
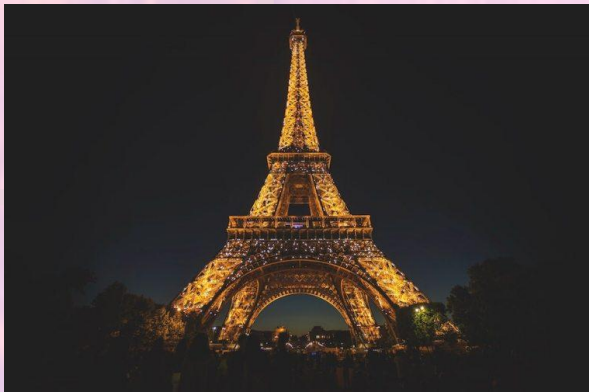


Key Stage 2		7			8			9	Key Stage 4 →
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
	Understanding the basics of French	My life at school	My hobbies and socialising	Holidays at home and abroad	Interests outside of school	My local area	Myself and others	The world of work	Visiting France
Core Knowledge	<ul style="list-style-type: none">Embedding Phonics to enable sound-spelling links and improve pronunciation.Getting the basics of French correct for clear communication.Using avoir appropriately and in a wide range of different topic areas.Understanding + using key classroom language in the French classroom.Describing what you like and giving reasons why.Talking about animals and pets. Expressing wishes.Cultural Knowledge: Understanding Christmas + New Year celebrations in France.	<ul style="list-style-type: none">Making and responding to New Year’s ResolutionsDescribing yourself and others in your class/familyTalking about your school life and the subjects you’re studyingUsing key language to do with food and drink (discussing break + lunch at school)	<ul style="list-style-type: none">Discussing your hobbies and interestsLinking weather and activities to express weekend plansMaking arrangements with other peopleMaking and answering questions to a friend and understanding when to be polite (meeting formal and informal verb formations)	<ul style="list-style-type: none">Embed “Tense-Hopping” among the 3 time frames, with “aller/visiter/voyager”.Using countries + masc/fem/plural grammar structures with allerUsing the 2x “we” pronouns and associated key verbs in 3 time frames with “aller/visiter/voyager”Discuss a range of holiday activities and opinions on holiday preferencesAsk and answer key questions relating to holiday plans and preferencesUnderstanding the francophone World – French beyond France and where French people spend their holidaysDiscuss plans for holidays in the futureUsing clothes vocabulary to explain what you take abroad.	<ul style="list-style-type: none">Use key verb forms in a range of tenses to say what I use technology forDiscussing TV and cinema and giving preferences on bothRecognise genres of Music and give opinions on preferencesDiscuss reading habits and compare those to young people in the UK/FranceImprove knowledge of French Cinema- learn about “Le festival de Cannes/ Les Césars”Film Study – Les vacances de Petit Nicolas?Further practise the passé compose to discuss my recent birthday (plans/presents received/opinions)	<ul style="list-style-type: none">Talking about where I live and describing my local area using key verbs in the 3rd personFurther develop the conditional tense to say what I’d change about my local areaDiscuss my house using key vocabulary and say what I like/don’t like about it.Learn about houses in France and make comparisons with my ownUse key verbs in 2 time frames to discuss how I help the environmentFind my way around a large city and be able to ask for help/directions	<ul style="list-style-type: none">Discuss extended family membersUse key verbs to do with personality and looksRelationships with others- getting along/arguingGive information about pocket money.Describing what I do in the evenings/weekends at homeHow I help my parents – choresLearning about how people my age in a French-speaking country spend their time outside of school<ul style="list-style-type: none">Telling the timeMy daily routine- a school day vs weekendLearning about other key festivals in France and the francophone world	<ul style="list-style-type: none">Understanding why to continue studying languagesUsing opinions to discuss the world of workDescribing jobs people do and giving opinionsUsing the future tense to say what you want to do/be when you’re older and give complex reasons whyUse the future tense to say how I will stay fit/active when I am olderGiving opinions on healthy lifestyles and choices<ul style="list-style-type: none">Discussing food and mealtimes from around the world	<ul style="list-style-type: none">Making and participating in conversations on key topics- Using polite/impolite forms<ul style="list-style-type: none">- buying tickets (train/cinema/concert)- understanding advertisements in magazines/newspapers/on radio- ordering food, saying if there’s a problem- finding the way- booking accommodation (hotels, gites)<ul style="list-style-type: none">- hiring- At the doctor/pharmacy- Buying clothes- Au marchéBooks for Primary Schools Project
Concepts	Key idea will centre around challenging stereotypes of French people and the country. Secure instruction and clearly signposting on verb formations, links with English grammar and knowledge of pronouns and other key terminology. Secure knowledge of “avoir” will then enable pupils to make sense of the simple future tense, later on.	Students will be taught cognates and to look for links to English and/or Latin words which they are already familiar with. Teachers can then explain the “family” of romance languages and why they’re so similar; for example.	Exploring the notion of how language has evolved and how it’s “owned” by those who speak and use it, this is how words get added to the lexicon and the concept of “slang” etc. Learning that a foreign language is to discover that your own language is not the innate language of universal thought; it is an arbitrary and local system of conventional noises and symbols.	Introduce knowledge about France’s colonial past- countries that speak French- explain how they do. Draw comparisons with how English has “moved” around the world. Do students know why/how?	Inform students about l’Académie Française and how it operates- key when it comes to current language linked with technology and social media- provoke a discussion around english words « infiltrating » the french language, e.g. « le selfie, un e-mail vs courrier électronique ! »	Develop students’ knowledge about France’s colonial past- how has France left the former colonized countries, are they rich/poor? What are the houses like, how do they live in comparison with those on mainland France?	By this point, students will be aware of France’s colonial past- through discussion on Francophone countries around the world. This will help students understand how French has spread throughout the world and its importance in the countries that speak it- for example, the dual languages in Canada.	Looking at languages in business and the world of work in the UK- potential for discussion linked to Brexit and the economic implications of (not) being able to communicate with people in another language. Draw comparisons with German in business, for example.	By this point, we should have emphasised the idea that learning a language is a normal part of mainstream life across the world, and that this unit reflects the key role that languages play in communication, tolerance and understanding.
Exemplars or Key Questions?	Qui suis-je?	Comment est ma vie scolaire?	Quels sont mes projets pour le weekend?	Où allons-nous en vacances?	Quels sont mes passe-temps?	Comment est ma région?	Comment sont mes amis?	Qu’est-ce je veux faire dans l’avenir?	Est-ce que je peux vivre en France?
	➤	➤	➤	PROGRESSION			➤	➤	➤
Opportunities & Adaptations	<p>La rentrée Crayons de couleur poem European Day of Languages Christmas and New Year</p> <p>Extension opportunities for more able students will be offered through ICT resources, as well as wider or further reading including: Mary Glasgow Magazines/Textbooks/Parallel Texts Linguscope / Languagesonline</p>	<p>World Book Day- Le Petit Nicolas Monsieur/Madame – Mr Men Texts Sacré Charlemagne</p> <p>Comparisons between French and British school systems/lunchtimes Schools in Senegal</p>	<p>Le Poisson d’avril Le Tour de France</p> <p>Role-plays – learn off by heart and perform to the class or record on phones/video recorders. Allow students to use pictures/drawings and talk over the video if they are uncomfortable with performing on camera or in front of others.</p>	<p>Paris Tour Dans Paris poem « Le Monde » newspaper online article about where French people spend their holidays abroad (outside of France)</p>	<p>Cultural Focus on poems/literature. Using “Mon frère blanc” + “Ton Christ est Juif” Mon précieux (mobile phone) Le festival de Cannes + Les Césars The music of Stromae Develop understanding of the Celebrations and Customs in France + The French-Speaking World Tintin Project Paris Fashion Week</p>	<p>Using Google Maps to get to know Paris Bastille Day Reading a menu Designing a menu</p>	<p>A day in the life of a student in a different country (compare daily routine + chores)</p> <p>Allow students opportunity to access GCSE past paper questions- build confidence ahead of subject options choices.</p> <p>Focus on LISTENING Skills and increasing confidence in extracting longer pieces of information.</p>	<p>Languages at Work – BBC videos Jonny Wilkinson / Emma Watson Celebrities who speak French French footballers + languages they speak</p>	<p>French in Canada - Life in Quebec Key Cultural events in France: Le Mans / Olympics / Euros / World Cup French National Football Team</p> <p>Spontaneous Speaking Identify difference between formal and informal conversations</p>
Vocabulary	<p>Key verbs: Avoir / Être / Habiter Time Phrases: Hier / Aujourd’hui / Demain / La semaine prochaine Basic communication phrases: Classroom language / J’aime / Je n’aime pas</p>	<p>Extended phrases: Je pense que / Je dirais que / À mon avis Paragraph openers Present Tense</p>	<p>Sentence building Conditional Tense: Je voudrais / J’aimerais / Je dirais que Perfect Tense: J’ai fait / J’ai joué / Après avoir ...</p>	<p>Imperfect Tense: Si + imperfect / J’avais envie de Use of adjectives</p>	<p>Future Tense: Je vais + infinitive / J’ai l’intention de Modal verbs</p>	<p>Opinion Leaders Use of Infinitive verbs</p>	<p>Reflexive verbs: Je me suis réveillé / Reflexive verbs in passé composé Complex time phrases</p>	<p>Idiomatic phrases</p>	<p>Recap of tenses Complex grammatical structures</p>
Assessment	<p>Baseline language assessment Vocabulary and grammar mastery End of term Listening + Speaking test</p>	<p>Vocabulary and grammar mastery End of term Reading + Writing</p>	<p>K.O and grammar mastery End of Year Assessment - all 4 skills</p>	<p>K.O and grammar mastery – ½ termly End of term – All 4 skills</p>	<p>K.O and grammar mastery – ½ termly End of term Listening + Speaking</p>	<p>K.O and grammar mastery – ½ termly End of term Reading + Writing</p>	<p>.O and grammar mastery – ½ termly End of term – Listening + Writing</p>	<p>.O and grammar mastery – ½ termly End of term – All 4 skills</p>	<p>K.O and grammar mastery – ½ termly End of term – Reading + Speaking</p>

← Key Stage 3	Year 10			Year 11			Key Stage 5 →
	Autumn	Spring	Summer	Autumn	Spring	Summer	
	Who am I? Free time	Celebrations and festivals My local area	Holidays and travel School life	Future aspirations International and global dimension	Exam preparation	Exam preparation	
Core Knowledge	<p>Theme 1: Identity and culture Sub-Topic 1: Me, my family and friends Relationships with family and friends Marriage/partnership Role models</p> <p>Theme 1: Identity and culture Sub-Topic 2: Daily life Social media Mobile technology Music Film and TV Sport</p>	<p>Theme 1: Identity and culture Sub-Topic 3: Celebrations and festivals Festivals and holidays The French-speaking world A typical day's routine</p> <p>Theme 2: Local area, holiday and travel Sub-Topic 1: Town, region and country Describing where you live Local area Weather</p>	<p>Theme 2: Local area, holiday and travel Sub-Topic 2: Holidays and travel Holiday Destinations Travel and Accommodation Future and Ideal Holiday Plans</p> <p>Theme 3: School Sub-Topic 1: School activities School subjects and preferences Rules and opinions Uniform Differences between UK and French schools School trips</p>	<p>Theme 4: Future aspirations, study and work Sub-Topic 1: Work and ambitions Future career plans Using languages beyond the classroom</p> <p>Theme 5: International and global dimensions Sub-Topic 1: Bringing the world together The environment Poverty/homelessness Charity / voluntary work</p>	<p>Revision of all 5 Themes Examination Skills Speaking Examination Preparation and Practice</p>	<p>Revision of all 5 Themes Examination Skills Speaking Examination Preparation and Practice</p>	
Concepts	<p>Understanding the GCSE Specification and Assessment Retrieval Practice Activities - build on KS3 Knowledge Speaking Focus- Phonics Revision General Conversation Speaking Foundation + Higher: Describing a photo Listening Foundation: Identifying key vocabulary Higher: Listening for “traps” and eliciting meaning</p>	<p>Writing Foundation – translation of photo and 40 word task Higher – 90 word task and translation into French Speaking General Conversation Photo Card Reading Foundation: Improving technique in extracting information from texts Higher: Translation into English</p>	<p>Speaking Role-Play Photo Card Writing Foundation: sentence translation + 90 word essay Higher: 90 word essay</p>	<p>Listening Foundation + Higher: Improving Confidence Sound-Spelling Links Reading Foundation + Higher: Exam technique Exam techniques for Writing Speaking Examination “Masterclasses” Writing: Essay Practice Grammar (verbs and tenses)</p>	<p>Writing Foundation: 40 word essay Higher: 90 + 150 word essays Listening Foundation + Higher: Answering in French Reading Foundation + Higher: Answering in Spanish Speaking RP, PC, GC</p>		
Exemplars or Key Questions?	<p>Qui suis-je? Quels sont mes projets pour le weekend?</p>	<p>Quelle est ta fête préférée? Comment est ma région?</p>	<p>Où allons-nous en vacances? Comment est ma vie scolaire?</p>	<p>Quel est ton emploi idéal? Que fais-tu pour protéger l'environnement?</p>			
	➤	➤	➤	➤	➤	➤	
Assessment	End of unit assessments Photo Card Listening + Reading Paper	End of unit assessments 40 word essay Role Play Translation	End of unit assessments Year 10 Mock	End of unit assessments Year 11 Mock	Practice papers	Examinations	

EDEXCEL GCSE FRENCH

PAPER 1: Listening

30 minutes

(Foundation)

40 minutes

(Higher)

PAPER 2: Speaking

7-9 minutes

(Foundation)

10-12 minutes

(Higher)

PAPER 3: Reading

45 minutes

(Foundation)

60 minutes

(Higher)

PAPER 4: Writing

70 minutes

(Foundation)

80 minutes

(Higher)



		Year 12		Year 13	Employment →		
	Autumn	Spring	Summer	Autumn	Spring	Summer	
	La famille en voie de changement La “cyber-société”	Le rôle du bénévolat Une culture fière de son patrimoine	La musique francophone contemporaine Le septième art	Les aspects positifs d’une société diverse Quelle vie pour les marginalisés	Comment on traite les criminels Les ados, le droit et de vote et l’engagement politique	Manifestations, grèves - à qui le pouvoir? La politique et l’immigration	
Core Knowledge	<u>La famille en voie de changement</u> 1.1 La vie de couple: nouvelles tendances Describe and discuss trends in marriage and other forms of partnership. 1.2 Monoparentalité, homoparentalité, familles recomposées Consider and discuss the merits and problems of different family structures. 1.3 Grands-parents, parents et enfants: soucis et problèmes Consider relationships between the generations and discuss problems that can arise.	<u>Le rôle du bénévolat</u> 3.1 Qui sont et que font les bénévoles? Examine the voluntary sector in France and the range of work volunteers provide 3.2 Le bénévolat: quelle valeur pour ceux qui sont aidés? Discuss the benefits of voluntary work for those that are helped and how beneficiaries request help 3.3 Le bénévolat: quelle valeur pour ceux qui aident? Look at the benefits of voluntary work for those that do it and for society as a whole	<u>La musique francophone contemporaine</u> 5.1 La diversité de la musique francophone contemporaine Consider the popularity of contemporary francophone music and its diversity of genre and style 5.2 Qui écoute et apprécie la musique francophone contemporaine? Consider who listens to contemporary francophone music, how often and by what means 5.3 Comment sauvegarder la musique francophone contemporaine? Consider and discuss the threats to contemporary francophone music and how it might be safeguarded	<u>Les aspects positifs d’une société diverse</u> 1.1 L’enrichissement dû à la mixité ethnique Consider the benefits of living in an ethnically diverse society 1.2 Diversité, tolérance et respect Consider the need for tolerance and respect of diversity 1.3 Diversité - un apprentissage pour la vie Consider how we can promote diversity to create a richer world	<u>Comment on traite les criminels</u> 3.1 Quelles attitudes envers la criminalité? Examine different attitudes to crime 3.2 La prison - échec ou succès? Discuss prison and its merits and problems 3.3 D’autres sanctions onsider alternative forms of punishment	<u>Manifestations, grèves - à qui le pouvoir?</u> 5.1 Le pouvoir des syndicats Understand the important role of unions 5.2 Manifestations et grèves - sont-elles efficaces? Talk about strikes and protests and consider different methods of protesting 5.3 Attitudes différentes envers ces tensions politiques Discuss different attitudes towards strikes, protests and other political tensions	
	<u>La “cyber-société”</u> 2.1 Comment la technologie facilite la vie quotidienne Describe and discuss how technology has transformed everyday life 2.2 Quels dangers la cyber-société pose-t-elle? Consider and discuss the dangers of digital technology 2.3 Qui sont les cybernautes? Consider the different users of digital technology and discuss possible future developments	<u>Une culture fière de son patrimoine</u> 4.1 Le patrimoine sur le plan national, régional et local Understand the notion of heritage and heritage preservation on a regional and national scale. 4.2 Le patrimoine et le tourisme Consider the ways in which some of the country’s most famous heritage sites market themselves 4.3 Comment le patrimoine reflète la culture Comprehend how heritage impacts upon and is guided by culture in society	<u>Le septième art</u> 6.1 Pourquoi le septième art? Consider a variety of aspects of French cinema 6.2 Evolution du cinéma: les grandes lignes Consider the major developments in the evolution of French cinema from its beginnings until the present day 6.3 Le cinéma: une passion nationale Consider the continuuing popularity of French cinema and film festivals	<u>Quelle vie pour les marginalisés</u> 2.1 Qui sont les marginalisés? Examine different groups who are socially marginalised 2.2 Quelle aide pour les marginalisés? Discuss measures to help those who are marginalised 2.3 Quelles attitudes envers les marginalisés? Consider contrasting attitudes to those who are marginalised	<u>Les ados, le droit et de vote et l’engagement politique</u> 4.1 Pour ou contre le droit de vote? Discuss arguments relating to the vote and examine the French political system and its evolution 4.2 Les ados et l’engagement politique - motivés ou démotivés? Discuss engagement levels of young people and their influence on politics 4.3 Quel avenir pour la politique? Discuss the future of politics and political engagement	<u>La politique et l’immigration</u> 6.1 Solutions politiques à la question d’immigration Discuss some of the political issues concerning immigration in francophone countries 6.2 L’immigration et les partis politiques Consider the viewpoints of political parties regarding immigration 6.3 L’engagement politique chez les immigrés Consider immigration from the standpoint of immigrants, as well as aspects of racism	
	Concepts	Form and use the imperfect tense Form and use the perfect tense Recognise and understand the past historic tense Understand and use infinitive constructions Understand and use object pronouns Form the present tense of regular and irregular verbs Skim texts for gist Translate into French Use a bilingual dictionary Express opinions Use strategies to broaden range of vocabulary Answer questions in French	Use connectives-temporal and causal Use conditional and si sentences (imperfect and conditional) Form and use the future tense Use adjective agreements, comparatives and superlatives Use si sentences (present and future) Use the subjunctive with expressions of doubt, uncertainty or necessity Interpret and explain figures and statistics Summarise from reading and listening Translate into English Develop extended answers Avoid repetition Interpret pictures	Use question forms and command forms Use the subjunctive to suggest possibility with verbs of wishing and emotional reaction Use the conditional Use infinitive constructions Use si sentences (pluperfect and past conditional) Use connectives followed by the subjunctive Listen for detail Justify opinions Express doubt and uncertainty Summarise from listening Use persuasive language Write with a purpose	Form and use the present tense Form and use the future tense Form and use the conditional tense Form and use the imperfect tense Form and use the perfect tense Form and use the pluperfect tense Use dictionary skills Use strategies for gist comprehension Pronounce loanwords Respond to a stimulus Express approval and disapproval Vary vocabulary by using synonyms	Recognise and understand the past historic tense Use different tenses with si Use infinitive constructions Form and use the passive voice Form and use the subjunctive mood Express obligation Ask questions and create a dialogue Summarise a reading text Talk about data and trends Express doubt and uncertainty	Understand and use subject and object pronouns Understand and use relative pronouns Understand and use demonstrative adjectives and pronouns Form and use combination tenses: imperfect and perfect Form and use the future perfect and the conditional perfect Translate the English gerund into French Use language to promote a cause Talk about priorities Use language for describing change Summarise from listening Disagree tactfully
		Assessment	End of unit assessments in reading, listening, speaking, writing and translation	End of unit assessments in reading, listening, speaking, writing and translation	End of unit assessments in reading, listening, speaking, writing and translation	End of unit assessments in reading, listening, speaking, writing and translation	End of unit assessments in reading, listening, speaking, writing and translation



AQA A-LEVEL FRENCH

PAPER 1:
Listening, Reading and Writing
2h30 minutes
50% of marks

PAPER 2:
Writing
2 hours
20% of marks

PAPER 3:
Speaking
21-23 minutes
30% of marks

