Les sans-abris / SDF (homeless people) • La précarité (poverty) • Le chômage (unemployment) • Tragique (tragic) 	<ul style="list-style-type: none"> • Le contexte social (the social context) • Le cercle vicieux (the vicious circle) • La solitude (solitude) • L’adolescence (teenage years) • L’amitié (friendship) • L’amour (love) • Un roman d’apprentissage (a coming-of-age novel) 	<ul style="list-style-type: none"> • La structure linéaire (linear structure) • Les analepses / retours en arrière (the flashbacks) • La narration à la première personne (1st person narration) • La ponctuation (the punctuation) 	

	<ul style="list-style-type: none"> Inspirée de faits réels / de sa vie (based on true facts / her life) 	<ul style="list-style-type: none"> Être en marge (to be different / to be an outsider) Dépressif (depressed) Soutenir (to support) La mort subite du nourisson (cot's death) 			<ul style="list-style-type: none"> La syntaxe (the syntax) Les figures de styles / les procédés littéraires (the literary device) Une comparaison (a simile) Une métaphore (a metaphor) Une hyperbole (an hyperbole) Une oxymore (an oxymoron) Le registre familier / le registre soutenu (familiar language / formal language) l'auto-dérision (self-mockery) 	
Learning Outside the Classroom / Cultural Capital						
Opportunities	English (English GCSE exam skills but in the target language)					
Homework						

Description	Memrise Podcast and questions Research homeless women in France	Memrise Passage analysis Chap 1-5 Passage analysis Chap 6-10 Passage analysis Chap 11-15 Passage analysis Chap 16-20	Memrise Passage analysis Chap 21-25 Passage analysis Chap 26-30 Passage analysis Chap 31-35 Passage analysis Chap 36-40 Essay : Examinez comment les rapports entre Lou et les autres personnages ont un effet sur son comportement.	Memrise Passage analysis Chap 41-45 Passage analysis Chap 46-50 Passage analysis Chap 51-55 Essay : « L’histoire de Lou est une histoire d’initiation et d’apprentissage » Dans quelle mesure êtes-vous d’accord avec ce jugement ?	Memrise L’oralité- worksheet Essay : « Examinez l’efficacité de l’écriture de Delphine de Vigan dans No et Moi »	Memrise
Assessment						
Type	Formative: Exam-style inspired exercises completed in class based on the 4 skills.	Formative: Exam-style inspired exercises completed in class based on the 4 skills.	Formative: Exam-style inspired exercises completed in class based on the 4 skills.	Formative: Exam-style inspired exercises completed in class based on the 4 skills.	Formative: Exam-style inspired exercises completed in class based on the 4 skills.	Formative: Exam-style inspired exercises completed in class based in the 4 skills.
Why this style of assessment and why now?	<ul style="list-style-type: none"> • Recall at the beginning of each lesson to check on student’s learning and understanding. • Exam skills in preparation of AS level marked according the exam board success criteria. • Essay question practice in preparation for the writing paper. • Essay questions under exam condition. 					