

FRENCH	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Introducing yourself.* French pronunciation. Numbers 1-100 Talking about age and birthdays. Identifying the days of the week and months of the year. Saying what is in your school bag. Using the definite and indefinite articles and plural nouns. Describing the classroom. Talking about pets, colours, animals and family.</p> <p>TRANSLATION TECHNIQUES</p> <p>1.Knowledge of key vocabulary 2 – High Frequency verbs in the present tense, sentence structure. 3 – Writing simple statements. 4 – Developing the recall of familiar vocabulary. 5 – Asking and giving details about a range of topics.</p>	<p>Talking about hobbies your likes/dislikes Using regular –er verbs. Using <i>Avoir</i>. Describing yourself* Understanding adjective agreement (singular and plural) Talking about others. Using adjectives. Describing a person. Using the present tense of familiar and new verbs.</p> <p>TRANSLATION TECHNIQUES</p> <p>1 – Increase range of vocabulary 2 – Using regular verbs in the present tense, plural forms. 3 – Agreeing and disagreeing. 4 – Recall techniques of prior learning 5 –Using ‘ Que/qu’est-ce que / comment’</p>	<p>Saying what subjects you study. Asking questions. Giving opinions and reasons. Agreeing and disagreeing. Describing your timetable. Using the 24 hour clock. Describing your school day. Talking about food. Using the partitive article. Using the plural forms of verbs.</p> <p>TRANSLATION TECHNIQUES</p> <p>1 – Increase range of vocabulary 2 – Regular er verbs, singular forms, - further use of the present tense - Word order - Translation in Writing 3 – Extend statements 4 – Recall techniques 5 - Asking for and giving details.</p>	<p>Talking about your town/village. Asking for and giving directions. Understanding <i>tu</i> and <i>vous</i>. Talking about where you go. The verbs ALLER and VOULOIR. Using <i>à</i> + the definitive article. Asking someone to go out somewhere. Using <i>je veux/tu veux +</i> infinitive. Saying what you can do in town. Using <i>on peut +</i> infinitive. Using the Near Future Tense.</p> <p>TRANSLATION TECHNIQUES</p> <p>1 – Increase range of vocabulary, dictionary skills to encourage students to find their own key words. 2 – full paradigm of key verbs, using 2 verbs together, translation, using two tenses 3 – creating an extended dialogue * 4 – recall techniques 5 – Can you..? Do you want to ...?</p>	<p>Talking about computers and mobile technology. Further use of regular –er verbs. Talking about sports. Using the verbs Aimer , Faire and jouer à. Talking about activities. Saying what you like to do. Describing what other people do. Talking about extreme sports. Using two tenses together</p> <p>TRANSLATION TECHNIQUES</p> <p>1 – Increase range of vocabulary. 2 – Consolidation of regular er verbs,key irregular verbs, verbs that use a..., using irregular verbs in the present tense, using two tenses together. 3 – Developing a conversation. 4 – Develop recall techniques. 5 – Creating questions using verbs.</p>	<p>Discussing animals in danger of extinction. Describing habitats and identifying a range of countries of the world. Present tense Near future tense Perfect Tense.</p> <p>THE PERFECT TENSE FOR A LIMITED RANGE OF VERBS. Visit to Paignton Zoo Research task to be completed at the zoo.*</p> <p>TRANSLATION TECHNIQUES</p> <p>1 – Increase range of vocabulary. 2 – Using familiar and new verbs in the perfect tense, using three tenses together. 3 – Extended statements for a presentation in French.* 4. Reference to three time frames. 5 – Asking questions after a presentation.</p>

<p>Year 8</p>	<p>Talking about tv programmes, films and books. The verb <i>Regarder</i> and <i>Lire</i> in 2/3 tenses. Using the imperfect. Using subject pronouns. Using opinion phrases. Using definite and indefinite articles Talking about using the internet. Saying what you do in different weather. Further use of 'on'</p> <p>Translation techniques. 1 – Increase range of vocabulary. 2 – Review of tenses, develop to include a second past tense, review of personal pronouns; agreement and disagreements, review of irregular verbs in three time frames, using positive and negative phrases 3 – Extended response to a picture in speech and in writing.* 4 – recall techniques 5 – Question words; <i>Qu'est-ce que/ pourquoi</i></p>	<p>Describing what you can do and see in Paris.</p> <p>Using modal verbs + infinitive. Asking for tourist information. Using question words. Describing what you have visited and what it was like. Further use of the perfect tense with <i>avoir</i> and <i>être</i>.</p> <p>Translation techniques. 1 – Increase range of vocabulary. 2 – Further use of two verbs together, perfect tense of regular and irregular verbs. 3 – Giving an extended description, dialogues of at least 4 exchanges, extended response to a picture* 4 Review of key irregular verbs. 5 – <i>Que/ qu'est-ce que/ quand/ ou/ pourquoi</i></p>	<p>Talking about personality and relationships. Adjectival agreement.</p> <p>Talking about music. Giving opinions with justifications. Talking about clothes. Using three tenses together.</p> <p>Translation techniques. 1 – Increase range of vocabulary. 2 – Giving opinions with justifications in three time frames. 3 – Giving an extended response to a picture, extended dialogue and in writing.* 4 – Recall techniques</p>	<p>Describing where you would like to live. Using the conditional tense.</p> <p>Describing your (ideal) home. Using prepositions. Talking about meals and mealtimes. Discussing what food to buy. Using <i>il faut /il ne faut pas+</i> infinitive. Talking about a forthcoming event. Development of the future tense.</p> <p>Translation techniques 1 – Increase range of vocabulary. 2 – Development of knowledge of future tenses, partitive articles, using two verbs together to give advice 3 – Giving and extended response to a picture, giving</p>	<p>Talking about talent and ambition. Review of using two verbs together. Using the verbs <i>devoir</i> and <i>pouvoir</i> + infinitive. Using the imperative form of key verbs. Describing other people's personalities. Using more adjectives with quantifiers. Showing how much you can do with knowledge and understanding of the French language*</p> <p>Translation techniques. 1 – Increase range of vocabulary. 2 – Using modal verbs/ using verb tables to use the imperative of a range of verbs 3 – Presentation skills - Act out a scenario at youth club /talent show/ interview at a talent show eg BGT/The Voice* 4 – Recall techniques</p>	<p>Talking about the environment. Review of modal verbs. Using negative statements. Describe environmental problems in the local area.* Review of tenses from three time frames. Dictionary skills – to find and use new vocabulary. The conditional tense of modal verbs. Extended writing task for a wider audience. (Group task)*</p> <p>Translation techniques 1 – Increase range of vocabulary. 2 – Using modal verbs/ using verb tables. 3 – Presentation skills – written form.* 4 – Recall techniques – reusing known words and phrases</p>
---------------	--	--	--	---	--	---

			5 – Using time indicators and sequencers to form questions.	facts with justified opinions. 4 – Recall techniques. 5 – Using all key question words and verbs to form questions, asking negative questions.	5 – All question words	5 – All question words
Year 9	<p>Describing yourself.* Using <i>avoir</i> and <i>être</i> in three timeframes Talking about Facebook. Review of the formation of present. Past and future tenses. Inviting someone to go out somewhere (Using <i>si on allait...</i> and <i>vouloir</i> expressions) Describing a date/special outing. Describing a music event. Focus upon using <i>on</i> in all tenses. Translation techniques Review and extend using a picture as</p>	<p>Talking about parts of the body. Saying what hurts. Using <i>à</i> + the definitive article. Talking about sport, describing a healthy lifestyle. Review of <i>il faut</i>. Discussing healthy eating. Making plans to get fit. Review using the future tenses. Describing levels of fitness. Using more than one tense and more than time frame. Creating extended written text Translation techniques. 1 – Increase range of vocabulary.</p>	<p>Discussing your future plans*. *Discussing the importance of Learning Languages for pleasure and for work* Talking about jobs and places of work* More practice with common irregular verbs. Describing what someone’s job involves. * Asking questions. (Role play: A job interview)* Talking about your ambitions.* Translation techniques</p>	<p>Identifying and describing countries and locations. Discussing and describing different types of holiday. Using the conditional tense to talk about an ideal holiday. Using <i>je voudrais</i> + infinitive. Talking about what you take with you on holiday. Using reflexive verbs in two time frames. Describing holiday disasters in three time frames. Visiting a tourist attraction. * More practice with the perfect tense.</p>	<p>Discussing children’s rights. Using <i>j’ai le droit de</i> + infinitive. Extending opinions and justifications. Explaining what is important to you. Talking about things you buy and where you buy them. Using 3 tenses from three time frames together. Describing what makes you happy. * Using infinitives to mean’ –ing’. Translation techniques 1 Increase range of vocabulary. 2 Using verbs together, using three time frames, the</p>	<p>Further discussion of environmental issues Using three tenses to describe the causes of environmental problems. Using ‘<i>si</i> + present tense’ to discuss solutions Using the simple future tense. Research why a particular species of animal is in danger of extinction, present solutions to help save them.* Translation technique 1 – Increase range of vocabulary. 2 – Using modal verbs in the conditional tense.</p>

	<p>stimulus for talking/writing (GCSE PAST PAPERS)</p> <p>1 Increase range of vocabulary.</p> <p>2 – further use of verbs.</p> <ul style="list-style-type: none"> - using si clauses with the imperfect tense. <p>3 – Giving an extended response to a picture, using three tenses.*</p> <p>4 – Recall techniques</p> <p>5 – Forming different types of questions.</p>	<p>2 – using three time frames, extending knowledge of modal verbs, translation of texts of 45 words.</p> <p>3 – participating in an extended interview.*</p> <p>4 – Recall techniques.</p> <p>5 – Forming different types of questions.</p>	<p>1 – Increase range of vocabulary.</p> <p>2 – Focus on future tenses, opinions with justifications</p> <p>3 – Giving an extended presentation* using three time frames, translation 50 words</p> <p>4 – Recall techniques</p> <p>5 – all question words, formal register.</p>	<p>TRANSLATION TECHNIQUES</p> <p>1 Increase of range of vocabulary</p> <p>2 – The conditional tense of new and familiar verbs, forming and using a range of reflexive verbs, translation 50+ words</p> <p>3 – Giving an extended dialogue (formal interview)</p> <p>*of at least 5 exchanges.</p> <p>4 – Recall techniques</p>	<p>present continuous of new and familiar verbs, giving opinions with justifications</p> <p>3 – extended dialogue to compare rights.*</p> <p>4 – Recall techniques.</p> <p>5 – Review of question words and forms.</p>	<p>3 – Research and Presentation – extended monologue/dialogue*</p> <p>4 – Recall techniques</p> <p>5 – All question words.</p>
Year 10	<p>THEME 1 Identity and Culture</p> <p>Me, my family and friends</p> <ul style="list-style-type: none"> • Relationships with family and friends • Social activities • Home, town, neighbourhood and region 	<p>THEME 3 Current and future study and employment.*</p> <ul style="list-style-type: none"> • Life at school (rules) • Typical day at school • Comparing schools in different countries 	<p>THEME 2 Local, national, international and global areas of interest</p> <p>Social issues</p> <ul style="list-style-type: none"> • Healthy/unhealthy living • Discussing food and lifestyles 	<p>THEME 1 Customs and festivals in French-speaking countries/communities</p> <ul style="list-style-type: none"> • Knowing what festivals take place in France • Comparing Christmas in UK with Christmas in 	<p>THEME 3 Education post-16.</p> <ul style="list-style-type: none"> • Plans for after GCSE • Plans for after A level • Ambitions for future life (family and work) 	<p>THEME 1 Transition to Year 2: Me, my family and friends</p> <ul style="list-style-type: none"> • Marriage/partnership • Discussing different types of families

	<ul style="list-style-type: none"> Describing different types of dwelling Describing an ideal house Finding out about our twin town. 	<ul style="list-style-type: none"> Describing an ideal school <p>THEME 1 Identity and culture</p> <ul style="list-style-type: none"> Free-time activities - describing different forms of entertainment Music Cinema and TV Food and eating out - describing regional foods from around the world Sport - talking about extreme sports 	<p>THEME 3 Life at school/ college</p> <ul style="list-style-type: none"> Problems and pressures faced by students Discussing exams Presenting solutions to current problems 	<p>Francophone countries.</p> <ul style="list-style-type: none"> Describing international festivals Discussing celebrations at home. <p>THEME 2 Travel and Tourism</p> <ul style="list-style-type: none"> Discussing holidays Destinations Means of travel and transport Accommodation Holiday disasters Reporting problems 		
Year 11	<p>THEME 2 Global issues</p> <ul style="list-style-type: none"> Discussing the environment 	<p>THEME 3 Career choices and ambitions*</p>	<p>THEME 3 Technology in everyday life</p> <ul style="list-style-type: none"> Social media and 	<p>THEME 2 Global issues</p> <ul style="list-style-type: none"> Poverty/ homelessness 	<p>Revision and preparation for speaking examination in April Revision and preparation for the</p>	

	<ul style="list-style-type: none"> Local issues Local and worldwide projects Understanding news coverage of the environment* Environmental issues facing the planet Solutions to the issues Reasons for the problems <p>Social issues</p> <ul style="list-style-type: none"> Charity/voluntary work* Identifying charities and the work they do.* Describing what voluntary work *you can do to help. 	<ul style="list-style-type: none"> Discussing future plans <p>Justifying choices and plans for future careers*</p> <ul style="list-style-type: none"> Comparing choices - Uni or apprenticeship?* Discussing how to go about getting a job* Advantages and disadvantages of different industries. <p>Mock examination. (All topics covered so far)</p>	<p>how you use it</p> <ul style="list-style-type: none"> Mobile technology - Dangers of the internet Positive aspects of using the internet 	<ul style="list-style-type: none"> Discussing how homeless people are helped Discussing help for those living in poverty in the world. Why charitable organizations exist* Discussing inequality 	<p>L,R W examinations in May/June.</p>	
--	--	--	--	--	--	--

1. **Listening** - Students will learn how to;
 - demonstrate general and specific understanding of different types of spoken language *
 - follow and understand clear standard speech using familiar language *
 - identify the overall message, key points, details and opinions
 - deduce meaning from a variety of short and longer spoken texts
 - recognise and respond to key information, important themes and ideas, be able to answer questions, extract information, evaluate and draw conclusions.*
2. **Speaking** – Students will learn how to;
 - communicate and interact effectively in speech for a variety of purposes*
 - take part in conversations, asking and answering questions, and exchanging opinions *
 - convey information and narrate events coherently and confidently *
 - speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies *
 - initiate and develop conversations and discussion, producing extended sequences of speech *
 - make appropriate and accurate use of a variety of vocabulary and grammatical structures
 - make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view *
 - use accurate pronunciation and intonation to be understood by a native speaker.
3. **Reading** – Students will learn how to;
 - understand and respond to different types of written language *
 - understand general and specific details within texts using high frequency familiar language
 - identify the overall message, key points, details and opinions in a variety of short and longer written passages *
 - deduce meaning from a variety of short and longer written texts *
 - recognise and respond to key information, important themes and ideas in more extended written text and authentic sources
 - demonstrate understanding by being able to scan for detail, organise and present relevant details, draw inferences in context and recognise implicit meaning *
 - translate a short passage from French into English.*
4. **Writing** – Students will learn how to;
 - communicate effectively in writing for a variety of purposes across a range of specified contexts *
 - write short texts, using simple sentences accurately to convey meaning and exchange information*
 - produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes, in different settings *
 - make accurate use of a variety of vocabulary and grammatical structures, to describe and narrate events *
 - manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register *
 - make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince *
 - translate sentences and short texts from English into French to convey key messages accurately and to apply grammatical knowledge of language and structures in context.*

Year 12 and Year 13

Individual Research project

At the beginning of year 12, students should identify a subject or a key question which is of interest to them and which relates to a country or countries where French is spoken. Relevant information in French should be identified from a range of sources including the internet. The aim of the research project is to develop research skills. *

Students will demonstrate their ability to initiate and conduct individual research by analysing and summarising their findings, in order to present and discuss them in the speaking assessment.*

Year 12	<p>Phase 1: intensive grammar programme linked to thematic content</p> <ul style="list-style-type: none"> Aspects of French-speaking society: current trends. <p>Artistic culture in the French-speaking world.</p>	<p>Phase 2: development of all skills through theme-linked teaching and learning</p> <ul style="list-style-type: none"> Aspects of French-speaking society: current trends Artistic culture in the French-speaking world. Chosen film or book 	<p>Phase 3a: practice of exam-specific skills and assessment tasks in speaking, essay writing, listening, reading, summary writing and translation into and from target language. Content focus according to assessment tasks:</p> <ul style="list-style-type: none"> essay-writing on book or film speaking and stimulus cards <p>reading, listening and translation according to sub-themes and topics.</p> <p>Phase 3b: 'top up' teaching on film or book to meet A-level requirements. Developing skills in speaking, essay writing, listening, reading, summary writing and translation into and from target language.</p>
---------	--	--	---

Students will study the following themes and sub-themes in relation to at least one French-speaking country using a range of sources, including material from online media.

3.1.1 Aspects of French-speaking society: current trends

The changing nature of family (La famille en voie de changement)

- * Grands-parents, parents et enfants – soucis et problèmes
- * Monoparentalité, homoparentalité, familles recomposées
- * La vie de couple – nouvelles tendances

The 'cyber-society' (La « cyber-société »)

- * Qui sont les cybernautes ?
- * Comment la technologie facilite la vie quotidienne

* Quels dangers la « cyber-société » pose-t-elle ?

The place of voluntary work (Le rôle du bénévolat)

* Qui sont et que font les bénévoles ?

* Le bénévolat – quelle valeur pour ceux qui sont aidés ?

* Le bénévolat – quelle valeur pour ceux qui aident ?

3.1.2 Aspects of French-speaking society: current issues

Positive features of a diverse society (Les aspects positifs d'une société diverse)

* L'enrichissement dû à la mixité ethnique

* Diversité, tolérance et respect

* Diversité – un apprentissage pour la vie

<p>YEAR 13</p>	<p>Phase 1: development of skills in the two theme areas of year 13. Intensive first phase of teaching and learning for the second work.</p> <ul style="list-style-type: none"> Aspects of French-speaking society: current issues and aspects of political life in the French-speaking world. 	<p>Phase 2: as for phase 1 with less time spent on the 2nd work and more time spent on social issues.</p> <ul style="list-style-type: none"> Aspects of French-speaking society: current issues and aspects of political life in the French-speaking world. Study of second work. (film or book) 	<p>Phase 3: phase 1 and 2 continued. Content and skills practice with independent research (ie outcomes are shared with teacher, planning and preparation for speaking).</p> <p>The content and skills aspects of the A-level course are now completed.</p> <p>Phase 4: intensive and comprehensive exam preparation.</p> <p>All skills targeted on a timely basis according to the needs and priorities of the schedule of the exams.</p>
--------------------	---	--	--

- | | | | |
|--|--|--|--|
| | <ul style="list-style-type: none">• Study of second work (film or novel) | | |
|--|--|--|--|

Students will study the following themes and sub-themes in relation to at least one French-speaking country using a range of sources, including material from online media.

3.2.1 Artistic culture in the French-speaking world.

A culture proud of its heritage (Une culture fière de son patrimoine)

- * Le patrimoine sur le plan national, régional et local
- * Comment le patrimoine reflète la culture
- * Le patrimoine et le tourisme

Contemporary francophone music (La musique francophone contemporaine)

- * La diversité de la musique francophone contemporaine
- * Qui écoute et apprécie cette musique ?
- * Comment sauvegarder cette musique ?
- * Cinema: the 7th art form (Cinéma : le septième art)

Pourquoi le septième art ?

- * Le cinéma – une passion nationale ?
- * Evolution du cinéma – les grandes lignes

3.2.2 Aspects of political life in the French-speaking world

Teenagers, the right to vote and political commitment (Les ados, le droit de vote et l'engagement politique)

- * Pour ou contre le droit de vote ?
- * Les ados et l'engagement politique – motivés ou démotivés ?
- * Quel avenir pour la politique ?

Demonstrations, strikes – who holds the power? (manifestations, grèves – à qui le pouvoir ?)

- * Le pouvoir des syndicats

- * Manifestations et grèves – sont-elles efficaces ?
- * Attitudes différentes envers ces tensions politiques

Politics and immigration (La politique et l'immigration)

- * Solutions politiques à la question de l'immigration
- * L'immigration et les partis politiques
- * L'engagement politique chez les immigrés

Careers link can be anything associated with **employability skills*** as well as developing **careers awareness**

*e.g. developing students' **self-management, team working skills, problem solving skills, communication skills** (for example, letter writing)