

| Year | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
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| 7 | <p>Introducing ourselves and others</p> <p>Greetings</p> <p>Alphabet + spellings</p> <p>Numbers</p> <p>Birthday (days + months)</p> <p>Nationality and languages spoken</p> <p>Phonics and pronunciation focus</p> <p><u>Grammar:</u></p> <p>gender of nouns</p> <p>recognising verb patterns; habiter in the present</p> <p>introduction to adjectival agreement (nationality)</p> <p><u>Culture:</u></p> <p><u>French speaking-countries (Francophonie)</u></p> | <p>Describing ourselves and others, including pets</p> <p>Family members</p> <p>Pets</p> <p>Colours</p> <p>Eye colour</p> <p>Hair colour + style</p> <p>Stature + other physical traits (moustache, beard, glasses)</p> <p>Describing other people</p> <p>Describing your personality</p> <p><u>Grammar:</u></p> <p>Avoir and etre in the present tense</p> <p>indefinite article</p> <p>Adjectival agreement</p> <p><u>Culture:</u></p> <p>Christmas in France + Christmas cards making</p> | <p>Expressing opinions and talking about school</p> <p>Giving simple opinions about family and friends</p> <p>School subjects</p> <p>Telling the time</p> <p>Giving more complex opinions about school subjects (justifying opinions and use of intensifiers)</p> <p><u>Grammar:</u></p> <p>Conjugating regular -er verbs in the present (aimer, étudier, detester, adorer)</p> <p>Consolidation of adjectival agreement + use of c'est + adjective in the masc/sing</p> <p><u>Culture:</u></p> <p>School system in France</p> | <p>Food, drinks and eating out</p> <p>Food and drink vocab</p> <p>Describing typical Meals</p> <p>Saying what time we eat various meals</p> <p>Saying what you like/prefer to eat and why</p> <p>Ordering food and drinks (café/restaurant)</p> <p><u>Grammar:</u></p> <p>Applying rules for -er verbs in the present to manger (nous* exception)</p> <p>Boire (I/He/She/we part of the verbs)</p> <p>Using je voudrais/j'aimerais to order food</p> <p>Partitive (du/de la/des)</p> <p><u>Culture :</u></p> <p>Mealtimes and typical French foods and regional specialities</p> | <p>Routine and Leisure Time</p> <p>Describing our daily routine (school days and weekends)</p> <p>Talking about our favourite hobbies</p> <p>Expressing and justifying opinions regarding routine and hobbies</p> <p><u>Grammar:</u></p> <p>Introduction to reflexive verbs (I/You part of the verb) in the present tense</p> <p>Introduction to two new irregular verbs: faire/aller (I/you parts of the verb)</p> <p><u>Culture:</u></p> <p>Routine of children in French speaking countries</p> | <p>Clothes and Fashion</p> <p>Clothes vocabulary</p> <p>Saying what we and others wearing/wear</p> <p>Describing clothes someone is wearing</p> <p>Expressing opinions about clothes and fashion</p> <p><u>Grammar:</u></p> <p>Porter in the present tense</p> <p>Consolidation of grammar done this year</p> <p>Introduction to the immediate future tense using 'aller' in the present + infinitive</p> <p><u>Culture:</u></p> <p>Organising a fashion show</p> |

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| <p style="text-align: center; font-size: 24px; font-weight: bold;">8</p> | <p>Sport</p> <p>Sports you (don't) enjoy doing</p> <p>Winter and Summer sports</p> <p>Extreme sports</p> <p><u>Grammar:</u></p> <p>Using jouer à / faire de accurately</p> <p>Jouer/aller/faire in all three tenses (in all parts of the verb)</p> <p>Introduce the conditional phrases je voudrais/j'aimerais + infinitive</p> <p>Comparing (plus/moins/aussi...que)</p> <p><u>Culture:</u></p> <p>Typical French sports</p> <p>Les stars du sport: Research a famous Francophone sportsman/woman</p> | <p>Technology</p> <p><i>How they use new technologies</i></p> <p>Technology vocab (un portable, un ordinateur...)</p> <p>Activities you do online (regarder des émissions, surfer le web)</p> <p>Les réseaux sociaux – what to do/not to do online</p> <p><u>Grammar:</u></p> <p>Consolidate present and future tense</p> <p>Place of adjectives (regular and irregular like nouveau/vieux) + adjectival agreement</p> <p>Introduce the past tense more formerly (I/you/he/she/we...) for regular verbs and key irregular ones.</p> <p><u>Culture:</u></p> <p>A French influencer</p> <p>Christmas</p> | <p>Media</p> <p>(TV, Films and Music)</p> <p>French TV programs</p> <p>French music and opinions</p> <p>Le ciné, ma passion – French films and opinions</p> <p><u>Grammar:</u></p> <p>Review present tense</p> <p>Immediate future tense</p> <p>Use of ça me fait + verb /ça me rend + adj</p> <p>Introduce the past tense (j'ai regardé) only for the I part and key irregular ones</p> <p><u>Culture:</u></p> <p>Key Francophone contemporary singers/bands</p> <p>Film: Astérix et Obélix: Mission Cléopâtre</p> | <p>Healthy Living</p> <p>Parts of body + saying where it hurts</p> <p>Healthy eating habits /</p> <p>Healthy living habits</p> <p><u>Grammar:</u></p> <p>Use of j'ai / il a / elles ont mal à accurately</p> <p>Use of avoir for phrases using to be in English (hungry...) + negative</p> <p>Review of impersonal phrases (il faut/il ne faut pas)</p> <p>Intro to modal verbs pouvoir, devoir, vouloir (I + on parts of the verb)</p> <p>Manger, boire, prendre, dormir, faire in all three tenses (in parts of the verb)</p> <p><u>Culture:</u></p> <p>Come dine with me (France)</p> | <p>Holidays</p> <p>Countries</p> <p>Accommodation</p> <p>Modes of transports</p> <p>Weather</p> <p>Holiday activities</p> <p><u>Grammar:</u></p> <p>Use of aller in all tenses + en/au/aux + country</p> <p>Comparatives (+ irregular meilleur/pire)</p> <p>Use of il fait/il ya for weather (past and future too: il faisait/fera)</p> <p>Consolidation of present/past/future with verbs learnt for Holiday activities</p> <p>Revisit simple conditional phrases (je voudrais/j'aimerais + infinitive)</p> <p>+ conditional of key verbs done in this topic (si j'étais riche, j'irais/je ferais...)</p> <p><u>Culture:</u> Some key French sites</p> | <p>Consolidation of topics and grammar covered this year</p> <p>Story writing about Jojo's holidays (writing for children) + poetry</p> <p>Speaking practise (three questions): how to develop an answer, use 3 tenses, compare, justify opinions</p> <p><u>Culture</u></p> <p>Back packing adventure</p> <p>Poetry: cher frère blanc</p> <p>Film: Les choristes</p> |
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| <p style="text-align: center;">9 AQA</p> | <p>Theme 1 Topic 1: Me, my family & friends</p> <ul style="list-style-type: none"> - Describing yourself and friends - Describing family relationships | <p>Theme 2 Topic 1: Home, town, neighbourhood and region</p> <ul style="list-style-type: none"> - Saying what your house is like and describing where it is - Talking about your local area | <p>Theme 3 Topic 1: My studies</p> <p>Talking about your studies</p> | <p>Theme 3 Topic 2: Life at school</p> <ul style="list-style-type: none"> - Talking about your school - Talking about school rules and uniform - good and bad aspects of school | <p>Theme 2 Topic 4: Travel and Tourism</p> <ul style="list-style-type: none"> - Talking about holiday accommodation - Talking about holiday activities <p>Describing a region</p> | <p>Theme 2 Topic 4: Travel and tourism</p> <p>(continued)</p> <p>Project work on holidays</p> <p>Consolidation of grammar covered during the year</p> |
| <p style="text-align: center;">10 AQA</p> | <p>Theme 1 Topic 3: Free time activities</p> <ul style="list-style-type: none"> - Talking about your free time and plans for the weekend <p>Cinema, TV, Music...</p> | <p>Theme 1 Topic 2: Technology and social media</p> <ul style="list-style-type: none"> - Giving opinions about online messaging | <p>Theme 3 Topic 3: Education post 16</p> <ul style="list-style-type: none"> - Discussing choices at 18: work or university? | <p>Theme 3 Jobs and career ambitions</p> <ul style="list-style-type: none"> - Looking for and applying for jobs <p>Talking about the ideal job</p> | <p>Theme 2 Topic 2: Social issues</p> <p>Talking about healthy and unhealthy lifestyles</p> | <p>Theme 1 Topic 4: Customs and Festivals</p> <ul style="list-style-type: none"> - Learning about French customs <p>Consolidation/Revision</p> <p>Speaking mock preparation</p> |
| <p style="text-align: center;">11 AQA</p> | <p>Theme 1 Topic 1: Marriage and future plans</p> <ul style="list-style-type: none"> - Talking about future plans | <p>Theme 2 Topic 2: Social issues</p> <p>Talking about charities and voluntary work</p> | <p>Theme 1 Topic 2: Technology and social media</p> | <p>Exam preparation Speaking exams</p> | <p>Exam preparation Listening/Reading/Writing paper</p> | |



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| | <ul style="list-style-type: none">- Talking about relationships nowadays | Preparation for mocks | <ul style="list-style-type: none">- Giving opinions about online messaging- Talking about the positives/negatives of social media | | | |
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For further details, please see the AQA website :
<https://www.aqa.org.uk/subjects/languages/gcse/french-8658/subject-content/themes>

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| <p>Teacher A</p> <p>12</p> <p>AQA</p> | <p>Settling in:</p> <p>Grammar revision</p> <p>Introduction to the course</p> <p>Cinema</p> <p>Consider a variety of aspects of French</p> <p>Cinema</p> <p>Consider the major developments in the evolution of French cinema from its beginnings</p> | <p>Cinema</p> <p>Consider the continuing popularity of French cinema and film festivals</p> <p>Introduction to Un long dimanche de fiançailles (film-cultural topic 1)</p> <p>Cyber-society</p> <p>Consider the different users of digital technology and discuss possible future developments</p> | <p>Un long dimanche de fiançailles Film study</p> <p>The changing nature of family</p> <p>Describe and discuss trends in marriage and other forms of partnership</p> <p>Consider and discuss the merits and problems of different family structures</p> | <p>The changing nature of family</p> <p>Consider relationships between the generations and discuss problems that can arise</p> <p>The place of voluntary work</p> <p>Examine the voluntary sector in France and the range of work volunteers provide</p> | <p>The place of voluntary work</p> <p>Discuss the benefits of voluntary work for those that are helped and how beneficiaries request help</p> <p>Look at the benefits of voluntary work for those that</p> | <p>Un long dimanche de fiançailles – continued</p> <p>+ introduction to the Individual Research Project</p> |
| <p>Teacher B</p> | <p>Settling in:</p> <p>Grammar revision</p> <p>Introduction to the course</p> <p>Cyber-society</p> <p>Describe and discuss how technology has transformed everyday life</p> <p>Consider and discuss the dangers of digital technology</p> | <p>Consider the different users of digital technology and discuss possible future developments</p> <p>Contemporary francophone music</p> <p>Consider the popularity of contemporary francophone music and its diversity of genre and style</p> <p>Consider who listens to contemporary francophone music, how often and by what means</p> | <p>Contemporary francophone music</p> <p>Consider and discuss the threats to contemporary francophone music and how it might be safeguarded</p> <p>+ A culture proud of its heritage</p> <p>Understand the notion of heritage and heritage preservation on a regional and national scale</p> | <p>A culture proud of its heritage</p> <p>Consider the ways in which some of the country's most famous heritage sites market themselves</p> <p>Comprehend how heritage impacts upon and is guided by culture in society</p> | <p>Un sac de billes (book- cultural topic 2)</p> <p>Understanding the historical context (German occupation of France during the WW2)</p> <p>Chapters 1&2</p> | <p>Revision work for yr 12 end of year assessment</p> <p>+ Un sac de billes (book- cultural topic 2)</p> <p>Chapters 3-4</p> |
| <p>Teacher A</p> | <p>How criminals are treated</p> | <p>Un long dimanche de fiançailles (Book, cultural topic 2)</p> | <p>Life for the marginalised</p> | <p>Teenagers, the right to vote and political commitment</p> | | |

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| <p>13 AQA</p> <p>Teacher B</p> | <p>Examine different attitudes to crime</p> <p>Discuss prison and its merits and problems</p> <p>Consider alternative forms of punishment</p> <p>Un sac de Billes (Book, cultural topic 2)</p> <p>+</p> <p>Positive features of a diverse society</p> <p>Consider the benefits of living in an ethnically diverse society</p> <p>Consider the need for tolerance and respect of diversity</p> | <p>Film study</p> <p>Life for the marginalised</p> <p>Examine different groups who are socially marginalised</p> <p>Discuss measures to help those who are marginalised</p> <p>Positive features of a diverse society</p> <p>Consider how we can promote diversity to create a richer world</p> <p>Politics and immigration</p> <p>Discuss some of the political issues concerning immigration in francophone countries</p> <p>Consider the viewpoints of political parties regarding immigration</p> | <p>Consider contrasting attitudes to people who are marginalised</p> <p>Teenagers, the right to vote and political commitment</p> <p>Discuss arguments relating to the vote and examine the French political system and its evolution</p> <p>Politics and immigration</p> <p>Consider immigration from the standpoint of immigrants, as well as aspects of racism</p> <p>Demonstrations, strikes</p> <p>Understand the important role of unions</p> <p>Talk about strikes and protests and consider different methods of protesting</p> | <p>Discuss engagement levels of young people and their influence on politics</p> <p>Discuss the future of politics and political engagement</p> <p>Demonstrations, strikes</p> <p>Discuss different attitudes towards strikes, protests and other political tensions</p> <p>Un sac de Billes (Book, cultural topic 2)</p> | <p>Exam preparation</p> <p>Listening/Reading/Writing paper</p> <p>Un long dimanche de fiancailles</p> <p>Un sac de Billes</p> | |
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For further details, please see the AQA website :

<https://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652/specification-at-a-glance>