

	Autumn	Spring	Summer
<b>7</b> <b>St1</b>  <b>2/</b> <b>2W</b>	Topic: greetings and introducing yourself Subject content Talking about likes: dislikes, survival kit, describing yourself and other people, describing a musician (family?) Skills focus: spelling words, learning about masculine, feminine, singular and plural nouns, asking questions giving instructions, using clues to work out meaning, memorising vocabulary and gender of nouns Present tense and adjectives  Assessment: Y7 RA reading and listening	Topic: my school Subject content Talking about school subjects, giving opinions, describing your time table, the 12 hour clock, describing a school day, talking about food, school in other countries, talking about Christmas and winter celebrations Skills focus: Remembering vocabulary, gender of nouns, expressing opinions, describing, adding interest to writing, telling the time, partitive	Topic: free time Subject content Talking about technology, sports, activities you do + you like doing, talking about other people. Skills focus: the verb faire, Preparing for listening, speaking more confidently translating from French into English, giving a detailed answer <b>Assessment:</b> EoY translation Fr-Engl and writing a paragraph
	<b>Rationale:</b> Starting with being able to talk about yourself and other people, introduction to masculine, feminine and agreement concepts	<b>Rationale:</b> Talking about school makes sense for Y7s who have just changed schools. Consolidation of the novelties of masc, fem, agreements and adding partitive with food.	<b>Rationale:</b> Topic allowing to introduce the grammar difference between difference “to do” and “to like doing”, and complete the paradigm of subject pronouns to the plural “ils/ elles”
	Underlying skills Learner Skills: <b>Receptive Skills: listening/reading</b> and <b>Productive Skills: speaking/writing</b> Continual practice of the four skills during the lesson and low stakes tests/assessment		
<b>8</b> <b>St1/2</b>	<b>Topic: where I live</b> Talking about where you live, there is,/ there isn't, giving directions, talking about places in town, inviting someone to go somewhere., saying what you can do. Learner Skills Reading/ Writing/ Listening/ Speaking/Translation	<b>Topic: Holidays</b> Subject content Talking about holidays, getting ready to go out, buying drinks and snacks, talking about future plans Learner Skills Reflexive verbs, near future tense	<b>Topic: T'es branché</b>  Subject content

<p><b>3/2W</b></p>	<p><b>Skills focus: reading and listening to longer passages, using clues to work out meaning, adding interest to writing, remembering the gender of nouns.</b></p> <p><b>Negative, à + place, the verb aller, vouloir and pouvoir</b></p> <p><b>START HOLIDAY TOPIC</b></p> <p><b>Rationale:</b></p> <p><b>Recap on Y7 grammar and introducing local environment</b></p>	<p><b>Reading/ Writing/ Listening/ Speaking/Translation</b></p> <p><b>Assessment: Y8 RA : reading / listening and translation</b></p>	<p><b>Course book ordered...</b></p> <p><b>Learner Skills Reading/ Writing/ Listening/ Speaking/Translation</b></p> <p><b>Assessment: Y8 EoY: writing and speaking</b></p>
	<p><b>Rationale:</b></p> <p><b>December January is a good time to introduce talking about winter holidays, planning holidays for the year ahead</b></p>	<p><b>Rationale:</b></p>	
<p><b>9 St</b></p>	<p>Topic: describing yourself</p> <p>Knowledge: describing yourself, friends and family, talking about yourself when you were younger, talking about relationships with friends and family, making arrangements to go out and describing a day out with friends</p> <p>Skills focus: understanding the main information in a listening and reading passage, recognising and using common verbs in the past, present and future in different persons, using adjectives to describe, giving opinions</p> <p>Assessment: Y9 RA: listening / reading</p> <p>Rationale:</p> <p>This topic is likely to have been seen before and is more accessible. It will allow teachers to gauge prior knowledge of students, whilst building skills and confidence levels and introducing all the tenses on a basic level</p>	<p>Topic: leisure</p> <p>Knowledge: talking about sport, internet, reading, tv programmes, films and describing a night out with friends</p> <p>Skills Focus: expanding and linking sentences, using qualifiers, time phrases, common negatives, giving opinions and justifications, , describing, comparing, using a variety of verbs the past, present and future tenses in different forms (including irregulars),</p> <p>Rationale:</p> <p>This topic gives an opportunity to revise familiar vocabulary (hobbies) whilst consolidating and increasing knowledge of the tenses (introducing irregulars) and encouraging students to expand their ideas.</p>	<p>Topic: festivals and celebrations</p> <p>Subject content: describing your daily life, talking about clothes, talking about food, describing festivals and traditions and family celebrations</p> <p>Skills focus: using a combination of tenses in different forms confidently (including irregulars),describing, giving opinions, using the correct register (tu or vous), pronunciation and intonation, , listening out for negatives, using time phrases and dates</p> <p>Assessment: Y9 EoY exam: translation + writing (80/90 word essay) and speaking (1 minute speech)</p> <p>Rationale:</p> <p>This unit reinforces and consolidates the grammar seen in terms 1 and 2. At this stage students will know enough vocabulary and structures and will be ready to tackle 2 parts of the GCSE exam:</p> <ul style="list-style-type: none"> <li>- the 1 minute speech in which they must include 3</li> </ul>

			<p>tenses, connectives, time expressions, different persons, opinions</p> <ul style="list-style-type: none"> <li>- 80-90 word essay in which they must include 3 tenses, connectives, time expressions, different persons, opinions</li> </ul>
	<p>Underlying skills</p> <p>Learner Skills: <b>Receptive Skills: listening/reading</b> and <b>Productive Skills: speaking/writing</b></p> <p>Continual practice of the four skills during the lesson and low stakes tests/assessment</p>		

GCSE Subject AOS	AO1	AO2	AO3	AO4	AO5	AO6	AO7
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	<p>Topic: town</p> <p>Subject content: talking about where you live, weather and transport, describing a town and asking the way, describing a region, talking about your town, village or district, discussing what to see and what to do, plans and the weather, describing community projects</p> <p>Skills focus : listening for synonyms , asking questions , answering questions , selecting the correct register, practising spontaneous speaking and making speaking more authentic, using a variety of verbs in different tenses in different forms, researching information in French, describing with detail, , recognising and using a variety of negatives,</p> <p>Assessment : Y10 RA: Foundation past paper (reading/listening/writing 80 words)</p>		<p>Topic: holiday</p> <p>Subject content: talking about holidays – past present, future and ideal holidays, booking and reviewing hotels, ordering in a restaurant, talking about travelling, buying souvenirs, talking about holiday disasters</p> <p>Skills focus: describing a picture, exchanging opinions, providing detailed descriptions, narrating events, recognising and using complex tenses, recognising and using complex structures, listening and looking out for time expressions and tenses</p>		<p>Topic: school</p> <p>Subject content: revising school subjects and talking about your timetable, talking about your school and comparing school in the UK and French-speaking countries, discussing school rules, talking about getting the best out school, talking about a school exchange</p> <p>Skills focus: using a variety of tenses together in all forms, using complex structures confidently, working out the meaning of new words, making comparisons, listening to see if someone agrees or disagrees</p> <p>Assessment: Y10 exam: past paper ( F) translation Eng – Fr/ Fr-Engl + writing + speaking (role play + picture card)</p>	
	<p>Rationale:</p> <p>This topic allows to revisit and consolidate all the basic tenses and structures seen in Y9 whilst introducing new vocabulary that is not likely to have been seen before.</p> <p>the topic of town creates opportunities to practise speaking exam skills: - role plays (asking directions etc)</p> <p>- the minute speech (presentation of a French region)</p>		<p>Rationale:</p> <p>In this term, students will be introduced to more tenses (conditional and pluperfect) and complex structures.</p>		<p>Rationale:</p> <p>By this point, students know enough vocabulary, grammar and structures to feel confident tackling the longest essay of the exam</p>	
<p>Underlying skills</p> <p>Learner Skills: <b>Receptive Skills: listening/reading</b> and <b>Productive Skills: speaking/writing</b></p> <p>Continual practice of the four skills during the lesson and low stakes tests/assessment</p>						

11	<p>Topic: work</p> <p>Assessment: mock: past paper (all skills)</p> <p>Subject content: discussing jobs, work preferences and career choices, talking about future plans, discussing the importance of languages, applying for jobs</p> <p>Skills focus: predicting what you will hear, using uncommon and creative language in writing and in speaking, writing formally and informally, using the correct register</p>	<p>Topic: environment and globalisation</p> <p>Assessment: mock: past paper (all skills)</p> <p>Subject content: discussing problems facing the world, talking about protecting the environment, discussing ethical shopping and big events</p> <p>Skills focus: tackling a literary text, understanding inference in a listening or reading comprehension, using sophisticated expressions and authentic phrases, giving arguments for and against, borrowing and adapting language, making connections between word types</p>	<p>Topic:</p> <p>Exam:</p> <p>Subject content</p> <p>Learner Skills</p> <p>Revision of all skills</p>	<p>Year 11 Exams:</p>
	<p>Rationale:</p> <p>the introduction of the subjunctive and adverbs in this topic is a good opportunity to teach students how to include uncommon language into their writing and speaking</p>	<p>Rationale:</p> <p>this unit comes last because it contains more difficult, abstract and unseen before vocabulary and touches on some complex grammatical points. Students at this point know enough grammar and vocabulary to tackle an authentic text.</p>	<p>Rationale:</p>	
<p>Underlying skills</p> <p>Learner Skills: <span style="color: green;">Receptive Skills: listening/reading</span> and <span style="color: blue;">Productive Skills: speaking/writing</span></p> <p>Continual practice of the four skills during the lesson and low stakes tests/assessment</p>				

	Autumn		Spring		Summer	
<b>Year 12 Teacher 1</b>	<p><b>Topic: family</b></p> <p><b>Exam:</b></p> <p><b>Subject content</b></p> <p>learning about changing family structure in France</p> <p><b>Learner Skills</b></p> <p>listening/reading/ speaking/ writing/ translation</p> <p><b>Focus:</b></p> <p><b>listening: summarising information and extracting key points from listening passages</b></p>	<p><b>Topic: education</b></p> <p><b>Exam:</b></p> <p><b>Subject content</b></p> <p>learning about the education system in France</p> <p><b>Learner Skills</b></p> <p>listening/reading/ speaking/ writing/ translation</p> <p><b>Focus:</b></p> <p><b>Reading: acquiring techniques to better understand written French and to answer questions in French</b></p> <p><b>Translation: developing skills to translate from French to English</b></p>	<p><b>Topic: world of work</b></p> <p><b>Exam:</b></p> <p><b>Subject content</b></p> <p>learning about the world of work in France</p> <p><b>Learner Skills</b></p> <p>listening/reading/ speaking/ writing/ translation</p> <p><b>Focus:</b></p> <p><b>Reading: learning how to summarise information</b></p> <p><b>Writing: extending vocabulary through word families and use of synonyms</b></p>	<p><b>Topic: the media</b></p> <p><b>Exam:</b></p> <p><b>Subject content</b></p> <p>learning about the media in France</p> <p><b>Learner Skills</b></p> <p>listening/reading/ speaking/ writing/ translation</p> <p><b>Focus:</b></p> <p><b>Speaking: developing techniques to improve fluency and learning to give opinion and contrast viewpoints</b></p> <p><b>Speaking/ Writing: Learning to develop arguments from different angles</b></p>	<p><b>Topic: preparation for UCAS exams</b></p> <p><b>Exam:</b></p> <p>UCAS exams;</p> <p>Paper 1/ Paper 2/ Paper 3; A level card only</p> <p><b>Learner Skills</b></p> <p>listening/reading/ speaking/ writing/ translation</p>	<p><b>Topic: Independent Research project- Speaking mock</b></p> <p><b>Exam: Paper 3 IRP only</b></p> <p><b>Learner Skills</b></p> <p>listening/ reading/ speaking/ writing/ translation</p> <p><b>Focus:</b></p> <p><b>developing research skills – finding authentic material and learning how to use them</b></p>
	<p><b>Rationale:</b></p> <p>We start with this topic as the vocabulary is familiar so it's a good way to soften the gap between GCSE and Alevel and also to gauge where students are</p>	<p><b>Rationale:</b></p>	<p><b>Rationale:</b></p>	<p><b>Rationale:</b></p> <p>This topic lends itself well to learn to argue a viewpoint.</p>	<p><b>Rationale:</b></p> <p>AS Paper 1 (L/R/TR in English)</p> <p>AS Paper 2 ( Essay, Tr in French)</p> <p>A2 Paper 3; Speaking card only, as the AS Paper 3 is a format the student will not need to master for the A2 exam</p>	<p><b>Rationale:</b></p> <p>First attempt at the IRP with supervised research and guidance as to the format and the delivery.</p> <p>The Mock will allow constructive feedback and allow the summer to prepare the proper IRP after the Mock IRP.</p> <p>No guidance can be provided</p>

					for the real IRP
<b>Year 12 Teacher 2</b>	<p><b>Topic: Music</b></p> <p><b>Exam:</b></p> <p><b>Subject content;</b></p> <p>Learning about Francophone music, French laws about broadcasting music, its influences</p> <p><b>Learner Skills</b></p> <p>listening/reading/ speaking/ writing/ translation</p> <p><b>Listening focus on cult French songs; gap filling, tense spotting, developing listening in artistic context</b></p>	<p><b>Topic: Festivals and Traditions</b></p> <p><b>Exam:</b></p> <p><b>Subject Content;</b></p> <p>Celebrations, customs and festivals in Francophone countries.</p> <p><b>Learner Skills</b></p> <p>listening/reading/ speaking/ writing/ translation</p> <p><b>Focus:</b></p> <p><b>Creating more interesting sentences, acquiring revision techniques, listening techniques for the exam</b></p> <p><b>Learning more sophisticated language</b></p>	<p><b>Topic: Written response to works; film</b></p> <p><b>Subject Content; Film INTOUCHABLES</b></p> <p>exploring the main themes and characters of the film, cinematographic technique and vocabulary,</p> <p><b>Learner Skills;</b></p> <p>Listening/ speaking/ writing</p> <p><b>Focus;</b></p> <p><b>Learning how to make analytical phrases, using AS grammar seen so far, planning essay paragraphs, using adjectives, analysing film scenes from a cinematographic angle</b></p>	<p><b>Topic: Preparation for UCAS</b></p> <p><b>Exam:</b></p> <p>Preparation for UCAS exam</p> <p>UCAS exams;</p> <p>Paper 1/ Paper 2/ Paper 3; A level card only</p> <p><b>Learner Skills;</b></p> <p>Writing</p> <p><b>Focus;</b></p> <p><b>Essay technique and practice</b></p>	<p><b>Topic:Independent Research project- Speaking Mock</b></p> <p><b>Exam: paper 3 IRP only</b></p> <p><b>Subject Skills</b></p> <p><b>Learner Skills</b></p> <p>listening/ reading/ speaking/ writing/ translation</p> <p><b>Focus:</b></p> <p><b>developing research skills – finding authentic material and learning how to use them</b></p>
	<p><b>Rationale:</b></p> <p>This topic is popular as it is song based, and encourages students to discover French artists while approaching AS vocabulary and grammar</p>	<p><b>Rationale:</b></p> <p>Another topic that is popular with teens, as it is easy to compare British experiences with the French speaking world on traditions and festivals</p>	<p><b>Rationale:</b></p> <p>Film study is more approachable to AS students than literature for AS, there is enough grammar content seen in the first theme to launch into successful AS essay writing for the Writing paper</p>	<p><b>Rationale:</b></p> <p>AS Paper 1 (L/R/TR in English)</p> <p>AS Paper 2 ( Essay, Tr in French)</p> <p>A2 Paper 3; Speaking card only, as the AS Paper 3 is a format the student will not need to master for the A2 exam</p>	<p><b>Rationale:</b></p> <p>First attempt at the IRP with supervised research and guidance as to the format and the delivery.</p> <p>The Mock will allow constructive feedback and allow the summer to prepare the proper IRP after the Mock IRP.</p> <p>No guidance can be provided</p>

						for the real IRP
A LEVEL Subject AOs	AO1	AO2	AO3	AO4	AO5	

A LEVEL Subject AOS	AO1	AO2	AO3	AO4	AO5
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	Autumn	Spring	Summer
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<b>Year 13 Teacher 1</b>	<p><b>Topic: WW2</b></p> <p><b>Exam:</b></p> <p><b>Subject content</b></p> <p>learning about the German occupation of France during WW2 and the Vichy Regime</p> <p><b>Learner Skills</b> listening/reading/ speaking/ writing/ translation</p> <p><b>Focus:</b></p> <p><b>Listening: inferring information from interviews or reports</b></p> <p><b>Reading: recognising and using similes and metaphors</b></p> <p><b>Assessment:</b></p>	<p><b>Topic: WW2</b></p> <p><b>Exam:</b></p> <p><b>Subject content</b></p> <p>learning about the French Resistance</p> <p><b>Learner Skills</b> listening/reading/ speaking/ writing/ translation</p> <p><b>Focus:</b></p> <p><b>Translation:</b></p> <p><b>Translating from English into authentic French</b></p> <p><b>Assessment:</b></p>	<p><b>Topic: immigration</b></p> <p><b>Exam:</b></p> <p><b>Subject content</b></p> <p>learning about the positive impact of immigration</p> <p><b>Learner Skills</b> listening/reading/ speaking/ writing/ translation</p> <p><b>Focus:</b></p> <p><b>Speaking /writing: expressing proportions and statistics</b></p> <p><b>Reading: dealing with unknown language</b></p> <p><b>Assessment:</b></p>	<p><b>Topic: the far right</b></p> <p><b>Exam:</b></p> <p><b>Subject content</b></p> <p>learning about the far right in France</p> <p><b>Learner Skills</b> listening/reading/ speaking/ writing/ translation</p> <p><b>Focus:</b></p> <p><b>Writing:</b></p> <p><b>Adding variety to language and using varied complex grammatical structures. Checking accuracy</b></p> <p><b>Speaking: weighing up opinions and drawing conclusions</b></p> <p><b>Assessment:</b></p>	<p><b>Topic:</b></p> <p><b>Exam:</b></p> <p><b>Subject Skills</b></p> <p><b>Learner Skills</b> listening/reading/ speaking/ writing/ translation</p> <p><b>Assessment:</b></p>	<b>Year 13 Exams:</b>
	<b>Rationale:</b>	<b>Rationale:</b>	<b>Rationale:</b>	<b>Rationale:</b>	<b>Rationale:</b>	

Year 13 Teacher 2

<p><b>Topic: Written response to works; literature</b></p> <p><b>Exam:</b></p> <p><b>Subject Content; Literature “Un Sac de Billes”</b></p> <p><b>Learner Skills;</b></p> <p>exploring the main themes and characters of the book, literature technique and vocabulary,</p> <p><b>Focus;</b></p> <p><b>Reading literary text in French, writing analysis</b></p> <p><b>Assessment:</b></p>	<p><b>Topic: immigration</b></p> <p><b>Exam:</b></p> <p><b>Subject Skills</b></p> <p>Learning about the challenges of immigration and integration in France</p> <p><b>Learner Skills;</b></p> <p>Extracting and summarising info from longer passages</p> <p>Researching events</p> <p>Translating from French to authentic English and vice versa</p> <p><b>Focus;</b></p> <p><b>Speaking; presenting facts and figures / Reading and Translating more complex texts</b></p> <p><b>Assessment:</b></p>	<p><b>Topic: AS topics revisited</b></p> <p><b>Exam:</b></p> <p><b>Subject content;</b></p> <p>Volunteering in society</p> <p><b>Learner Skills;</b></p> <p>Responding to different styles of spoken language</p> <p>Taking the lead in conversation</p> <p>Exam techniques</p> <p>Using sophisticated sentences in written work</p> <p><b>Focus;</b></p> <p><b>All exam skills</b></p> <p><b>Assessment:</b></p>	<p><b>Topic:</b></p> <p><b>Exam:</b></p> <p><b>Subject Content;</b></p> <p>AS and A2 topics</p> <p><b>Learner Skills;</b></p> <p>Speaking card IRP practice</p> <p><b>Assessment:</b></p>	
<p><b>Rationale:</b></p> <p>The summer has been used to read the book with the help of the vocabulary booklet, the analytical vocabulary and technique has been practised with the film, and the students should be ready to tackle a French book.</p> <p>The background of the book is WW2, which is being studied at the same time, helping with the broader context of the book.</p>	<p><b>Rationale:</b></p> <p>The student are now ready to tackle more complex society topics at this stage, allowing from the fact that they are asked to present topical news items on a weekly basis since Y12</p>	<p><b>Rationale:</b></p> <p>AS topics need to be revisited in the A2 grammatical and analytical context</p>	<p><b>Rationale:</b></p>	