

FRENCH – YR7

Units taught in Year 7

AUTUMN	SPRING	SUMMER
<i>C'est Parti</i> – Basic greetings, pronunciation of French alphabet, correct use of definite and indefinite articles, use of correct adjective agreement (use of gender – masculine / feminine).	<i>Chez moi</i> – Describing where you live, use of prepositions, conjugation of <i>habiter</i> .	<i>Ma journée</i> – Using intensifiers and connectives, understanding details from longer texts, developing extended writing skills, using reflexive verbs.
<i>Famille et copains</i> – Using possessive adjectives (mon, ma, mes), the use of plural forms, conjugation of common French verbs (avoir, être).	<i>On va en ville</i> – Use of question words, expressing opinions, asking for and understanding directions.	<i>On s'amuse</i> – Using infinitive constructions (<i>aimer / on peut + infinitive</i>), studying and understanding authentic literary texts.

Main Skills Developed in Year 7

Speaking: pronunciation, phonics (patterns of letters / sounds)

Listening: recognising familiar vocab, discounting information not needed, understanding the 'gist' of authentic material

Reading: basic and more detailed comprehension skills (skimming, scanning, reading for detail)

Writing: use of grammar (use of a variety of connectives, vocab and tenses) and punctuation (French specific e.g. accents, apostrophes etc.), use of authentic texts to produce own versions of authentic materials

FRENCH – YR8

Units taught in Year 8

AUTUMN	SPRING	SUMMER
<i>Famille et domicile</i> – Use of masculine and feminine nouns, describing details about jobs and family, describing the weather (use of different tenses – future)	<i>Le Petit Nicolas</i> – Understanding and analysing an authentic French film, reading authentic texts and writing reviews (including extended opinions).	<i>Voyage et vacances</i> – Further practice of past and future tenses, asking and responding to questions, giving details about holiday experiences
<i>Temps libre</i> – Using <i>passé composé</i> (especially with reference to –er verbs), further use of infinitive constructions (<i>aimer + infinitive</i>), describing what you do in your free time	<i>Manger et boire</i> – Describing thoughts about types of food and drink, using <i>il faut + infinitive</i> , developing confident listening and speaking skills	<i>Les copains</i> – Using negative constructions (ne...pas, ne...jamais, ne...rien) studying and understanding authentic literary texts

Main skills developed in Year 8:

Pupils are taught to:

- Understand and form the perfect past tense
- Speak spontaneously and naturally using authentic expressions
- Use an example text as a model
- Use resource and support materials including dictionaries and glossaries
- Develop the use of high frequency words
- Use the context to work out unknown words
- Develop extended opinions and giving reasons why
- Read more challenging authentic texts in French
- Develop listening skills using continuous texts and predicting the context

FRENCH – YR9

Units taught in Year 9

AUTUMN	SPRING	SUMMER
<p>Identity and culture (<i>Me, my family and friends</i>) – Transition from Key Stage 3 to GCSE –</p> <p>Students will discuss and describe their friends and family, as well as their family relationships and role-models. They will also be discussing socialising and learning how to make social arrangements in French.</p>	<p>Identity and Culture - Free time activities (<i>sport, technology and reading habits</i>) –</p> <p>Students will discuss and describe their thoughts about sports, technology, social media and reading. They will also learn to correctly describe other people and use correct word order and agreement of nouns and adjectives / verbs.</p>	<p>Identity and Culture – Daily life – Using <i>pouvoir</i> and <i>devoir</i>, to discuss and describe their daily routine and lifestyle, along with using the pronoun <i>en</i>, and forming and asking questions about different celebrations.</p>
<p>Identity and culture Grammar focus: Use of key present, past and future tense verbs (regular and irregular), possessive adjectives (<i>mon, ma, mes</i>), reflexive verbs, adverbs of frequency</p>	<p>Identity and Culture – (music, cinema and TV) – Using direct object pronouns and superlative adjectives to discuss their tastes in music, cinema and TV. Students will be developing their speaking skills through discussions with peers.</p>	<p>Identity and Culture – (Customs and Festivals in French-speaking countries/ communities) – Using <i>tu</i> and <i>vous</i> in formal and informal settings, using <i>venir de</i> with infinitives, combining tenses.</p>

FRENCH – YR10

Units taught in Year 10

AUTUMN	SPRING	SUMMER
<p>Home town and local area – Students will discuss and describe local, national and international areas of interest. This includes units focusing on shops and shopping, and understanding the geography in France. They will also learn to discuss social issues and what can be done to improve society.</p>	<p>Holidays – Students will revise areas of the free time topic and will be able to apply some of these ideas to talking about ideal holidays and visiting foreign areas of interest. Other areas of focus include ordering at a restaurant, talking about travelling, buying souvenirs and talking about holiday disasters.</p>	<p>(School) – Students will study school life at home and in Francophone countries and the differences and similarities between the different cultures. They will also discuss school rules, healthy living, adolescent culture and problems as well as school exchanges and visits.</p>
<p>Grammar Focus: Using opinion phrases, making comparisons (<i>plus / moins... que</i>), using verbs in additional tenses (perfect, future, conditional), and developing translation skills to recognise different tenses in one text.</p>	<p>Grammar Focus: Using the conditional tense/ using reflexive verbs in the perfect tense/ using <i>en</i> with present participles/ using <i>avant de</i> with infinitives/ using demonstrative adjectives and pronouns/ using the pluperfect tense</p>	<p>Grammar Focus: Using the pronouns <i>il/ elle</i> and <i>ils/ elles</i>, using <i>il faut</i> and <i>il est interdit de</i>, using the imperative, revising present, past and future tenses with appropriate time frames.</p>

FRENCH – YR11

Units taught in Year 11

AUTUMN	SPRING	SUMMER
<p>Future study and Employment – Students will discuss a variety of career choices and future plans, including post-16 education, university education and additional plans such as gap years and voluntary work.</p>	<p>Environment – Problems facing the world as well as problems facing local areas such as their home town or region. They will discuss issues such as protecting the environment, ethical shopping, natural disasters and volunteering</p>	<p>Future study and Employment – Students will discuss a variety of career choices and future plans, including post-16 education, university education and additional plans such as gap years and voluntary work.</p>
<p>Using irregular comparatives and superlatives/ understanding the subjunctive/ using direct object pronouns in the perfect tense/ using verbs followed by <i>à</i> or <i>de</i></p>	<p>Grammar Focus: Making connections between word types/ using modal verbs in the conditional/ using the passive/ using indirect object pronouns/ giving arguments for and against.</p>	<p>Using irregular comparatives and superlatives/ understanding the subjunctive/ using direct object pronouns in the perfect tense/ using verbs followed by <i>à</i> or <i>de</i></p>

Extra-Curricular opportunities

Languages lunchtime club and lunchtime intervention sessions weekly.

SMSC & British Values

What are British Values?

- *Democracy*
- *The rule of law*
- *Individual liberty*
- *Mutual respect and tolerance of those with different faiths and beliefs*

- *enable students to **develop** their self-knowledge, self-esteem and self-confidence*
- *enable students to **distinguish** right from wrong and to respect the civil and criminal law of England*
- *encourage students to **accept responsibility** for their behaviour and to understand how they can contribute positively to society generally*
- *enable students to **acquire a broad general knowledge** of and respect for public institutions and services in England*
- *further **tolerance and harmony** between different cultural traditions*
- *encourage **respect for other people** and encourage respect for democracy, including respect for the basis on which the law is made and applied in England.*

How parents can help to support their son's/daughter's learning:

- Encourage the use of online vocab learning software: www.linguascope.com, www.freerice.com, www.languagesonline.org.uk in order to extend and improve knowledge of vocab.
- Encourage them **not** to use online translators for written homework, but instead to use an online dictionary (such as www.wordreference.com) or notes in their exercise book / on Show My Homework.

Students will be set weekly short homeworks of vocabulary learning, research activities and assessment preparation tasks towards the end of each unit. Homeworks are accessed via the internet through the Show My Homework Learning platform.