

Mission Statement: Everyone has a positive experience in learning a language and building transferable skills while learning about another culture.

KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7 St1 3 lessons/ 2W	Topic 1: greetings and introducing yourself, family and pets Subject Content: Introducing yourself (name, age, birthday, family members and pets, where you live) Talking about what you were like when you were little. Skills Focus: pronunciation, verb AVOIR in the present tense, possessive adjectives Assessment: Writing and Translation	Topic 2: Personality + physical appearance (me and others) Subject Content: being able to describe oneself and other people in personality and appearance. Skills Focus: pronunciation, ETRE verb, negative, adjectival agreements, word order, ER verbs in the present tense Topic 3: School subjects and Opinions Subject Content: Being able to talk about general likes and dislikes with school subjects and giving a reason Skills Focus: Using opinion verbs, widening range of adjectives and connectives	Topic 4: School uniform + opinions Subject Content: Describe ones' uniform, giving opinion and reason Skills Focus: Pronunciation, verbs in the present tense (ER/IR/RE), reinforce adjectival agreement, opinion and justification vocab Topic 5: Free time activities and weather Subject Content: Describe ones' activities according to the weather. Skills Focus: Reinforce present tense and introduce irregulars (faire and aller), revise opinions + justifications Assessment: EoY: Listening / dictation / reading / writing / speaking			
	Rationale: Starting with being able to talk about yourself and other people, introduction to masculine, feminine and agreement concepts. Focus on speaking, listening and reading skills, building confidence and enjoyment of the new language Pen pal partnership; the whole Year 7 rationale is to allow students to talk / write about themselves and their lives to their pen pal in France	Rationale: Talking about school makes sense for Y7s who have just changed schools. It is an opportunity to compare Cranbrook school experience with the French school of their pen pal. Consolidation of the novelties of masc, fem, agreements Recall of Term 1 Vocabulary Focus on speaking, listening and reading skills, building confidence and enjoyment of the new language			Rationale: Last personal topic needed before the trip to Le Touquet This term is focused on the Productive skills in order to complete the skills range of the year.	
	Underlying Skills Learner Skills: Receptive Skills: listening/ reading and Productive Skills: speaking/writing Continual practice of the four skills during the lesson and low stakes tests/assessment					

In Y7 the main rationale is to introduce learners to the concepts of a Latin language that differ from English; genders, definite and indefinite articles as well as adjectives agreeing with genders, conjugation of the main verbs ; être , avoir , aller , faire
All the topics covered in Y7 are focused on the students being able to share relevant information with the penpal they will meet in the June trip.

KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
8 St1 3 lessons /2W	Topic 1: Holidays		Topic 2: Where I live		Topics 3 and 4: Daily routine + food / health	
	Subject Content:		Subject Content:		Subject Content:	
	Talking about holidays in the present / past /near future tenses, using opinion and justification		Talking about where you live, where you used to live when little / where you would like to live in the future, what there is/ there isn't in your town, what you do, what you did recently and what you are going to do there.		Talk about what you do every day, telling the time, time phrases, describing what you eat, describing the body and ailments	
	Skills Focus:		Skills Focus:		Skills Focus:	
	pronunciation, revise the present tense seen in Y7 and introduce the past and future tenses (most useful verbs)		negative sentences, reinforce the 3 tenses in the context of home		Reflexive verbs present tense, indefinite article (DU/ DE LA / DES), reinforce negatives	
	Reading/ Writing/ Listening/ Speaking/Translation				EoY: Listening / dictation / reading / writing / speaking	
	RA: guided writing which includes Y7 topics					
	Rationale:		Rationale:		Rationale:	
	Coming back from the summer holidays gives a perfect opportunity to learn to talk about a past holiday and then a future holiday		Talking about the immediate environment allows the use of more personal information in the three tenses.		Food and health are 'lighter' and 'easier' topics to study at the end of the year. Physical as well as mental health is a new topic for the GCSE these students will sit so we finish the year by focusing on themselves and their health.	
	Underlying Skills:					
	Learner Skills: Receptive Skills: Listening/ reading and Productive Skills: speaking/writing					
	Continual practice of the four skills during the lesson and low stakes tests/assessment					
	In Y8 the main rationale is to reinforce the main principles of French seen in Y7 and introduce as many verbs in the three main tenses order to broaden the student's verb base and allow them to find more freedom of expression.					
	Equipping students with a healthy list of verbs in the three tenses will allow them to absorb the GCSE topics and structures more readily.					

KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
9 StF 4 lessons/2W	Topic: Describing yourself and family ENTRANCE TEST during the first lesson Subject Content: Describing yourself, friends and family (age, birthday, where you live / used to live, physical and personality), talking		Topic: Leisure Subject Content: Talking about leisure activities (sport, internet, reading, tv programmes, films and music) in the past, present and future.		Topic: Daily life Subject Content: Describing your daily life, meal routine, describing festivals and traditions and family celebrations Skills Focus:	

<p>about yourself when you were younger, talking about relationships and activities with friends and family, in the present, past and future.</p> <p>Skills Focus:</p> <p>Pronunciation, present tense, imperfect tense, perfect tense and near future, adjective agreement, numbers up to 100, use of depuis + present tense, reflexive verbs, intensifiers, negatives</p> <p>Assessment: Y9 RA: listening / writing</p>	<p>Skills Focus:</p> <p>Pronunciation, 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), introduce the Conditional</p>	<p>Pronunciation, reinforce the three main tenses in different forms confidently (including irregulars), describing, giving opinions, listening out for negatives, using time phrases and time / dates, reflexive verbs</p> <p>Assessment: Y9 EoY exam: translation + reading + listening + writing (80/90 words) and speaking (Q and A)</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>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 with comparisons.</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"> • The conversation in which they must include 3 tenses, connectives, time expressions, different persons, opinions • 80-90 word essay in which they must include 3 tenses, connectives, time expressions, different persons, opinions
<p>Underlying Skills:</p> <p>Learner Skills: Receptive Skills: listening/reading and Productive Skills: speaking/writing Continual practice of the four skills during the lesson and low stakes tests/assessment In Y9 the main rationale is;</p> <ul style="list-style-type: none"> • to reinforce the KS3 principles of a Latin language, • to keep broadening the vocabulary and especially infinitive verb bank of the students, • to have introduced the three main tenses over the course of the year, reinforcing them regularly and giving the students who will carry on with the language the grammatical foundation of a GCSE grade. • Build on previous knowledge in Y7 and 8 while allowing students new to the language to get up to speed and feel confident in the personal topics. 		

GCSE Subject AOS	AO1	AO2	AO3	AO4
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KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10 ST	Topic: Town		Topic: Holiday		Topic: School	
	Subject Content:		Subject Content:		Subject Content:	

F/H 6 less ons /2W	<p>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:</p> <p>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: Writing</p>	<p>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:</p> <p>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>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:</p> <p>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/H) translation Eng – Fr/ Fr-Engl + writing + speaking (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. the topic of town creates opportunities to practise speaking exam skills:</p> <ul style="list-style-type: none"> • role plays (asking directions etc) • the minute speech (presentation of a French region) 	<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: Receptive Skills: listening/reading and Productive Skills: speaking/writing Continual practice of the four skills during the lesson and low stakes tests/assessment In Y10 the main rationale is;</p> <ul style="list-style-type: none"> • to stream students to allow the higher flyers to use the Higher textbook, while students needing more help will follow the Foundation textbook, extension work being always available to stretch the top students. • to teach 3 of the 5 GCSE themes • to make students comfortable and skilled in juggling the three main tenses, • to introduce more complex tenses and structures for the Higher students 		

KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
11 ST F/H 6	<p>Topic: work / celebrations</p> <p>Subject Content:</p> <p>Discussing jobs, work preferences and career choices,</p>		<p>Topic: environment and globalisation</p> <p>Subject Content:</p> <p>Discussing problems facing the world, talking about</p>		<p>Topic: Revision of all skills and topics</p> <p>Past papers Grammar structures</p>	<p>Year 11 Exams</p>

Lessons /2W	<p>talking about future plans, discussing the importance of languages, applying for jobs.</p> <p>After the first Mock, we go back to Module 3 topic of Celebrations, concentrating on food, special occasions, celebrations and festivals</p> <p>Skills Focus:</p> <p>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>Assessment: Mock 1: Reading / Listening / Writing / Speaking – Picture card and 1 conversation) (F/H)</p>	<p>protecting the environment, discussing ethical shopping and big events</p> <p>Skills Focus:</p> <p>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>Assessment: Mock 2: All papers and full Speaking paper</p>	<p>Vocabulary Tenses</p> <p>Focus on Speaking; SPEAKING EXAM IN APRIL</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. Highlighting the importance of Languages in career choices is a timely topic when students are considering A Level options at this stage. Teachers have a golden opportunity to target keen linguists for the A Level course. The food / celebration/ festivals module is usually unfinished in Y9, and the approach of Christmas is a timely opportunity to visit this topic; lighter subject after the first Mock, but where students can tackle a “simpler” topic while still operating at a high level.</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>Last chance to practise GCSE topics in exam questions context</p> <p>Focus on tense practice and best possible structures for the productive skills, as well as tense recognition and high frequency vocabulary for the receptive skills.</p>	
	<p>Underlying Skills</p> <p>Learner Skills: Receptive Skills: listening/reading and Productive Skills: speaking/writing Continual practice of the four skills during the lesson and low stakes tests/assessment In Y11 the main rationale is;</p> <ul style="list-style-type: none"> to fine tune exam skills to reflect the results of the first Mock where students are allowed to sit F and H papers to fine tune the decision over the Foundation / Higher candidates after the second mock, to teach the last 2 of the 5 GCSE themes to help F students practise the high frequency vocabulary as well as the three main tenses, to give the H students confidence in using the most complex structures and tenses 			

A LEVEL Subject AOS	AO1	AO2	AO3
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KS5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
12 Teacher 1	Topic: Family Subject Content: Learning about changing family structure in France Learner Skills: listening/reading/ speaking/ writing/ translation Focus: Listening: summarising information and extracting key points from listening passages	Topic: Education Subject Content: learning about the education system in France Learner Skills: listening/reading/ speaking/ writing/ translation Focus: Reading: acquiring techniques to better understand written French and to answer questions in French Translation: developing skills to translate from French to English	Topic: Education/World of Work Subject Content: Learning about the world of work in France Learner Skills: listening/reading/ speaking/ writing/ translation Focus: Reading: learning how to summarise information Writing: extending vocabulary through word families and use of synonyms Assessment; Paper1; Listening / Reading / Translation in English	Topic: Work/The Media Subject Content: Learning about the media in France Learner Skills: listening/reading/ speaking/ writing/ translation Focus: Speaking: developing techniques to improve fluency and learning to give opinion and contrast viewpoints Speaking/ Writing: Learning to develop arguments from different angles	Topic: Preparation for UCAS exams Exam: UCAS exams; Paper 1- Listening / Reading / Translation into English Paper 2- essay on the film / Translation in French Paper 3; A level card + IRP Learner Skills: listening/reading/ speaking/ writing/ translation/ Research	Topic: The media Subject Content: Learning about the media in France Learner Skills: Listening/reading/ speaking/ writing/ translation Focus: Speaking: developing techniques to improve fluency and learning to give opinion and contrast viewpoints Speaking/ Writing: Learning to develop arguments from different angles
	Rationale: We start with this topic as the vocabulary is familiar so it's a good way to soften the gap between GCSE and A level and also to gauge where students are	Rationale: A good topic allowing to compare both the British and the French school systems	Rationale: A topic looking at work-life balances, strikes and the women issues in the work place	Rationale: This topic lends itself well to learn to argue a viewpoint.	Rationale: AS Paper 1 (L/R/TR in English) AS Paper 2 (Essay, Tr in French) 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	Rationale: This topic lends itself well to learn to argue a viewpoint.
Teacher 2	Topic: Music Subject Content:	Topic: Festivals and Traditions	Topic: Written response to works; film Subject Content: Film UNTOUCHABLES		Topic: Preparation for UCAS Exam	Topic: Independent Research Project- Speaking Mock

	<p>Learning about Francophone music, French laws about broadcasting music, its influences</p> <p>Learner Skills:</p> <p>listening/reading/ speaking/ writing/ translation Listening focus on cult French songs; gap filling, tense spotting, developing listening in artistic context</p>	<p>Subject Content:</p> <p>Celebrations, customs and festivals in Francophone countries.</p> <p>Learner Skills:</p> <p>listening/reading/ speaking/ writing/ translation</p> <p>Focus:</p> <p>Creating more interesting sentences, acquiring revision techniques, listening techniques for the exam Learning more sophisticated language</p>	<p>exploring the main themes and characters of the film, cinematographic technique and vocabulary,</p> <p>Learner Skills:</p> <p>Listening/ speaking/ writing</p> <p>Focus:</p> <p>Learning how to make analytical phrases, using AS grammar seen so far, planning essay paragraphs, using adjectives, analysing film scenes from a cinematographic angle</p>	<p>Preparation for UCAS exam UCAS exams; Paper 1/ Paper 2/ Paper 3; A level card only</p> <p>Learner Skills:</p> <p>Writing</p> <p>Focus:</p> <p>Essay technique and practice</p>	<p>Exam: paper 3 IRP only</p> <p>Subject Skills</p> <p>Learner Skills:</p> <p>listening/ reading/ speaking/ writing/ translation</p> <p>Focus:</p> <p>Developing research skills – finding authentic material and learning how to use them</p>
	<p>Rationale:</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>Rationale:</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>Rationale:</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>Rationale:</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</p>	<p>Rationale:</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 for the real IRP</p>

KS5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 13 Teacher 1	<p>Topic: WW2</p> <p>Exam:</p> <p>Subject Content:</p> <p>Learning about the German occupation of France during</p>	<p>Topic: WW2</p> <p>Subject Content:</p> <p>Learning about the French Resistance</p> <p>Learner Skills:</p>	<p>Topic:</p> <p>Subject Content:</p> <p>Learning about the positive impact of immigration</p> <p>Learner Skills:</p>	<p>Topic: The far right</p> <p>Subject Content:</p> <p>Learning about the far right in France</p> <p>Learner Skills:</p>		<p>Year 13 Exams: Papers 1 and 2</p>

	<p>WW2 and the Vichy Regime</p> <p>Learner Skills:</p> <p>listening/reading/ speaking/ writing/ translation</p> <p>Focus:</p> <p>Listening: inferring information from interviews or reports Reading: recognising and using similes and metaphors</p>	<p>Listening/reading/ speaking/ writing/ translation</p> <p>Focus:</p> <p>Listening: inferring information from interviews or reports Reading: recognising and using similes and metaphors</p> <p>Assessment: Short Mocks: A2 Paper 1 on AS topics/ Paper 2; 1 essay on the AS film</p>	<p>Listening/reading/ speaking/ writing/ translation</p> <p>Focus:</p> <p>Translation: Translating from English into authentic French</p>	<p>Listening/reading/ speaking/ writing/ translation</p> <p>Focus:</p> <p>Writing: Adding variety to language and using varied complex grammatical structures. Checking accuracy Speaking: weighing up opinions and drawing conclusions</p> <p>Assessment: Full Mocks in March Full papers 1 and 2 (2 essays) Card only for paper 3</p> <p>April; Speaking EXAM</p>	
	<p>Rationale:</p> <p>Occupied France is a broad, historical topic that allows students to view a period they tend to be familiar with from their previous history studies through the eyes of the French people and government of the time. They discover the life under the Vichy regime, the nature of anti-Semitism in France during the Occupation, the post-war reprisals, the Maréchal Petain, the Revolution Nationale, the politics and consequences of the Vichy regime, as well as the French resistance, the key actors including the General de Gaulle. This knowledge allows students to understand better some of the features of the present French society.</p>			<p>Rationale:</p> <p>The Far Right is extremely present in French politics, and is linked to the topic of immigration</p>	
Year 13 Teacher 2	<p>Topic: Written response to works; literature</p> <p>Subject Content:</p> <p>Literature “Un Sac de Billes”</p> <p>Learner Skills:</p> <p>exploring the main themes and characters of the book, literature technique and vocabulary,</p> <p>Focus:</p> <p>Reading literary text in French, writing analysis</p> <p>Assessment: Short Mocks: A2 Paper 1 on AS topics/ Paper 2; 1 essay on the AS film</p>			<p>Topic: Immigration</p> <p>Subject Content:</p> <p>Learning about the positive impacts and the challenges of immigration and integration of immigration in France</p> <p>Learner Skills:</p> <p>Listening/reading/ speaking/ writing/ translation</p> <p>Focus:</p> <p>Speaking /writing: expressing proportions and statistics Reading: dealing with unknown language</p> <p>Focus:</p> <p>All exam skills</p>	

		Assessment: Full Mocks in March Full papers 1 and 2 (2 essays) Card only for paper 3	
	<p>Rationale:</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>April; Speaking EXAM</p> <p>Rationale:</p> <p>The topic of immigration is closely linked to the historical and literature work done over the first term by both teachers.</p> <p>It also links to the AS film studied.</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>	

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