

# Year 7 French

## Autumn Term

### Contexts

#### ***Greetings and basics***

Facts about France

Numbers 1-31

Days and months

Alphabet and phonics

School items & classroom language

Bienvenu au Zoo

Naming and describing zoo animals

Expressing preferences for animals

**CC - Christmas in France**

### Grammar

Nouns

Definite and indefinite articles

French phonics system (common letter strings and pronunciation rules)

Plurals

Adjectives (position and agreement)

Expressing and justifying likes and dislikes

Formulating questions

Connecting clauses

First, second and third person forms of 'avoir'

### Skills

Listening, speaking, reading & writing

## Spring Term

### Contexts

#### ***Family and friends (and pets)***

Describing physical appearance

Describing personality traits

Expressing relationships

Numbers 31-69

#### ***Talking about where people live***

Describing your home

Activities at home (including basic times)

**CC – French homes and customs, houses in other Francophone countries. Mardi Gras and Pâques. Famous French people.**

### Grammar

Regular ER verbs (all pronouns)

Recycling and consolidation of concepts from term 1&2 plus:

Possessives (my, your, his/her)

Using the verbs 'être' and 'avoir' (all forms)

Using prepositions and giving directions

Using the verb 'aller' (au, à la, aux, à l')

Using some common reflexive verbs

Recycling and consolidation of concepts from term 1 plus:

Developing more complex *justified* opinions

### Skills

Listening, speaking, reading & writing

## Summer Term

### Contexts

#### ***Places in the town***

Asking about places in the town

Seeking and giving directions

Inviting others to places

#### ***A typical day***

Describing our morning routine

Talking about school, subjects & teachers

Free time after school

**CC –French cultural life, French towns/cities– The French education system**

### Grammar

Simple future tense using 'aller'

Relevant regular ER verbs (all pronouns)

Other verbs (vouloir, venir)

Time-phrases and sequencers

Negations

Comparisons

Irregular verb 'faire' (du/de la/de l'/des)

### Skills

Listening, speaking, reading & writing

## Year 8 2023 only (2022 intake)

### Autumn Term

#### ***Family and friends (and pets)***

Recapping physical appearance

More detailed personality traits

Expressing relationships

Numbers 31-69

#### ***Talking about where people live***

Describing your home

Activities at home (including basic times, both daily routine tasks and leisure activities)

CC – French homes and customs, houses in other Francophone countries.

#### **Grammar**

Recycling and consolidation of concepts from Year 7 plus:

Regular ER verbs (all pronouns) **present tense**

Possessives (my, your, his/her)

Using the verbs 'être' and 'avoir' (all forms)

Using prepositions and time

Using some common reflexive verbs

Developing more complex *justified* opinions

Conditional tense

#### **Skills**

Listening, speaking, reading & writing

### Spring Term

#### **Contexts**

#### ***My free time (hobbies and sports)***

Musical instruments

Inviting friends out and accepting/refusing (places in the town recap)

Technology, media and online activities

**CC - Famous French Sports stars and musicians. Mardi Gras and Pâques.**

#### **Grammar**

Recycling and consolidation of concepts from term 1, plus:

Accurate use of verb 'jouer' (with au/à la/ à l'/aux)

Formulating questions

Modal verbs (pouvoir, devoir, vouloir)

The simple **future tense**

Irregular verb 'faire' (du/de la/de l'/des)

Expressing and justifying complex opinions

#### **Skills**

Listening, speaking, reading & writing

### Summer Term

#### **Contexts**

Holidays

Colonies de vacances

Food and drink

Clothes and shopping

Transactions and currency

**CC – France and French Speaking Countries, Colonies de vacances. Tour de France, Fête de la Musique, Bastille Day**

#### **Grammar**

Recycling and consolidation of concepts from term 1&2, plus:

**Past tense** of regular and irregular verbs

Expressing all 3 tenses

Use of 'je voudrais' (conditional tense) to talk about ideal holidays

More quantity words

Transactional language, asking questions

Consolidation and manipulation of all 3 tenses

Extending sentences and giving and justifying more complex opinions

#### **Skills**

Listening, speaking, reading & writing

# Year 9 – AQA GCSE course Year 1 – Theme 1 Identity and Culture

## Autumn Term

### Contexts

- Relationships with family and friends
- Marriage and partnership

### Grammar and skills development

Describing yourself, family and friends (physically and personality) using key verbs (including reflexives) accurately. Adjectival agreement and word order.

Present tense of regular and irregular verbs

Talking about getting on (or not) with others

Possessive adjectives and direct object pronouns

Talking about future relationships using the immediate future tense (seen in YR 7 & 8) and also introducing the 'true' future tense

Describing ideal partners using the conditional tense. Use of superlatives

Making comparisons, agreeing and disagreeing with others, stating advantages and disadvantages of marriage and relationships

Negations

Developing and justifying opinions

Formulating questions

**Exam skills** (listening, speaking, reading and writing) Phonics

## Spring Term

### Contexts

- Technology in everyday life
- Social media
- Advantages and disadvantages of social networks
- Online dangers
- TV, film, music and books

### Grammar and skills development

Talking about communicating online (regular ER verbs plus negations)

Talking about the frequency of use of social media (some irregular verbs)

Expressing views on the pros and cons of mobile technology including dangers

Understanding materials and expressing views on media (TV, film and music)

Making comparisons

Using the perfect tense of regular verbs and revising the future tenses

Manipulating infinitive phrases.

(Continuing to develop comparisons, negations, justification of opinions, formulation of questions and language for agreeing and disagreeing)

**Exam skills** (listening, speaking, reading and writing), phonics

## Summer Term

### Contexts

- Free time hobbies and interests
- Sports
- Extreme sports
- France and customs
- Francophone festivals

### Grammar and skills development

Describing free time hobbies in 3 tenses

Talking about sports and using subordinating conjunctions, exploring some extreme sports and assessing their dangers – expressing advantages and disadvantages

Describing sports that you love in detail and ones you would like to try (using the conditional tense)

Talking about celebrations in the UK and French speaking countries

Talking about festivals in the French speaking world

(Continuing to develop comparisons, negations, justification of opinions, formulation of questions and language for agreeing and disagreeing)

**Exam skills** (listening, speaking, reading and writing), phonics

# Year 10 – AQA GCSE course Year 2

## Theme 2 Local, national, international and global areas of interest

### Autumn Term

#### **Contexts**

- House and home
- Town and local area

#### **Grammar and skills development**

Describing your home (rooms, furniture and household chores)

Describing locations using compass points and looking at different dwellings in Europe and around the world

Describing towns (using prepositions) and saying what there is to do and see in a region (using modal verbs) and making recommendations

Talking about where you would like to live in the future (using the conditional tense) and where you have lived in the past (imperfect tense)

(Continuing to develop comparisons, negations, justification of opinions, formulation of questions and language for agreeing and disagreeing)

**Exam skills** (listening, speaking, reading and writing) Phonics

### Spring Term

#### **Contexts**

- Charity and voluntary work
- Healthy and un healthy living
- Social and local issues
- Poverty and homelessness

#### **Grammar and skills development**

Understanding why charities are important and detailing what voluntary work you have done/would like to undertake

Finding out about some French charity organisations

Comparing previous and current eating habits

Describing health and talking about food and drink, bad habits and resolutions

Discussing inequality and poverty in our society and around the world

(Continuing to develop comparisons, negations, justification of opinions, formulation of questions and language for agreeing and disagreeing)

**Exam skills** (listening, speaking, reading and writing), phonics

### Summer Term

#### **Contexts**

- The environment
- Global issues
- Travel and tourism

#### **Grammar and skills development**

Discussing worldwide environmental issues and their solutions (using modal verbs and 'si' clauses)

Describing holiday destinations in detail, comparing places and expressing advantages and disadvantages of resorts, transport etc.)

Talking about holiday preferences and activities (manipulating a minimum of 3 tenses)

Using sequencing language

Discovering different areas of France and French speaking countries

(Continuing to develop comparisons, negations, justification of opinions, formulation of questions and language for agreeing and disagreeing)

**Exam skills** (listening, speaking, reading

# Year 11 – AQA GCSE course Year 3 - Theme 3 Current & future study & employment

## Autumn Term

### Contexts

- Daily life at school
- My studies
- Education Post 16
- Jobs, career choices and ambitions

### Grammar and skills development

Describing your school and subjects (using adverbs)

Sequencing and describing a school day (all 3 tenses)

Comparing school life in UK and France (and French speaking countries)

Giving opinions on uniform and rules (modal verbs) including talking about ideal school

Using the future and conditional tense to talk about future studies and jobs, as well as talking about current part-time employment and work experience

Comparing careers and pathways, agreeing and disagreeing, stating advantages and disadvantages of jobs/pathways

(Continuing to develop comparisons, negations, justification of opinions, and formulation of questions)

**Exam skills** (listening, speaking, reading and writing) Phonics

## Spring Term

Revision and preparation for speaking exam (Easter, date TBC)

### Grammar and skills development

Consolidation and recap of all topic areas

Grammar and tense revision

### Exam skills

Speaking mocks and frequent practice

Preparation for listening and reading papers using past exams

Avoiding common 'traps' in listening and reading

Focus on types of question in the reading and listening (P, N P&N, gap-fill, multiple choice, answers in French/English etc.)

Writing skills workshops and modelling of exam skills

Strategies for optimising marks

Examining model answers and examiners reports

Time-management skills

Confidence building

## Summer Term

### Contexts

Revision of all topics covered during GCSE course

### Grammar and skills development

Revision of grammatical structures:

Pronouns and articles

Regular and irregular verbs in the present tense (including reflexives)

Modal verbs and infinitive phrases

Tenses

Negations

Comparatives and superlatives

Time-phrases

Conjunctions

Expressing and justifying opinions

Use of idioms to enhance written and spoken work

Sequencers

Time-phrases

Quantity phrases

Some subjunctive phrases