



Curriculum Plan French

Intent: We aim to provide students with the opportunity to develop their communication skills and seek to break down barriers between different cultures and languages. Students study topics and themes that allow them to develop their oral and written literacy and to see links between their own language/community and those of others, but also to develop as more confident individuals and as global citizens who are successfully able to work, travel and navigate through the global community and work market.

Year	What will students learn?	Rationale	How will students be assessed?
7	<p>Introductions C'est perso – talking about yourself Mon college – my school Mes passetemps – free time Ma Zone – my region</p>	<p>The Y7 course focusses on pupils being able to give key information about themselves and their lives. We start off by looking at / recapping from KS2 introductory phrases in French (greetings, saying your name, age, birthdays, alphabet, family and pets) before we start the Studio course, in order to ensure that all pupils have the same foundation knowledge.</p> <p>The Studio course progresses from these basic by focusing in the first module on talking about yourself (likes and dislikes, personality, physical description), then we move onto describing your school. In M3 we talk about pupils' hobbies and free time (sports and technology), then in M4 describing their town and what there is to do there.</p> <p>These topics allow us to cover the necessary basics of grammar as well as the skills of listening, speaking, reading, writing and translation. In the first term we look at the definite and indefinite article, sentence building using basic connectives, the first and third person of avoir and être, and adjectival agreement. Over the rest of the year we continue to focus on sentence formation, how to develop from simple to extended sentences, with good use of justified opinions. We learn to form regular -er verbs in the present tense, and we also meet the verbs faire and aller as well as the phrase "il y a".</p>	<p>Vocab test on numbers</p> <p>3 vocab tests per module</p> <p>A small mid-module assessment and an End of Module assessment (focus on a different skill each time).</p>

8	<p>T'es branché? – hobbies Paris, je t'adore – a trip to Paris Mon identité – talking about yourself Chez Moi, chez toi - home</p>	<p>The Y8 course continues from Y7, but with an added emphasis on talking and writing in different time frames. Again, our topics allow us to reinforce and build up pupils' knowledge of grammar as well as to develop the skills of listening, speaking, reading, writing and translation.</p> <p>In Studio 2 we start by looking at more detailed content related to hobbies (films, TV, books, IT). At this point we introduce ir and re verbs in the present tense, and we also start to see the past (perfect) tense. In the second module the past tense becomes our major focus as we look at how to describe and talk about a trip you have made, including regular and irregular verbs. In Module 3 we look at personality and family relationships, music and clothes, with an introduction to reflexive verbs and also to the immediate future tense. In Module 4 we look at describing your house, also food and drink. By this point there is a strong focus on recognising and using all three-time frames together in our work.</p>	<p>3 vocab tests per module</p> <p>A small mid-module assessment and an End of Module assessment (focus on a different skill each time)</p>
9	<p>Module 1 – Qui suis-je? (AQA sub-theme - Me, my family and friends)</p> <p>Module 2 – Le temps de loisirs (AQA sub-theme -Technology in everyday life / Free-time activities)</p> <p>Module 3 – Jour ordinaires, jours de fête (AQA sub-theme - Customs and festivals)</p>	<p>As we move into the GCSE course, we look first of all at the course and how it will be assessed. As with KS3, pupils continue to develop and build upon their skills of listening, speaking, reading and writing, also translation, within AQA Theme 1.</p> <p>As a branching topic, our first module focusses on family and friends, and recaps / reinforces previous KS3 learning as well as adding additional vocabulary and structures. We revisit the present, perfect and immediate future tenses (in varying complexity depending on sets).</p> <p>In Module 2 we revisit previous learning on the topic of free time, looking at sport, TV, film, music, books and technology. We speak and write in extended sentences, with a focus on opinions and justification as well as gaining further familiarity with three-time frames.</p> <p>In Module 3 we look at food and drink, describing what you eat and drink for different occasions / meals and your opinions. We also focus on clothes and describing what you wear for different occasions, celebrations and daily routine. We learn to give a description of a special</p>	<p>3 vocab tests per module</p> <p>A small mid-module assessment and an End of Module assessment (focus on a different skill each time).</p> <p>End of Y9 assessment – listening, reading and writing (40 words)</p>

		occasion in the past and to talk about a francophone festival we would like to see in the future. Again, this allows us to develop further competence in the use of the three main time frames, but here we also put an emphasis on narrating skills and giving extended descriptions.	
10	<p>Module 4 – De la ville à la campagne (AQA sub-theme - Home, town, neighbourhood and region)</p> <p>Module 5 – Le grand large... (AQA sub-theme - Travel and tourism)</p> <p>Module 6 – Au collège (AQA sub-theme - My school/ college / My studies / Education post- 16)</p>	<p>In Year 10 pupils continue to develop and build upon their skills of listening, speaking, reading and writing, also translation, within AQA Theme 2/3. We work mostly at Foundation Level, but begin to introduce some Higher-Level style questions where appropriate.</p> <p>In M4 we study vocab for places in town, adjectives to describe where you live, the weather and directions. Pupils learn to describe where they live in detail and how to express justified opinions on where they live and the positives and negatives.</p> <p>In M5 we move to the topic of holidays, where pupils learn to describe their typical holidays, a holiday in the past and where they would like to go in the future. We look at the full future tense and the conditional tense (as appropriate for the set).</p> <p>In M6 we revisit the KS3 topic of school, and pupils learn to describe their school, their opinions of different subjects, teachers and rules. Where appropriate we look at the imperfect tense and we also look at describing what you would like to do in the future, with further use of the two future tenses and the conditional tense. Pupils learn to give an account of a typical school day, using sequencers and narration. Pupils are able to use an increasingly sophisticated range of tenses and structures in their work, considering the overlap questions between Foundation and Higher Level.</p>	<p>3 vocab tests per module</p> <p>A small mid-module assessment and an End of Module assessment (focus on a different skill each time).</p> <p>End of Year assessment – Listening reading and writing (90 / 150 words).</p>
11	<p>Module 7 – Bon travail! (AQA sub-theme - Job, career choices and ambitions)</p> <p>Module 8 – Un œil sur le monde (AQA sub-theme - Social Issues / Global issues)</p>	<p>In Year 11 pupils continue to develop and build upon their skills of listening, speaking, reading and writing, also translation, within AQA Theme 2/3. Pupils work at Foundation or Higher Level.</p> <p>In M7 we look at jobs and careers. Pupils learn to describe what jobs people have, what they would like to be in the future and why, also to talk about a part-time job and to describe their work experience, narrating accounts in different time frames.</p>	<p>Vocab tests for each module</p> <p>A small mid-module assessment for M7</p> <p>Mock exam in all four skills (Foundation, Higher)</p>

	<p>Revision and exam skills</p>	<p>In M8 we look at environmental issues and pupils learn to describe environmental issues in the World, what they do to help the environment and what it is important to help the environment. Developed opinions and more sophisticated phrases to give opinions are used. We look at charity work and social issues such as homelessness. We also revisit healthy eating, alcohol, cigarettes and drugs (which are briefly covered in previous topics) and how to talk about healthy lifestyles. At all point in the unit, we look at giving strong, justified opinions using a range of more sophisticated vocabulary and phrases.</p> <p>At the end of the course we focus on exam skills and preparing for the final exams. We look at example questions and attempt practice essays together for the writing paper, we develop the required skills for the role plays and photo cards as well as practicing and developing confidence for the general conversation part of the speaking exam, and we look at and analyse how to deal with the listening, reading and translation questions.</p>	<p>End of M8 assessment as appropriate</p>
12	<p>Aspects of French-speaking society: current trends</p> <ul style="list-style-type: none"> • <i>The changing nature of family (La famille en voie de changement)</i> • <i>The 'cyber-society' (La « cybersociété »)</i> • <i>The place of voluntary work (Le rôle du bénévolat)</i> <p>Artistic culture in the French-speaking world</p> <ul style="list-style-type: none"> • <i>A culture proud of its heritage (Une culture fière de son patrimoine)</i> 	<p>In Year 12 the course is split between two teachers. With teacher 1, following on from GCSE content, we begin by studying the topic of family, and with teacher 2 pupils focus on cyber-society. Both of these topics follow on from familiar GCSE topics and function as branching topics between KS4 and KS5.</p> <p>With teacher 1 we then move onto the study of French heritage and culture and with teacher 2 we look at francophone music. There is a large emphasis on the whole French-speaking World, and pupils learn to give clear examples, evidence and justification for their views and opinions. Pupils gain a developed knowledge of the cultures of different Hispanic countries as well as developed linguistic competence Pupils develop their skills in listening, reading, writing, speaking and translation.</p> <p>The third topics are voluntary work with teacher 1 and cinema with teacher 2. Cinema then leads on to the study of the first literary topic, the study of the film “La Haine”, where pupils learn to analyse and</p>	<p>Vocab tests for each sub-topic</p> <p>End of topic assessment – listening, reading, essay, stimulus speaking card.</p> <p>End of Year assessment – listening, reading and writing, speaking.</p> <p>Essay on film where possible.</p>

	<ul style="list-style-type: none"> • <i>Contemporary francophone music (La musique francophone contemporaine)</i> • <i>Cinema: the 7th art form (Cinéma : le septième art)</i> <p>Film – La Haine Grammar IRP</p>	<p>evaluate the film, including its characters, themes and techniques. They learn to write essays in the target language in preparation for paper 2.</p> <p>Pupils also begin to consider and plan what they would like to research for their Individual Research Project towards the end of Y12 in readiness for Y13.</p> <p>Much of the grammatical content of the A-Level course is covered in Y12. This allows pupils to speak and write in appropriately more sophisticated language as is required for essay writing and IRP preparation by the end of the year.</p>	
13	<p>Aspects of French-speaking society: current issues</p> <ul style="list-style-type: none"> • <i>Positive features of a diverse society (Les aspects positifs d'une société diverse)</i> • <i>Life for the marginalised (Quelle vie pour les marginalisés ?)</i> • <i>How criminals are treated (Comment on traite les criminels)</i> <p>Aspects of political life in the French-speaking world</p> <ul style="list-style-type: none"> • <i>Teenagers, the right to vote and political commitment (Les ados, le droit de vote et l'engagement politique)</i> • <i>Demonstrations, strikes – who holds the power? (Manifestations, grèves – à qui le pouvoir ?)</i> 	<p>Pupils begin Y13 studying the novel « L'Étranger » and also continue to work on their IRP in more detail and depth. Through study of the novel, its character, themes and literary techniques, pupils are prepared for the essay exam paper 2, but are also introduced to French literature ready for potential further study. They also learn how to deal with reading an entire literary work, using skimming and scanning skills and also reading for detail, using quotations and relevant sections of the text to support their ideas.</p> <p>Via the IRP pupils develop their independent research skills ready for study post-18, as well as their presentation skills and their ability to talk about an aspect of French-speaking culture in depth, expressing opinions and using evidence and facts to support their arguments.</p> <p>The Y13 topics are again split between two teachers. With one teacher pupils study aspects of French society and with the other they look at aspects of political life. These topics focus on real modern life in Francophone countries and pupils gain a detailed understanding of issues affecting society and people of their age in French-speaking communities. Pupils develop their skills in listening, reading, writing, speaking and translation.</p>	<p>Vocab tests for each sub-topic</p> <p>End of topic assessments – listening, reading, essay, stimulus speaking card.</p> <p>Mock exam</p>

	<ul style="list-style-type: none"> • <i>Politics and immigration (La politique et l'immigration)</i> <p>Novel – L’Etranger IRP Grammar</p>	<p>There is a continued focus on grammar and the final requirements of A-Level grammar are covered throughout the year to enable pupils to write and speak at an advanced level.</p> <p>At the end of the course we focus on exam skills and preparing for the final exams. We look at example questions and attempt practice essays together for the writing paper, we develop pupils’ skills and knowledge of the French-speaking World for the speaking stimulus card and we look at and analyse how to deal with the listening, reading, writing and translation questions of paper 1.</p>	
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