

Subject: French

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>YEAR</u> 7</p>	<p><u>“Je me présente”</u>:</p> <p>To say what your name is/how old you are and when your birthday is, to describe yourself and other people, including what languages you speak and nationalities. To know numbers from 1-31. + <u>La Francophonie</u>: To raise awareness of the French-speaking world.</p>	<p><u>“La famille et l’école”</u>:</p> <p>To talk about and describe your family. + To talk about <u>school</u> and to express and justify opinions. To understand about placement and agreement with <u>French adjectives</u> and how <u>possessives</u> are formed.</p>	<p><u>“Les animaux ”</u>:</p> <p>To talk about pets and wild animals and to combine with colours + Introduction of the <u>present tense verbs</u> (how they are conjugated), and to start to use <u>the conditional tense in the 1st person form.</u> (je voudrais)</p>	<p><u>“La nourriture”</u>:</p> <p>To talk and write about food and what you like or don’t like to eat + To develop a better understanding of <u>French verbs</u>, eg: manger (to eat) and boire (to drink) and to know how to form a <u>negative</u>. To learn <u>the modal verb ‘on doit’</u> (we must/have to)</p>	<p><u>“Mon quartier”</u>:</p> <p>To talk and write about where you live and about your region and what you can do there + To use <u>prepositions</u> and to use modal verbs ‘on peut’ (we can)</p>	<p><u>“Les vêtements”</u>:</p> <p>To talk and write about items of clothing and what you can or like to wear + To <u>consolidate</u> the year’s learning and to do a creative project on fashion and to invent and make a board game based on grammar rules</p>

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<p><u>YEAR</u></p> <p>8</p>	<p><u>“Destination vacances”</u>:</p> <p>To talk about your normal future/ideal holiday. Revise aller To learn the near future / conditional</p>	<p><u>“Bouger, c’est important”</u>:</p> <p>To talk about sports /events and parts of the body</p>	<p><u>“La routine”</u>:</p> <p>To describe daily routine and to say what you do to help at home. + To understand <u>reflexive verbs</u>.</p> <p>To learn how to say the time and use the 24 hour clock.</p>	<p><u>“La musique/A la maison”</u>:</p> <p>To explore <u>“La Francophonie”</u> in more depth through looking at famous French singers/bands</p> <p>Complex opinions : je pense que / je crois que Ça me fait + adj ça me rend + infinitive direct object pronoun (le/la/les)</p>	<p><u>“Les films, la lecture et la television. C’est quoi la France?”</u></p> <p>To explore <u>“La Francophonie”</u> in more depth through looking at the French BD/French authors</p> <p>Modals + infinitives (on peut / on doit / il faut + negatives)</p>	<p><u>“French and francophone culture La technologie”</u>:</p> <p>To express opinions about different types of media. To explore aspects of a French film.</p>

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<u>YEAR</u> 9	<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 	<p>Theme 2. Local, national, international and global areas of interest</p> <p>Home, town, neighbourhood and region</p>	<p>Theme 3. Current and future study and employment</p> <p>My studies</p>	<p>Theme 1. Identity and culture</p> <p>Free-time activities</p> <ul style="list-style-type: none"> Music Cinema and TV 	<p>Theme 1. Identity and culture</p> <p>Free-time activities</p> <ul style="list-style-type: none"> Food and eating out Sport 	<p>Theme 1. Identity and culture</p> <p>Customs and festivals in French-speaking countries/communities</p>
	<p>+to revise basic regular and irregular verbs in the present tense. To revise the conditional tense. To look at reflexive verbs. Adjectives and comparatives. Possessive adjectives.</p>	<p>+ to revise <i>aller</i> and <i>faire</i> in the present tense. The use of <i>pouvoir</i> and infinitive. Use of prepositions to locate objects.</p>	<p>+ to learn the perfect tense with <i>avoir</i>. The use of <i>devoir</i> and infinitive. Comparative and superlative when comparing subjects.</p>	<p>+ consolidation of present tense including irregular verbs <i>sortir, prendre, mettre, voir, vouloir</i></p>	<p>+ perfect tense with <i>avoir</i> using regular and common irregular verbs</p>	<p>+ perfect tense with <i>être</i> using agreement rules Using perfect and some imperfect together.</p>

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YEAR 10	<p>Theme 3. Current and future study and employment</p> <p>Life at school and college.</p>	<p>Theme 2. Local, national, international and global areas of interest.</p> <p>Travel and Tourism</p>	<p>Theme 3. Current and future study and employment</p> <p>Future studies post 16</p>	<p>Theme 2</p> <p>Local, national, international and global areas of interest</p> <p>Social issues</p> <p>Healthy and unhealthy eating</p>	<p>Theme 1</p> <p>Identity and culture</p> <p>Marriage/partnership</p>	<p>Theme 1</p> <p>Identity and culture</p> <p>Technology in everyday life</p> <p>Social media</p>
	<p>+ transfer <i>devoir/pouvoir/il faut/vouloir</i> to school rules context</p> <p>quantity words</p> <p><i>beaucoup/trop/assez/pas assez + de</i> (including with plurals)</p>	<p>+ consolidation of the perfect tense and extension of the imperfect</p> <p>Weather expressions using <i>faire</i>.</p>	<p>+ future tense introduced for eg future study plans</p> <p>Building on <i>si</i> clauses with present and future</p>	<p>+partitive articles with food items</p> <p>recap on <i>devoir/il faut</i> and introduce conditional forms – affirmative and negative</p> <p><i>il vaut mieux/il vaudrait mieux</i></p> <p>negative</p> <p><i>ne...jamais</i></p>	<p>+ to consolidate the future tense</p> <p>Direct and indirect object pronouns</p>	<p>+revision of past tenses to recount how social media have been used; or life before technology</p> <p><i>grâce à/sans/avec</i> enhanced statements of possibility including <i>permettre de</i></p>

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<p style="text-align: center;">YEAR</p> <hr/> <p style="text-align: center;">11</p>	<p>Theme 2 Local, national, international and global areas of interest</p> <p>Global issues The environment</p> <p>+ modal verbs linked to _____ behaviours (must do/can do/should do/could do etc) <i>si</i> clauses using imperfect and conditional</p>	<p>Theme 2 Local, national, international and global areas of interest</p> <p>Social issues Homelessness and poverty</p> <p>+ <i>si j'étais...</i> <i>il faut</i> + infinitive</p>	<p>Theme 2 Local, national, international and global areas of interest</p> <p>Social issues Charity and voluntary work</p> <p><i>Vouloir</i> plus infinitive</p>	<p>Theme 3 Current and future study and employment</p> <p>Career choices and ambitions</p> <p>enhanced statements of possibility including <i>permettre de</i></p>	<p>Prepare for Speaking exam in end April</p> <p>Revision of all themes Practice Listening Writing and Reading papers</p> <p>The GCSE examinations takes place mid-May.</p> 	

YEAR 12

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<p>Bridging the gap between GCSE and A level.</p> <p>Theme 1: Unit 1: To explore the changes in French society. To understand how French society has evolved in relationship to the family</p> <p>+Theme 2: Unit 1: To understand the impact of music on popular culture</p> <p>+weekly grammar</p>	<p>Theme 1:Unit 2: Education in France To understand the French education system and problems faced by French students</p> <p>+ Theme 2: Unit 2: To learn about French media and its impact on French society.</p> <p>+ weekly grammar</p>	<p>Theme 1: Unit 3: The world of work in France. To understand the importance of strikes and the work/life balance in France.</p> <p>+Theme 2: Unit 3: Festivals and traditions: To find out about customs in French speaking countries and in France.</p> <p>+ weekly grammar</p>	<p>Pre-IRP/Pre-film/revisions</p> <p>To develop Listening and Reading skills using practice examples and to practice Speaking and Writing/Translation skills.</p> <p>+ To finish Theme 1:Unit 3: le monde du travail and Theme 2: Unit 3: Les festivals et les traditions.</p> <p>+ weekly grammar</p>	<p>To study the film 'Les Intouchables'. Analysis: themes, characters, techniques. Practice essay writing on a film.</p> <p>+ weekly grammar</p>	<p>Revision for end of year exams.</p> <p>To develop Listening and Reading skills using past examination papers. + To improve translation skills and essay writing.</p> <p>+ weekly grammar</p>

YEAR 13

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	<p>Theme 2: Unit 1: Immigration and multi-cultural France. To learn about the impact of immigration on France.</p> <p>+ Theme 4: The Occupation and the Resistance. To learn about the impact of the occupation of France during WW2, the Vichy Regime and the Resistance.</p> <p>+Preparation of IRP - research</p> <p>+ weekly grammar</p>	<p>Theme 2 Unit 2: The challenges of immigration and integration in France: To explore the impact of multiculturalism in modern day France.</p> <p>+ Theme 4: The Vichy Regime. To learn about Maréchal Pétain and the consequences of the Vichy Regime.</p> <p>+ Improving translating and essay-writing skills.</p> <p>+Preparation of IRP - research</p> <p>+ weekly grammar</p>	<p>Theme 2 Unit 3: The Far right. To learn about the rise of the Rassemblement National and public opinion on this.</p> <p>+ Theme 4: The Resistance. Learning about the role of the resistance during WW2 and specific individuals such as Jean Moulin.</p> <p>+ Listening and Reading skills practice.</p> <p>+Preparation of IRP - research</p> <p>+ weekly grammar</p>	<p>Analysis of the Book Sac de Billes</p> <p>+</p> <p>+Improving translating and essay-writing skill+ Listening and Reading skills practice.</p> <p>+ Preparation of topics for the IRP and speaking examination.</p> <p>+ weekly grammar</p>	<p>Essay writing: Sac de Billes</p> <p>± Examination practice:</p> <ul style="list-style-type: none"> ○ Translation. ○ Essay-writing. ○ Listening ○ Reading <p>+ Further research into speaking topics; practising defending opinions and ideas. IRP.</p> <p>+ weekly grammar</p>	<p>Revision.</p> 