

## Curriculum Map

Curriculum - Overview						
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<p>Students will use KS2 knowledge of English grammar and make links to their learning of French grammar. The MFL skills that they acquired can be applied to their French learning.</p> <p>Y7 students are introduced to: articles, adjectival agreement, connectives, basic justified opinions, infinitive verbs, present tense and simple future tense.</p> <p>Y7 students are introduced to listening for gist and detail, writing longer passages, reading for gist and detail and offering simple verbal responses to a series of questions,</p>	<p>Students will use their Y7 learning of infinitive verbs and the present and simple future tense to help them understand the past tense passé composé conjugation.</p> <p>Y8 students will develop their vocabulary knowledge and justify their opinions in more depth.</p> <p>Y8 students develop their listening, reading and writing and offer more developed verbal responses to a series of questions,</p> <p>Students will develop their understanding of France and the Francophone world.</p>	<p>Students will use their Y7 and Y8 learning of the three main tenses and extend this to combine them successfully. This will be extended further to their learning of the Imperfect Past tense. Grammatical knowledge will be extended to use of comparatives, superlatives, reflexive verbs, indirect and direct object pronouns.</p> <p>Y9 students extend their listening, reading and writing skills.</p> <p>In Y9 students will extend their knowledge of France and the Francophone world through cultural studies and a focus on literature and film.</p> <p>Through Speaking opportunities, Y9 students are able to extend their verbal responses further.</p>	<p>Students will use their KS3 learning to deepen their understanding and use of the present, simple future, passé composé and imperfect tenses, alongside infinitive verb structures. Students will continue to deepen their grammatical knowledge through exposure to the proper future tense and the subjunctive mood.</p> <p>Y10 students deepen their listening, reading and writing skills through exposure to GCSE materials.</p> <p>In Y10 students will deepen their knowledge of France and the Francophone world.</p> <p>Through 1-2-1 Speaking opportunities, Y10 students are able to deepen their verbal responses further in the</p>	<p>In Y11, French students embed and deepen their knowledge in terms of grammar and content. Compound tenses are re-visited to ensure mastery, The subjunctive is studied as an access route to Y12 grammar.</p> <p>Students embed, master and deepen the key skills required for GCSE success over a skill cycle.</p> <p>Through 1-2-1 Speaking opportunities, Y11 students are able to embed their verbal responses in General Conversation, Role Play and Photo Card, and master these three elements.</p>	<p>Y12 students build a profound knowledge of French grammar by revisiting all elements of KS3 and KS4 grammar in great detail and extending this further by manipulating this grammar to complex topics. KS5 grammar is introduced in terms of subjunctive mastery and further compound tenses.</p> <p>In Y12, students broach a series of themes rooted in Francophone culture, politics, history and current affairs, giving them a profound and contextualised understanding of the language they are learnin</p>	<p>Y13 students have a profound knowledge of all elements of French grammar which enables them to apply this to the skills of Listening, Reading, Writing and Speaking. Y13 students can manipulate language at an expert level, both verbally and in the written form.</p> <p>In Y13, students continue to broach a series of themes rooted in Francophone culture, politics, history and current affairs, giving them a profound and contextualised understanding of the language they are learning.</p> <p>Throughout Y13 students will work on their IRP. (Independent Research Project)</p>

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			General Conversation element of the GCSE			
Curriculum – Topic Sequencing						
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<p><b>Grammar</b> Nouns and articles, Present tense of avoir, etre and regular –er verbs and some irregular verbs</p> <p>Adjectives and adjective agreement</p> <p>Connectives</p> <p>Perfect, Imperfect and Conditional set phrases</p> <p>Negatives</p> <p>Opinion phrases Il faut + noun / infinitive</p>	<p><b>Grammar</b> Il y a un/une/des..., il n’y a pas de/d’ Position of adjectives Prepositions The imperative Vouloir and pouvoir + infinitive Consolidation of present tense regular –er verbs and introduction to -ir/re verbs Reflexive verbs Possessive adjectives son/sa/ses The near future In + countries/cities Perfect tense with avoir Perfect tense of aller Direct object pronouns Opinions in the past</p>	<p><b>Grammar</b> Adjectives (agreement and position)  Structure and argument Impersonal structures Use of pronoun en Expressions of quantity Revision of perfect tense Future tense Use of pronoun y Depuis + present tense Prepositions Si clauses Imperfect tense Masculine and feminine forms of jobs Conditional</p>	<p><b>Grammar</b> Using avoir (to have) and etre (to be) Reflexive verbs Position of adjectives The immediate future and the future tense Present tense of regular verbs and regular verbs Aller, faire and other common irregular verbs Perfect tense of regular verbs Perfect tense with etre Reflexive verbs in the perfect tense Imperfect tense of common verbs plus etre, avoir and faire</p>	<p><b>Grammar</b> Using si + present tense / present and future The imperative Verbs of possibility Sequencing words and phrases Using adverbs Using the comparative of adverbs / superlative adverbs Using the pronouns ce qui and ce que The passive voice in the present tense</p>	<p><b>Grammar</b> Imperfect tense Perfect tense Past historic tense Infinitive constructions Subject and object pronouns Present tense of regular and irregular verbs Connectives Conditional, inc with modal verbs Si sentences in all tenses Future tense Adjective agreements, comparatives and superlatives</p>	<p><b>Grammar</b> Pluperfect tense Passive voice Relative pronouns Demonstrative adjectives and pronouns Future perfect and the conditional perfect Choosing the right tense and using combination tenses</p>
			Verb + infinitive		Subjunctive with expressions of	

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			<p>Subordinating conjunctions</p> <p>Negative phrases followed by de</p> <p>Demonstrative adjectives</p> <p>The conditional tense of vouloir and aimer</p> <p>Devoir and pouvoir + infinitive</p>		<p>doubt, uncertainty or necessity</p> <p>Question and command forms</p> <p>Subjunctive to suggest possibility with verbs of wishing and emotional reaction</p> <p>Connectives followed by the subjunctive</p>	
<p><b>Learning strategies and pronunciation</b></p> <ul style="list-style-type: none"> <li>• Memorisation strategies</li> <li>• Phonetics and pronunciation - sound patterns</li> <li>• Reading strategies – cognates / false friends</li> <li>• Writing strategies</li> <li>• Asking and answering questions</li> </ul>	<p><b>Learning strategies and pronunciation</b></p> <ul style="list-style-type: none"> <li>• Reading and listening strategies</li> <li>• Grammar memorisation strategies</li> <li>• Identify, express and justify opinions</li> <li>• Translation strategies</li> <li>• Apply knowledge of phonics</li> <li>• Recognise persuasive</li> </ul>	<p><b>Learning strategies and pronunciation</b></p> <ul style="list-style-type: none"> <li>• Using connectives to justify opinions</li> <li>• Extend sentences</li> <li>• Speaking strategies</li> <li>• Memorisation strategies</li> <li>• Spoken and written register</li> <li>• Debate a point</li> <li>• Using reading strategies to</li> </ul>	<p><b>Learning strategies</b></p> <ul style="list-style-type: none"> <li>• Learning vocabulary</li> <li>• To understand near-cognates when listening</li> <li>• Memorising phrases</li> <li>• Coping strategies</li> <li>• Building speaking and writing skills</li> <li>• Using visual clues</li> </ul>	<p><b>Learning strategies</b></p> <ul style="list-style-type: none"> <li>• Reusing known words and phrases</li> <li>• Making use of social and cultural context when listening</li> <li>• Justifying answers</li> <li>• Agreeing and disagreeing</li> <li>• Paraphrasing</li> <li>• Recognising cognates and near-cognates when reading</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Skim texts for gist</li> <li>• Translate into French/English</li> <li>• Interpret and explain figures and statistics</li> <li>• Summarise from reading and listening</li> <li>• Develop extended answers</li> <li>• Interpret pictures</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Pronounce loanwords</li> <li>• Respond to a stimulus</li> <li>• Talk about data and trends</li> <li>• Translate the English gerund into French</li> <li>• Use language to promote a cause</li> <li>• Use language for describing change</li> <li>• Disagree tactfully</li> </ul>

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<ul style="list-style-type: none"> <li>• Transferable language</li> </ul>	<p>and informative language</p>	<p>work out meaning</p> <ul style="list-style-type: none"> <li>• Dictionary skills</li> <li>• Use context to work out meaning</li> <li>• Build confidence in asking questions</li> <li>• Evaluate you performance</li> <li>• Check written work</li> <li>• Use connective to extend sentences</li> <li>• Translate into French</li> </ul>	<ul style="list-style-type: none"> <li>• Writing extended sentences</li> <li>• Using a mnemonic</li> <li>• Recognising key topic words in reading and listening tasks</li> <li>• Simplifying and paraphrasing</li> <li>• Using a bilingual dictionary</li> <li>• Recognising common patterns in French when listening</li> <li>• Translation strategies</li> <li>• Writing styles</li> <li>• Connectives</li> <li>• Combining different tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Using visual and verbal context in reading</li> <li>• Using less common prepositions</li> </ul>	<ul style="list-style-type: none"> <li>• Justify opinions</li> <li>• Persuasive speaking</li> </ul>	
<p>Unit 1 – Tout sur moi</p> <ul style="list-style-type: none"> <li>• Introduce yourself</li> </ul>	<p>Unit 1 – Mon quartier</p> <ul style="list-style-type: none"> <li>• Describe a town</li> </ul>	<p>Unit 1 – Accro à la technologie</p>	<p>Unit 1 – Me, my family and friends Talking about ...</p>	<p>Unit 7 – Global issues Discussing ... local environmental issues</p>	<p>Unit 1 – La famille en voie de changement</p>	<p>Unit 1 – Les aspects positifs d’une société diverse</p>

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<ul style="list-style-type: none"> <li>• Describe yourself and other people</li> <li>• Describe your favourite object</li> </ul> <p>Unit 2 – Mon monde perso</p> <ul style="list-style-type: none"> <li>• Describe your personality</li> <li>• Talk about family members and friends</li> <li>• Give opinions on school subjects</li> </ul> <p>Unit 3 – Autour de moi</p> <ul style="list-style-type: none"> <li>• Talk about school and where you live</li> <li>• Talk about leisure activities and possessions</li> </ul>	<ul style="list-style-type: none"> <li>• Say what you can do at different places</li> <li>• Ask for and give directions</li> <li>• Arrange to go out and where to meet</li> </ul> <p>Unit 2 - Ça, c'est mon truc</p> <ul style="list-style-type: none"> <li>• Talk about clothes and give opinions on styles</li> <li>• Talk about the weather and what you wear for different occasions</li> <li>• Say when/how often you do activities</li> </ul>	<ul style="list-style-type: none"> <li>• Describe old and new technology</li> <li>• Talk about using technology for leisure activities</li> <li>• Discuss pros and cons of new technologies</li> <li>• Talk about favourite technology and gadgets</li> </ul> <p>Unit 2 – En pleine forme!</p> <ul style="list-style-type: none"> <li>• Talk about healthy eating</li> <li>• Discuss healthy lifestyles</li> <li>• Talk about how diet affects health</li> <li>• Talk about resolutions to be healthier</li> </ul> <p>Unit 3 – Chez moi, ça veut dire quoi?</p>	<ul style="list-style-type: none"> <li>• yourself and your family</li> <li>• getting on with others</li> <li>• personal relationships</li> <li>• future relationships</li> </ul> <p>Unit 2 – Technology in everyday life</p> <ul style="list-style-type: none"> <li>• online communication</li> <li>• the uses of social media</li> <li>• the advantages and disadvantages of mobile technology</li> <li>• The uses of mobile technology</li> </ul> <p>Unit 3 – Free- time activities</p> <ul style="list-style-type: none"> <li>• television, music and films</li> </ul>	<p>environmental problems and their solutions</p> <ul style="list-style-type: none"> <li>• social issues</li> <li>• Inequality</li> </ul> <p>Unit 8 – Travel and tourism</p> <ul style="list-style-type: none"> <li>• holiday destinations</li> <li>• holiday preferences</li> <li>• holiday activities</li> <li>• talking about visiting different places in France</li> </ul> <p>Unit 9 – My studies</p> <ul style="list-style-type: none"> <li>• describing your school and subjects</li> <li>• describing a day in school</li> </ul> <p>Unit 10 – Life at school and college</p> <ul style="list-style-type: none"> <li>• comparing school life in</li> </ul>	<ul style="list-style-type: none"> <li>• trends in marriage and other forms of partnership</li> <li>• merits and problems of different family structures</li> <li>• relationships between the generations</li> </ul> <p>Unit 2 – La cyber-société</p> <ul style="list-style-type: none"> <li>• how technology has transformed everyday life</li> <li>• dangers of digital technology</li> <li>• users of digital technology and possible future</li> </ul>	<ul style="list-style-type: none"> <li>• benefits of living in an ethnically diverse society</li> <li>• need for tolerance and respect of diversity</li> <li>• how we can promote diversity</li> </ul> <p>Unit 2 – Quelle vie pour les marginalisés?</p> <ul style="list-style-type: none"> <li>• different groups who are socially marginalised</li> <li>• measures to help those who are marginalised</li> <li>• contrasting attitudes to people who are marginalised</li> </ul> <p>Unit 3 – Comment on traite les criminels</p>
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<ul style="list-style-type: none"> <li>Describe animals</li> </ul> <p>Unit 4 - À table / Food</p> <ul style="list-style-type: none"> <li>Say what you eat and drink at different mealtimes</li> <li>Give opinions on food and drinks</li> <li>Say where you like to eat out</li> <li>Order food in a café</li> <li>Use quantities and understand recipes</li> </ul>	<ul style="list-style-type: none"> <li>Discuss weekend activities</li> <li>Talk about music preferences and national events</li> </ul> <p>Unit 3 – Destination vacances</p> <ul style="list-style-type: none"> <li>Talk about usual holidays and preferred holidays</li> <li>Describe your ideal holiday</li> <li>Describe a past holiday, where you went and what you did</li> </ul> <p>Unit 4 – Le monde des médias</p> <ul style="list-style-type: none"> <li>Talk about television programmes</li> </ul>	<ul style="list-style-type: none"> <li>Talk about types of home</li> <li>Describe rooms in a house</li> <li>Describe a bedroom, items in it and their location</li> <li>Describe your ideal home</li> </ul> <p>Unit 4 – Un métier, un rêve!</p> <ul style="list-style-type: none"> <li>Talk about jobs and qualities needed for certain professions</li> <li>Discuss ideal jobs and ambitions</li> <li>Talk about part-time jobs</li> </ul>	<ul style="list-style-type: none"> <li>free-time activities in the past</li> <li>food and meals</li> <li>different cuisines and eating out</li> <li>sports/sports you love</li> </ul> <p>Unit 4 – Customs and festivals</p> <ul style="list-style-type: none"> <li>celebrations</li> <li>how we celebrate</li> <li>festivals</li> <li>international festivals</li> </ul> <p>Unit 5 – Home, town, neighbourhood and region</p> <ul style="list-style-type: none"> <li>furniture and household chores</li> <li>your home</li> <li>compass points, surroundings and types of</li> </ul>	<p>France and Britain</p> <ul style="list-style-type: none"> <li>talking about school rules and uniform</li> </ul> <p>Unit 11 – Education post-16</p> <ul style="list-style-type: none"> <li>future studies</li> <li>future options</li> </ul> <p>Unit 12 – Jobs, career choices and ambitions</p> <ul style="list-style-type: none"> <li>job preferences and part-time work</li> <li>how to get a job</li> </ul>	<p>development</p> <p>Unit 3 – Le rôle du bénévolat</p> <ul style="list-style-type: none"> <li>examine the voluntary sector in France</li> <li>benefits of voluntary work for those that are helped and those that do it</li> </ul> <p>Unit 4 – Une culture fière de son patrimoine</p> <ul style="list-style-type: none"> <li>Heritage and its preservation</li> <li>how heritage impacts on culture in society</li> </ul>	<ul style="list-style-type: none"> <li>different attitudes to crime</li> <li>prison: its merits and problems</li> <li>alternative forms of punishment</li> </ul> <p>Unit 4 – Les ados, le droit de vote et l’engagement politique</p> <ul style="list-style-type: none"> <li>the right to vote, the French political system and its evolution</li> <li>engagement levels of young people and their influence on politics</li> <li>the future of politics and political engagement</li> </ul> <p>Unit 5 - Manifestations, grèves - à qui le pouvoir?</p>
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	<ul style="list-style-type: none"> <li>• Musical genres; give detailed opinions on music</li> <li>• Talk about film genres and review a film</li> </ul>		<p style="text-align: center;">accommodation</p> <ul style="list-style-type: none"> <li>• what a town is like and what there is to see/do</li> </ul> <p>Unit 6 – Social issues</p> <ul style="list-style-type: none"> <li>• charities</li> <li>• describing charity work</li> <li>• describing eating habits</li> <li>• comparing old and new health habits</li> </ul>		<p>Unit 5 – La musique francophone contemporaine</p> <p>Contemporary francophone music:</p> <ul style="list-style-type: none"> <li>• its popularity</li> <li>• who listens to it</li> <li>• threats to it and how it might be safeguarded</li> </ul> <p>Unit 6 – Le septième art</p> <ul style="list-style-type: none"> <li>• consider a variety of aspects of French cinema</li> <li>• major developments in the evolution of French cinema</li> </ul>	<ul style="list-style-type: none"> <li>• the role of unions</li> <li>• strikes, protests and different methods of protesting, plus different attitudes towards them</li> </ul> <p>Unit 6 – La politique et l’immigration</p> <ul style="list-style-type: none"> <li>• political issues concerning immigration in francophone countries</li> <li>• viewpoints of political parties regarding immigration</li> <li>• immigration from the standpoint of immigrants as well as aspects of racism</li> </ul>
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