

# French Faculty Curriculum Overview



## French Curriculum Overview

### Year 7 (4 French lessons per fortnight)

39 teaching weeks

Units of work/Key texts	Core Knowledge and Skills	Learning Locations of Key Concepts	Disciplinary Literacy	Key Questions	Assessments and Home Learning
<b>C'est perso</b>	<p>Talking about likes and dislikes</p> <p>Talking about your survival kit</p> <p>Describing yourself</p> <p>Talking about other people</p> <p>Describing a musician</p> <p>Introducing yourself in detail</p> <p>Using regular -er verbs (je, tu, il/elle) present tense</p> <p>Using avoir (je, tu, il/elle) present tense</p> <p>Using 'être' in the present tense</p> <p>Understanding adjective agreement (singular &amp; plural)</p> <p>Using the present tense (je, tu, il/elle)</p>	<p><b>Builds on:</b> KS2 programme of study</p> <p><b>Links to:</b> Using 'avoir' to form the perfect tense in Y8.</p> <p>Using the present tense across KS3</p> <p>Giving opinions on other subjects across KS3</p> <p>Agreeing adjectives to suit purpose across KS3</p> <p>Referring to times that things happen across KS3</p>	<p>Introducing key sounds in French to be referred back to when attempting pronunciation of unknown words.</p> <p>Reading high 5 homework task.</p> <p>Weekly vocabulary tests.</p> <p>Key terms referred to for 'talk like a linguist' i.e. conjugation, verb ending etc.</p> <p>Vocabulary lists that give vocabulary used in context to prior and current learning.</p>	<p>Comment t'appelles-tu ? / Comment tu t'appelles ?</p> <p>Qu'est-ce que tu aimes ?</p> <p>Qu'est-ce que tu as dans ton sac ?</p> <p>Comment es-tu ?</p> <p>Décris ton apparence.</p> <p>Quel âge as-tu ?</p> <p>Quelle est la date de ton anniversaire ? C'est quand, ton anniversaire ?</p>	<p>Feedback task 1 – answering key questions</p> <p>Feedback task 2 – translation</p> <p>End of module listening, reading and speaking assessments.</p> <p>An element of retrieval practice takes place in every lesson, to recap, consolidate and build on prior knowledge.</p> <p>Homework for KS3 is weekly vocabulary learning and weekly tasks on Pearson Active Learn. Each half term students complete a Reading High 5 task and are given optional research enrichment tasks.</p>
<b>Mon collègue</b>	<p>Talking about school subjects</p> <p>Giving opinions and reasons</p> <p>Describing your timetable</p>	<p><b>Builds on:</b> KS2 programme of study</p> <p><b>Links to:</b> Using 'avoir' to form the perfect tense in Y8.</p>	<p>Re -introducing key sounds in French to be referred back to when</p>	<p>Quelles matières aimes-tu ?</p> <p>Pourquoi tu aimes ça ?</p> <p>Quelle heure est-il ?</p>	<p>Feedback task 1 – answering key questions</p>

	<p>Using the 12 hour clock Asking questions Agreeing and disagreeing Talking about food Grammar: Using 'on' to say we Using the partitive article (du/de la/de l;/des)</p>	<p>Using the present tense across KS3 Giving opinions on other subjects across KS3 Agreeing adjectives to suit purpose across KS3 Referring to times that things happen across KS3</p>	<p>attempting pronunciation of unknown words. Reading high 5 homework task. Weekly vocabulary tests Key terms referred to for 'talk like a linguist' i.e. conjugation, verb ending etc. Vocabulary lists that give vocabulary used in context to prior and current learning.</p>	<p>Qu'est-ce qu'on fait au collège ? Qu'est-ce que tu manges ? Qu'est-ce qu'on mange ? Qu'est-ce que tu aimes à Noël ? Ton collègue est bien équipé ? Tu commences les cours à quelle heure ? Tu finis les cours à quelle heure ? Est-ce que tu manges à la cantine ?</p>	<p>Feedback task 2 – translation End of module listening, reading and writing assessments.</p> <p>An element of retrieval practice takes place in every lesson, to recap, consolidate and build on prior knowledge.</p> <p>Homework for KS3 is weekly vocabulary learning and weekly tasks on Pearson Active Learn. Each half term students complete a Reading High 5 task and are given optional research enrichment tasks.</p>
<p><b>Mes passetemps</b></p>	<p>Talking about computers and mobiles Talking about which sports I play Talking about activities with 'je fais' Saying what I like doing Describing what other people do Giving opinions with reasons Using aller in the present tense Using jouer + à (to play) Using the verb 'faire' (to do/make) Using 'aimer' + infinitive verbs (to like i.e. I like to play) Using the 3rd person plural in the present tense i.e. they play</p>	<p><b>Builds on:</b> Giving opinions Using the present tense in the full paradigm Talking about yourself in more detail <b>Links to:</b> Talking about activities you do in the present tense across KS3 Using infinitive structures Using numbers in transactional scenarios Making the link to infinitive structures and forming the future tense</p>	<p>Re-introducing key sounds in French to be referred back to when attempting pronunciation of unknown words. Reading high 5 homework task. Weekly vocabulary tests Key terms referred to for 'talk like a linguist' i.e. conjugation, verb ending etc. Vocabulary lists that give vocabulary used in context to prior and current learning.</p>	<p>Qu'est-ce que tu fais avec ton portable et avec ton ordi ? Tu regardes des clips vidéo ? pourquoi ? Tu es sportif/sportive ? Quels sports fais-tu ? Tu aimes le sport ? Qu'est-ce que tu fais? Quand ? Qu'est-ce que tu fais quand il pleut? Qu'est-ce que tu aimes faire? Qu'est-ce que tu aimes faire le soir/le weekend ? Qu'est-ce que tu n'aimes pas faire ?</p>	<p>Feedback task 1 – answering key questions Feedback task 2 – translation End of module listening, reading and speaking assessments.</p> <p>An element of retrieval practice takes place in every lesson, to recap, consolidate and build on prior knowledge.</p> <p>Homework for KS3 is weekly vocabulary learning and weekly tasks on Pearson Active Learn. Each half term students complete a Reading High 5 task and are given optional research enrichment tasks.</p>

<p><b>3...2...1 partez!</b></p>	<p>Talking about holidays Talking about getting ready to go out Buying drinks and snacks Talking about holiday plans Saying what you would like to do Using nous to say we Using singular reflexive verbs i.e. I get up Using higher numbers Using the near future tense i.e. I am going to go Using 'je voudrais' + infinitive i.e. I would like to go (conditional tense) Using 'il y a' and 'il n'y a pas de' i.e. there is/there are/there isn't</p>	<p><b>Builds on:</b> Using the verb aller in the present tense to then form the future tense. Using the present tense in the full paradigm Using infinitive structures Using numbers in different contexts <b>Links to:</b> Using the future tense across in KS3 Using the conditional tense across in KS3 Using transactional language across KS3</p>	<p>Re-introducing key sounds in French to be referred back to when attempting pronunciation of unknown words. Reading high 5 homework task. Weekly vocabulary tests Key terms referred to for 'talk like a linguist' i.e. conjugation, verb ending etc. Vocabulary lists that give vocabulary used in context to prior and current learning.</p>	<p>Où vas-tu normalement ? Qu'est-ce que tu penses ? Qu'est-ce qu'il y a dans la région ? Que fais-tu quand tu te prépares ? Que fais-tu quand tu te prépares pour sortir ? Tu as combien d'argent ? Vous désirez monsieur/madame ? On va au café ? Tu as soif ? Tu as faim ? Qu'est-ce qu'ils vont faire pendant les vacances ? Qu'est-ce que tu vas faire ? Quels sont tes rêves ? Où est-ce que tu voudrais aller ? Qu'est-ce que tu voudrais faire ?</p>	<p>Feedback task 1 – answering key questions Feedback task 2 – translation End of module listening, reading and writing assessments.</p> <p>An element of retrieval practice takes place in every lesson, to recap, consolidate and build on prior knowledge.</p> <p>Homework for KS3 is weekly vocabulary learning and weekly tasks on Pearson Active Learn. Each half term students complete a Reading High 5 task and are given optional research enrichment tasks.</p>
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**Year 8 (4 French lessons per fortnight)**

Units of work/Key texts	Core Knowledge and Skills	Learning Locations of Key Concepts	Disciplinary Literacy	Key Questions	Assessments and Home Learning
<p><b>T'es branché</b></p>	<p>Talking about TV programmes Talking about films Talking about reading Talking about the internet Talking about what you did yesterday Talking about different media together The present tense of -er verbs The present tense of 'avoir' and 'être' Using -ir and -re verbs Using aller and faire Using the perfect tense</p>	<p><b>Builds on:</b> Giving opinions in the present tense. Using the present tense of 'avoir' to form the perfect tense. Using the present tense of 'être' to form the perfect tense with MRS VANDERTRAMP verbs. Using 'aller' and 'faire' to talk about interests and pastimes. <b>Links to:</b> Using the full paradigm of the perfect tense</p>	<p>Re-introducing key sounds in French to be referred back to when attempting pronunciation of unknown words. Reading high 5 homework task. Weekly vocabulary tests Key terms referred to for 'talk like a linguist' i.e. conjugation, verb ending etc. Vocabulary lists that give vocabulary used in context to prior and current learning.</p>	<p>Qu'est-ce que tu regardes à la télé ? Est-ce que tu aimes... ? Qu'est-ce que tu ne regardes jamais ? Quelle est ton émission préférée ? Qu'est-ce que tu aimes comme films ? Qu'est-ce que tu lis en ce moment ? Qu'est-ce que tu fais quand tu es connecté ?</p>	<p>Feedback task 1 – answering key questions Feedback task 2 – translation End of module listening, reading and writing assessments.</p> <p>An element of retrieval practice takes place in every lesson, to recap, consolidate and build on prior knowledge.</p> <p>Homework for KS3 is weekly vocabulary learning and weekly tasks on Pearson</p>

		in the next unit of work and later in KS3.		Es-tu un(e) internaute typique ? Qu'est-ce que tu as fait hier soir ? Qu'est-ce que tu as fait ensuite/après/plus tard ?	Active Learn. Each half term students complete a Reading High 5 task and are given optional research enrichment tasks.
<b>Paris, je t'aime</b>	Saying what you did in Paris Saying when you did things Understanding information about a tourist attraction Saying where you went and how Asking questions in the perfect tense Perfect tense with regular verbs Perfect tense with irregular verbs Giving opinions in the past tense Using the perfect tense with être Using the present and perfect tense together	<b>Builds on:</b> Giving opinions in the perfect tense. Adjectival agreement when saying how you found something. Using aller/faire, this time in the perfect tense. Referring back to the present tense. Using numbers to give times/opening times/further information <b>Links to:</b> Using more than one tense together to add depth.	Re-introducing key sounds in French to be referred back to when attempting pronunciation of unknown words. Reading high 5 homework task. Weekly vocabulary tests Key terms referred to for 'talk like a linguist' i.e. conjugation, verb ending etc. Vocabulary lists that give vocabulary used in context to prior and current learning.	Qu'est-ce que tu as fait à Paris ? Qu'est-ce que tu as fait lundi ? Qu'est-ce que tu as fait avant-hier ? C'était comment? Tu as visité la tour Eiffel? C'est combien? Il y a des toilettes? C'est où ? C'est ouvert à quelle heure ? Est-ce qu'il y a... ? C'est ouvert/fermé quand ? Où es-tu allé ? À quelle heure es-tu arrivé/parti ? Qu'est-ce que tu as fait le weekend dernier ? Tu es allé à Paris le samedi dernier ? Qu'est-ce que tu as fait là-bas ? Tu vas souvent à Paris ? Qu'est-ce que tu fais quand tu vas à Paris ? Tu aimes Paris ?	Feedback task 1 – answering key questions Feedback task 2 – translation End of module listening, reading and speaking assessments.  An element of retrieval practice takes place in every lesson, to recap, consolidate and build on prior knowledge.  Homework for KS3 is weekly vocabulary learning and weekly tasks on Pearson Active Learn. Each half term students complete a Reading High 5 task and are given optional research enrichment tasks.
<b>Mon identité</b>	Talking about personality Talking about relationships Talking about music Talking about clothes Talking about your passion Talking about different regions Adjectival agreement Reflexive verbs Agreeing and disagreeing/giving reasons Using the near future tense Using past, present and future tenses together	<b>Builds on:</b> Adjectival agreement when referring to others. Referring back to using 'aller' in the present tense to work with the future tense. Giving opinions in more than one tense. <b>Links to:</b> Agreeing adjectives to use with comparatives and superlatives.	Re-introducing key sounds in French to be referred back to when attempting pronunciation of unknown words. Reading high 5 homework task. Weekly vocabulary tests Key terms referred to for 'talk like a linguist' i.e. conjugation, verb ending etc. Vocabulary lists that give vocabulary used in context to prior and current learning.	Comment t'appelles-tu ? Quelles sont tes qualités ? Et quels sont tes défauts ? Quelles langues parles-tu ? Tu passes des heures à faire quoi ? Tu parles de quoi avec tes copains ? Tu t'entends bien avec... ? Quelle musique écoutes-tu ? Qu'est-ce que tu portes normalement ? C'est quoi, ton style, alors ? De quoi es-tu fan ?	Feedback task 1 – answering key questions Feedback task 2 – translation End of module listening, reading and writing assessments.  An element of retrieval practice takes place in every lesson, to recap, consolidate and build on prior knowledge.  Homework for KS3 is weekly vocabulary learning

					and weekly tasks on Pearson Active Learn. Each half term students complete a Reading High 5 task and are given optional research enrichment tasks.
<b>Chez moi, chez toi</b>	Describing where you live Talking about your town/village Giving directions Describing your home Saying what you can do in your town Discussing an event Using il y a/ il n'y a pas de Using the imperative to give directions Comparative adjectives Prepositions Using modal verbs Revisit using 3 tenses together	<b>Builds on:</b> Giving descriptions using different adjectives, positioning of adjectives. Correctly agreeing adjectives. Using infinitive structures. Using more than one tense. <b>Links to:</b> Using 3 tenses confidently in Y9. Using a range of infinitive structures i.e. j'adore aller, je dois aller, je peux aller, je vais aller, je voudrais aller.	Re-introducing key sounds in French to be referred back to when attempting pronunciation of unknown words.  Reading high 5 homework task. Weekly vocabulary tests  Key terms referred to for 'talk like a linguist' i.e. conjugation, verb ending etc.  Vocabulary lists that give vocabulary used in context to prior and current learning.	Où habites-tu ? C'est comment, chez toi ?  Où est... ? Où sont... ? Décris ta maison C'est comment, chez toi ? Qu'est-ce qu'on peut faire à... ? Qu'est-ce que tu fais normalement au carnaval ?	Feedback task 1 – answering key questions Feedback task 2 – translation End of module listening, reading and speaking assessments.  An element of retrieval practice takes place in every lesson, to recap, consolidate and build on prior knowledge.  Homework for KS3 is weekly vocabulary learning and weekly tasks on Pearson Active Learn. Each half term students complete a Reading High 5 task and are given optional research enrichment tasks.

#### Year 9 (4 French lessons per fortnight)

Units of work/Key texts	Core Knowledge and Skills	Learning Locations of Key Concepts	Disciplinary Literacy	Key Questions	Assessments and Home Learning
<b>Ma vie sociale d'ado</b>	Talking about Facebook Giving your opinion about someone Arranging to go out Describing a date Describing a music event Finding out about music festivals around the world Using the present tense Using direct object pronouns Using the near future tense Using the perfect tense Using three tenses together	<b>Builds on:</b> Use of the perfect tense in the full paradigm Revisiting future tense Using more than one tense to add depth. <b>Links to:</b> Using direct object pronouns in further study to make language used more sophisticated. Using tenses to talk about other contexts having been given the grammar knowledge to do so.	Re-introducing key sounds in French to be referred back to when attempting pronunciation of unknown words.  Reading high 5 homework task.  Weekly vocabulary tests  Key terms referred to for 'talk like a linguist' i.e. conjugation, verb ending etc.  Vocabulary lists that give vocabulary used in context	Qu'est-ce que tu fais sur Facebook ? Comment tu trouves... ? Tu veux nous accompagner ? Qu'est-ce que tu vas faire ce weekend ? Qu'est-ce que tu as fait ? Quelle sorte de musique aimes-tu ? Pourquoi es-tu fan de sa musique ?	Feedback task 1 – answering key questions Feedback task 2 – translation End of module listening, reading and writing assessments.  An element of retrieval practice takes place in every lesson, to recap, consolidate and build on prior knowledge.  Homework for KS3 is weekly vocabulary learning

			to prior and current learning.		and weekly tasks on Pearson Active Learn. Each half term students complete a Reading High 5 task and are given optional research enrichment tasks.
<b>Qui suis-je?</b>	<p>Revising and describing people</p> <p>Revision of basics relevant to the wider topic</p> <p>Talking about friends and what makes a good friend</p> <p>Using regular –er verbs in the present tense</p> <p>Talking about family relationships</p> <p>Using reflexive verbs in the present tense</p> <p>Making arrangements to go out</p> <p>Using the near future tense</p> <p>Describing a day out</p> <p>Using the perfect tense</p> <p>Discussing role models</p> <p>Using the present and perfect tenses together</p>	<p><b>Builds on:</b> Giving simple descriptions of other people using ‘avoir’ and ‘être’</p> <p>Using the present tense of both regular and irregular verbs.</p> <p>Using tenses in different contexts.</p> <p><b>Links to:</b> Using present tense rules to think about conjugation of reflexive verbs</p> <p>Sequencing events.</p>	<p>Re-introducing key sounds in French to be referred back to when attempting pronunciation of unknown words.</p> <p>Reading high 5 homework task.</p> <p>Weekly vocabulary tests</p> <p>Key terms referred to for ‘talk like a linguist’ i.e. conjugation, verb ending etc.</p> <p>Vocabulary lists that give vocabulary used in context to prior and current learning.</p>	<p>Quelle est ta personnalité ?</p> <p>Qu’est-ce que tu fais avec tes amis ?</p> <p>C’est quoi un bon ami, pour toi ?</p> <p>Tu t’entends bien avec ta famille ?</p> <p>pourquoi/pourquoi pas ?</p> <p>Qu’est-ce que tu vas faire de weekend avec ta famille/tes amis ?</p> <p>Qu’est-ce que tu as fait samedi dernier ?</p> <p>Qui est ton modèle ?</p> <p>pourquoi ?</p>	<p>Feedback task 1 – answering key questions</p> <p>Feedback task 2 – translation</p> <p>End of module listening, reading and speaking assessments.</p> <p>An element of retrieval practice takes place in every lesson, to recap, consolidate and build on prior knowledge.</p> <p>Homework for KS3 is weekly vocabulary learning and weekly tasks on Pearson Active Learn. Each half term students complete a Reading High 5 task and are given optional research enrichment tasks.</p>
<b>Le temps de loisirs</b>	<p>Revising leisure activities</p> <p>Revising films and going to the cinema</p> <p>Talking about sport</p> <p>Using depuis + present tense</p> <p>Talking about using technology</p> <p>Using irregular verbs in the present tense</p> <p>Discussing reading habits and music</p> <p>Using negatives</p> <p>Talking about television programmes</p> <p>Using the comparative</p> <p>Talking about a night out with friends</p> <p>More on the perfect tense</p>	<p><b>Builds on:</b> Knowledge of present tense. Referring to more than one tense.</p> <p>Revisiting the perfect tense</p> <p><b>Links to:</b> Knowledge of the present tense to use ‘depuis’, using tenses for different purposes.</p> <p>Adjectival agreement to use comparatives accurately</p>	<p>Re-introducing key sounds in French to be referred back to when attempting pronunciation of unknown words.</p> <p>Reading high 5 homework task.</p> <p>Weekly vocabulary tests</p> <p>Key terms referred to for ‘talk like a linguist’ i.e. conjugation, verb ending etc.</p> <p>Vocabulary lists that give vocabulary used in context to prior and current learning.</p>	<p>Qu’est-ce que tu aimes faire pendant ton temps libre ?</p> <p>Qu’est-ce tu aimes comme sport ?</p> <p>Que fais-tu sur ton portable ou ta tablette ?</p> <p>Quel est ton avis sur Internet ?</p> <p>Qu’est-ce que tu aimes lire ?</p> <p>Qu’est-ce que tu aimes comme musique ?</p> <p>Qu’est-ce que tu vas regarder à la télé ce soir ?</p> <p>Qu’est-ce que tu as fait le weekend dernier avec tes amis ?</p>	<p>Feedback task 1 – answering key questions</p> <p>Feedback task 2 – translation</p> <p>End of module listening, reading and writing assessments.</p> <p>An element of retrieval practice takes place in every lesson, to recap, consolidate and build on prior knowledge.</p> <p>Homework for KS3 is weekly vocabulary learning and weekly tasks on Pearson Active Learn. Each half term students complete a Reading High 5 task and are given optional research enrichment tasks.</p>

<p><b>Jours ordinaire, jour de fête</b></p>	<p>Talking about food and meals          Discussing clothes and what to wear          Describing your daily life          Using devoir and pouvoir          Shopping for clothes          Using quel(s)/quelle(s) and ce/cet/cette/ces          Talking about shopping          Using the present and future tenses</p>	<p><b>Builds on:</b>          Using infinitive structures to be confident when using 'pouvoir' and 'devoir'  <b>Links to:</b>          Adjectival agreement to be confident when using demonstratives          Using more than one tense in different contexts</p>	<p>Re-introducing key sounds in French to be referred back to when attempting pronunciation of unknown words.          Reading high 5 homework task.          Weekly vocabulary tests          Key terms referred to for 'talk like a linguist' i.e. conjugation, verb ending etc.          Vocabulary lists that give vocabulary used in context to prior and current learning.</p>	<p>Qu'est-ce que tu manges le soir ?          Qu'est-ce que tu portes normalement le weekend ?          Quelle est ta routine les jours d'école ?          Tu préfères acheter tes vêtements en ligne ou dans un magasin ?          Est-ce tu fêtes Noel chez toi ?          Quelle est ta fête préférée ?          Pour quoi ?          Comment est-ce que tu vas fêter le Noel cette année ?          Comment as-tu fêté ton dernier anniversaire ?</p>	<p>Feedback task 1 – answering key questions          Feedback task 2 – translation          End of module listening, reading and speaking assessments.</p> <p>An element of retrieval practice takes place in every lesson, to recap, consolidate and build on prior knowledge.</p> <p>Homework for KS3 is weekly vocabulary learning and weekly tasks on Pearson Active Learn. Each half term students complete a Reading High 5 task and are given optional research enrichment tasks.</p>
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**Year 10 (5 French lessons per fortnight)**

Units of work/Key texts	Core Knowledge and Skills	Learning Locations of Key Concepts	Disciplinary Literacy	Key Questions	Assessments and Home Learning
<p><b>De la ville à la campagne</b></p>	<p>Talking about where you live, weather and transport          Describing a town and asking the way.          Describing a region          Using the pronoun y          Talking about your town, village or district          Using negatives          Discussing what to see and do          Asking questions using quell/quelle/quells/quelles          Discussing plans and the weather          Using the future tense          Describing community projects          Using the present, perfect and future tenses          Developing listening and reading skills based on module content, using exam style questions          Retrieval:          Developing speaking skills based on module content, using exam style questions</p>	<p><b>Builds on:</b> Using 3 tenses to talk about different contexts.          Using demonstratives and adjectival agreement.          Using infinitive structures in the negative/positive.  <b>Links to:</b>          Using the present tense to form/conjugate the future tense.</p>	<p>Re-introducing key sounds in French to be referred back to when attempting pronunciation of unknown words.          Reading high 5 homework task.          Weekly vocabulary tests          Key terms referred to for 'talk like a linguist' i.e. conjugation, verb ending etc.          Vocabulary lists that give vocabulary used in context to prior and current learning.</p>	<p>Où habites-tu ?          Qu'qu' il y a dans ta région ?          Qu'est-ce qu'on peut faire dans ta région ?          Le climat et comment ?          Quels sont les avantages et les inconvénients de ta région ?          Qu'est-ce que tu as fait récemment dans ta ville/village ? Pourquoi ?          Quels sont les avantages d'habiter en ville ou à la campagne ?          Comment vas-tu au collège ?          Que feras-tu ce weekend ?</p>	<p>Feedback task 1 – answering key questions          Feedback task 2 – translation          End of module listening, reading and speaking assessments.</p> <p>An element of retrieval practice takes place in every lesson, to recap, consolidate and build on prior knowledge.</p> <p>Homework for KS4 is weekly vocabulary</p>

	Developing writing skills based on module content, using exam style questions		Knowing key exam rubrics vocabulary.		learning and weekly tasks on Pearson Active Learn. Students will be given additional tasks by their class teacher dependent on the needs of the class.
<b>Le grand large</b>	<p>Talking about what you normally do on holiday</p> <p>Revisiting the present tense and reflexive verbs (1st person singular)</p> <p>Revisiting 'on peut' + infinitive</p> <p>Talking about holidays (past, present and future)</p> <p>Talking about an ideal holiday</p> <p>Using the conditional</p> <p>Booking and reviewing hotels</p> <p>Using reflexive verbs in the perfect tense</p> <p>Ordering in a restaurant</p> <p>Using en + the present participle</p> <p>Talking about travelling</p> <p>Using avant de + the infinitive</p> <p>Buying souvenirs</p> <p>Using demonstrative adjectives and pronouns</p> <p>Talking about holiday disasters</p> <p>Using the pluperfect tense</p> <p>Developing listening and reading skills based on module content, using exam style questions</p> <p>Retrieval:</p> <p>Developing speaking skills based on module content, using exam style questions</p> <p>Developing writing skills based on module content, using exam style questions</p>	<p><b>Builds on:</b> Using reflexive verbs to sequence events.</p> <p>Infinitive structures</p> <p>Using the conditional tense in a wider paradigm/with a wider variety of verbs than 'je voudrais'</p> <p><b>Links to:</b></p> <p>Spotting patterns from using reflexive verbs in the present tense to then use them in the perfect tense.</p> <p>Using other infinitive structures</p> <p>Adding variety and depth to work using the present participle.</p>	<p>Re-introducing key sounds in French to be referred back to when attempting pronunciation of unknown words.</p> <p>Reading high 5 homework task.</p> <p>Weekly vocabulary tests</p> <p>Key terms referred to for 'talk like a linguist' i.e. conjugation, verb ending etc.</p> <p>Vocabulary lists that give vocabulary used in context to prior and current learning.</p> <p>Knowing key exam rubrics vocabulary.</p>	<p>Où vas-tu en vacances, d'habitude ?</p> <p>Où es-tu allé(e) en vacances l'année dernière ?</p> <p>Comment est-ce que tu vas passes les vacances cette année ?</p> <p>Qu'est-ce que tu aimes faire en vacances ?</p> <p>Comment seraient tes vacances idéales ?</p> <p>Parle-moi d'un problème que tu as eu pendant des vacances.</p>	<p>Feedback task 1 – answering key questions</p> <p>Feedback task 2 – translation</p> <p>End of module listening, reading and writing assessments.</p> <p>An element of retrieval practice takes place in every lesson, to recap, consolidate and build on prior knowledge.</p> <p>Homework for KS4 is weekly vocabulary learning and weekly tasks on Pearson Active Learn.</p> <p>Students will be given additional tasks by their class teacher dependent on the needs of the class.</p>
<b>Un œil sur le monde</b>	<p>Talking about what makes you tick</p> <p>Using 'ce qui'</p> <p>Discussing problems facing the world</p> <p>Making connections between word types</p> <p>Discussing ethical shopping</p> <p>Using the passive</p> <p>Talking about volunteering</p> <p>Using the indirect object pronouns</p> <p>Discussing big events</p> <p>Giving arguments for and against</p> <p>Developing listening and reading skills based on module content, using exam style questions</p> <p>Retrieval:</p> <p>Developing speaking skills based on module content, using exam style questions</p> <p>Developing writing skills based on module content, using exam style questions</p>	<p><b>Builds on:</b> Positioning of direct object pronouns when thinking about indirect object pronouns</p> <p>Using infinitive structures.</p> <p><b>Links to:</b></p> <p>Using the imperfect tense – (high frequency phrases to spot patterns in the next unit) to form the passive.</p> <p>Referring back to adjectival agreements.</p>	<p>Re-introducing key sounds in French to be referred back to when attempting pronunciation of unknown words.</p> <p>Reading high 5 homework task.</p> <p>Weekly vocabulary tests</p> <p>Key terms referred to for 'talk like a linguist' i.e. conjugation, verb ending etc.</p> <p>Vocabulary lists that give vocabulary used in context to prior and current learning.</p>	<p>Que fais-tu pour protéger l'environnement ?</p> <p>Qu'est-ce que tu pourrais faire pour protéger l'environnement ?</p> <p>Qu'est-ce que ton collègue fait pour protéger l'environnement ?</p> <p>Tu achètes des produits issus du commerce équitable ?</p> <p>Qu'est-ce que tu as fait pour aider les autres ?</p> <p>Tu voudrais faire du travail bénévole un jour ?</p> <p>Quels sont les problèmes pour les SDF ?</p>	<p>Feedback task 1 – answering key questions</p> <p>Feedback task 2 – translation</p> <p>End of module listening, reading and speaking assessments.</p> <p>An element of retrieval practice takes place in every lesson, to recap, consolidate and build on prior knowledge.</p> <p>Homework for KS4 is weekly vocabulary</p>

			Knowing key exam rubrics vocabulary.	Quels sont les avantages des grands événements sportifs ? Es-tu déjà allé(e) a un festival de musique ?	learning and weekly tasks on Pearson Active Learn. Students will be given additional tasks by their class teacher dependent on the needs of the class.  Full mock exam in all 4 competencies at the end of Y10 – listening, speaking, reading and writing.
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### Year 11 (5 French lessons per fortnight)

Units of work/Key texts	Core Knowledge and Skills	Learning Locations of Key Concepts	Disciplinary Literacy	Key Questions	Assessments and Home Learning
<b>Au collège</b>	<p>Revising school subjects and talking about your timetable Talking about your school, using the pronouns il and elle Making comparisons Using the imperfect tense Comparing school in the UK and French speaking countries Using the pronouns ils and elles Discussing school rules Using il faut and il est interdit de Discussing healthy living Using the imperative Discussing vices, using the present and future tenses. Talking about successes at school, using past, present and future time frames. Talking about a school exchange Using the present and future time frames Developing listening and reading skills based on module content, using exam style questions Retrieval: Developing speaking skills based on module content, using exam style questions Developing writing skills based on module content, using exam style questions</p>	<p><b>Builds on:</b> Using the comparative and the superlative Using the full paradigm of subject pronouns in 3 tenses Using infinitive structures Using 3 tenses in different contexts Using the patterns spotted using the imperfect with the passive to support conjugation. <b>Links to:</b> Using high frequency conditional tense phrases to spot patterns in conditional conjugation. Referring to superlatives in the next topic.</p>	<p>Re-introducing key sounds in French to be referred back to when attempting pronunciation of unknown words.  Reading high 5 homework task.  Weekly vocabulary tests  Key terms referred to for 'talk like a linguist' i.e. conjugation, verb ending etc.  Vocabulary lists that give vocabulary used in context to prior and current learning.  Knowing key exam rubrics vocabulary.</p>	<p>Les grandes vacances sont importantes ? Qu'est-ce qu'il faut faire au collège ? Es-tu d'accord avec les règlements scolaires ? Manges-tu sainement ? Fais-tu de l'exercice régulièrement ? Que penses-tu du tabagisme/de la drogue/de l'alcool ? Est-ce que tu joues dans une équipe au collège ? Qu'est-ce que tu faisais à l'école primaire ? Qu'est-ce que tu fais comme activités au collège ? Pourquoi faire un échange scolaire ? Qu'est-ce que tu as fait pendant l'échange ? Donnes-tu ton opinion sur les échanges en général.</p>	<p>Feedback task 1 – answering key questions Feedback task 2 – translation End of module listening, reading and speaking assessments.  An element of retrieval practice takes place in every lesson, to recap, consolidate and build on prior knowledge.  Homework for KS4 is weekly vocabulary learning and weekly tasks on Pearson Active Learn. Students will be given additional tasks by their class teacher dependent on the needs of the class.</p>
<b>Bon travail !</b>	<p>Discussing jobs and work preferences Discussing work preferences, using the conditional tense Discussing career choices, saying better/worse and the best/worst thing.</p>	<p><b>Builds on:</b> Placement of direct object/indirect object pronouns Using 3 tenses</p>	<p>Re-introducing key sounds in French to be referred back to when attempting pronunciation of unknown words.</p>	<p>Qu'est-ce que tu préfères faire ? Qu'est-ce que tu aimes faire au travail ? Dans quel secteur voudrais-tu travailler? Quels sont tes projets d'avenir ?</p>	<p>Feedback task 1 – answering key questions Feedback task 2 – translation</p>

	<p>Talking about plans, hopes and wishes. Understanding the simple future tense (will or shall)</p> <p>Talking about plans, hopes and wishes. Understanding the subjunctive</p> <p>Talking about how you earn money, using the present, perfect and conditional tenses.</p> <p>Applying for jobs, using direct object pronouns in the perfect tense</p> <p>Discussing work experience, using the perfect and imperfect tense.</p> <p>Developing listening and reading skills based on module content, using exam style questions</p> <p>Developing speaking skills based on module content, using exam style questions</p> <p>Developing writing skills based on module content, using exam style questions</p>	<p>Giving opinions and expressing preferences.</p> <p>Referring to the immediate and simple future tenses in different contexts</p> <p><b>Links to:</b> Further study – using the subjunctive in a wider range of contexts.</p>	<p>Reading high 5 homework task.</p> <p>Weekly vocabulary tests</p> <p>Key terms referred to for ‘talk like a linguist’ i.e. conjugation, verb ending etc.</p> <p>Vocabulary lists that give vocabulary used in context to prior and current learning.</p> <p>Knowing key exam rubrics vocabulary.</p>	<p>Est-ce que tu voudrais continuer tes études ? Pourquoi ?</p> <p>Qu’est-ce que tu voudrais faire plus tard ?</p> <p>Tu as un petit boulot?</p> <p>Quelles matières étudiez-vous ?</p> <p>Qu’est-ce que vous ferez après vos examens ?</p> <p>Quelles sont vos qualités personnelles ?</p> <p>Qu’est-ce que tu as fait pendant ton stage ?</p> <p>Quels sont tes ambitions ?</p> <p>Quelles compétences faut-il avoir pour faire votre métier ?</p>	<p>End of module listening, reading and writing assessments.</p> <p>An element of retrieval practice takes place in every lesson, to recap, consolidate and build on prior knowledge.</p> <p>Homework for KS4 is weekly vocabulary learning and weekly tasks on Pearson Active Learn.</p> <p>Students will be given additional tasks by their class teacher dependent on the needs of the class.</p>
<b>Revision for final exams</b>	<p>Recap vocabulary from the exam specification in context.</p> <p>Revisit grammar points covered in KS3 and KS4.</p> <p>Practise listening skills</p> <p>Practise reading skills</p> <p>Practise role play</p> <p>Practise speaking photo cards</p> <p>Fine tune and practise general conversation questions</p> <p>Fine tune skills for writing 40/90/150 words in French</p> <p>Fine tune translation skills from French to English and from English to French.</p> <p>Fine tune answering questions in French.</p>	<p><b>Builds on:</b> Skills practiced and covered in end of module assessments across Y10 and Y11</p> <p><b>Links to:</b> Use of the language in real contexts post GCSE. Post GCSE study/post 16.</p>	<p>Re-introducing key sounds in French to be referred back to when attempting pronunciation of unknown words.</p> <p>Reading high 5 homework task.</p> <p>Weekly vocabulary tests</p> <p>Key terms referred to for ‘talk like a linguist’ i.e. conjugation, verb ending etc.</p> <p>Vocabulary lists that give vocabulary used in context to prior and current learning.</p> <p>Knowing key exam rubrics vocabulary.</p>		<p>Practice papers/past papers to suit the needs of specific classes.</p> <p>Full mock exam x2 in all 4 competencies – listening, speaking, reading and writing.</p>

### Extra-curricular

Students can participate in weekly German and Italian clubs, as well as MFL homework support club.

<b>SMSC in MFL</b>	
<b>Spiritual development in MFL</b>	Students are taught to accept and embrace other languages and cultures through the teaching of MFL. In relation to this, students are educated on the beliefs of the people in countries of the language they are learning. A whole range of GCSE topics, and KS3 material covers topics from travel to education, healthy living and social awareness. Students are encouraged to be empathetic to the cultures, beliefs and traditions of others and stereotypes are challenged where necessary.

<b>Moral development in MFL</b>	Students are encouraged to show empathy and understanding to others and learn about right from wrong. Stereotypes and intolerance are challenged through the teaching of language and culture. The MFL schemes of learning identify and explore many moral issues such as issues relating to the environment, equality of education within a global context (comparing the UK to less wealthy countries, such as Mali), work opportunities, travel as a means of exploring the world and the consequences of this, and media and new technology, including Facebook, texting and the Internet as a means of communication (and discussing the moral outcomes of this).
<b>Social development in MFL</b>	Students are encouraged to work independently in lessons and proactively use the target language in classwork, whether through pair work, co-operative learning techniques or group work. Students are often differentiated in groups of varied abilities to encourage social interaction with others in the class with whom they may not usually interact. Students are encouraged to experiment with language and learn from their mistake. There is a supportive environment in MFL classes where mistakes are seen as learning opportunities, rather than as failures. The students are encouraged to use each other as a learning tool and develop social strategies for dealing with confrontational situations or problems.
<b>Cultural development in MFL</b>	Cultural development and cultural awareness are fundamental in language learning at Biddick Academy. Exploration of language and culture is key to language learning, whether through lessons or school trips. Students are encouraged to embrace 'difference' at all stages of their linguistic development and accept ideas which may be 'alien' to them, as culturally significant. Students are encouraged to discuss and challenge stereotypes within a national and international context. Media and new technology are encouraged to explore students' interest in language and culture in all aspects of their learning.

<b>Careers in MFL (Gatsby benchmarks)</b>
<b>2. Learning from career and labour market information</b>
<b>4. Linking the curriculum learning to careers</b>
<b>5. Encounters with employers and employees</b>
<b>6. Encounters with further and higher education</b>
<b>7. Personal guidance</b>