



# FRENCH

## TRANSITION STAGE

YEAR 7	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>CONTENT</b>	<b>My life ( Ma vie)</b> Approx. 7 school weeks	<b>Free time (Mes passe-temps)</b> Approx. 7 school weeks	<b>My family and friends (Mes amis et moi)</b> Approx. 6 school weeks	<b>Mon collège (my school)</b> Approx. 6 school weeks	<b>My local area (Où j'habite)</b> Approx. 6 school weeks- summer 1 / 5 school weeks-summer 2)	
<b>SKILLS</b>	Phonics/ Alphabet / pronunciation  Understand others introducing themselves; introducing yourself  Listen to, understand & use the French alphabet; spell names  Colour-coding (blue for the masculine articles, red for the feminine articles, green for the plural articles)  Listening carefully for key information; reading out aloud; writing short sentences about yourself  Understanding a short conversation; ask, answer and write questions  Writing short sentences	Give and understand information about sports you and others play and free time activities  Understand the difference between <b>jouer</b> and <b>faire</b> and when to use them  Understand and use adjectival agreement (masculine/feminine)  Give and understand opinions with <b>Mon sport préféré est, J'aime, J'adore etc</b>  Using question words to sustain conversation	Listening for specific information  Using prediction as a listening strategy  Identifying patterns  Asking and answering questions  Identifying and describing the colour of hair, eyes  Describing family members  Writing a longer text	Skim reading a text for general meaning and use clues to predict what it is about  Use a dictionary or glossary to find meanings and check whether is a verb, noun or adjective  Ask and answer questions  Speaking skills: planning and giving a presentation	Introduce vocabulary for buildings in a town  Understand the structures <i>il ya un/une</i>  Use the structures <i>il y un/une</i> to talk about a town  Give a presentation about a town  Focus reading of longer text to extract specific information  Listening for detail  Adding complexity to writing by using 2 tenses	
<b>ASSESSMENT</b>	Mid Unit: Writing	Mid-Unit: Speaking  End of HT1+2: Listening, Reading and Translation		Mid Unit: Writing  End of HT3+4: Listening, reading and Translation	Mid Unit HT5: Speaking  EOY Listening, Reading	



**USEFUL RESOURCES / GUIDANCE:**

Accès studio , Studio 1, (Pearson)  
 Oxford Learner's French Dictionary (OUP)  
[www.quizlet.com](http://www.quizlet.com)  
[www.memrise.com](http://www.memrise.com)  
[www.linguascope.com](http://www.linguascope.com)  
[www.teachitlanguages.com](http://www.teachitlanguages.com)  
[www.lightbulblanguages.com](http://www.lightbulblanguages.com)  
[www.frenchteacherresources.com](http://www.frenchteacherresources.com)

**FOUNDATION STAGE**

YEAR 8	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>CONTENT</b>	My holidays -Mes vacances Approx. 14 school weeks		Healthy lifestyle: eating/ drinking and arranging to go out Approx. 12 school weeks		Leisure: Shopping and technology Approx. 11 school weeks	
<b>SKILLS</b>	Using time expressions / time markers and sequencers to make work more interesting  Looking for cognates and near-cognates in a text  Trying to guess meanings of new words from context  Practising questions and answers (listening to the verb ending in the question and changing it to first person)  Using 'repair strategies' in speaking  Adding complexity to writing by adding 3 tenses (present-pasts-future/conditional)  <b>Simple and complex</b> opinion phrases		Using quantities vocabulary-larger numbers  Learning about healthy eating  Frequency words and intensifiers  Using il faut + infinitives  Predicting before a listening  Adding complexity to writing by using 3 tenses  Using the context to help work out meaning/'gist' of a text  Simple and complex opinion phrases		Using simple and complex opinions  Justifying opinions (car, parce que)  Using time expressions and sequencers to make work more interesting  Looking at tenses and time phrases  Understanding infinitives and how they change for different parts of the verb and tenses  Using the near future and perfect tenses  Using a dictionary  Predicting before a listening	
<b>ASSESSMENT</b>	Mid Unit: Writing- HT1 Mid Unit: Speaking – HT2 Listening and Reading and Translation		Mid Unit: Writing – HT3 Mid Unit: Speaking – HT4 Listening, reading and Translation		Mid Unit: Speaking HT5 EOY Listening, reading and Translation	

**USEFUL RESOURCES / GUIDANCE:**

Studio 1 , 2 and 3 (Pearson) / Oxford Learner's French Dictionary (OUP)  
[www.quizlet.com](http://www.quizlet.com) ,  
[www.memrise.com](http://www.memrise.com) ,  
[www.rachelhawles.com](http://www.rachelhawles.com)  
[www.linguascope.com](http://www.linguascope.com) ,  
[www.teachitlanguages.com](http://www.teachitlanguages.com)  
[www.frenchteacherresources.com](http://www.frenchteacherresources.com) ,



# Curriculum & Assessment Map

YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>CONTENT</b>	Cinema and Music ( Le ciné – la musique)	Education and future plans ( jobs)	Healthy living : Sports, healthy/unhealthy eating, alcohol, smoking, drugs		Social Issues : Environment and Volunteering	
<b>SKILLS</b>	Using opinions and infinitives  Using on peut+ infinitives  Using irregular verbs in the present tense  Using the near future tense  Using the perfect tense with avoir and être  Using the imperfect tense  Using the present, perfect and imperfect tenses together  Asking questions  Adding complexity to writing by adding 3 tenses (present-pasts-future/conditional)	Giving and justifying opinions  Using adjectival agreement  Using modal verbs + infinitives  Using the imperfect tense  Using il faut+ infinitives  Using a variety of frequency adverbs  Using the simple future  Adding complexity to writing by adding 3 tenses (present-pasts-future/conditional)	Using quantities vocabulary-larger numbers  Learning about healthy eating  Frequency words and intensifiers  Using il faut + infinitives  Predicting before a listening  Adding complexity to writing by using 3 tenses  Using the context to help work out meaning/'gist' of a text  Simple and complex opinion phrases  Using à + the definite article  Adding complexity to writing by adding 3 tenses (present-pasts-future/conditional)		Using expressions with avoir  Using direct object pronouns (me, te, nous, vous)  Using Si in complex structures  Using complex structures  Using 3 tenses ( past-present-future)  Using a variety of time markers and frequency adverbs  Adding complexity to writing by adding 3 tenses (present-pasts-future/conditional)	
<b>ASSESSMENT</b>	Listening and Reading  Mid-Unit: Writing HT1  Mid-Unit: Speaking (Photo card) HT2		Listening and Reading  Mid- Unit: Writing HT3		Listening and reading  Mid-Unit: Speaking 9 role- play) – HT5	
<b>USEFUL RESOURCES / GUIDANCE:</b> Studio 1+ 2+ 3 ( green and red) Oxford Learner's French Dictionary (OUP) <a href="http://www.quizlet.com">www.quizlet.com</a> <a href="http://www.memrise.com">www.memrise.com</a> <a href="http://www.rachelhawles.com">www.rachelhawles.com</a> <a href="http://www.linguascope.com">www.linguascope.com</a> <a href="http://www.teachitlanguages.com">www.teachitlanguages.com</a> <a href="http://www.frenchteacherresources.com">www.frenchteacherresources.com</a> <a href="http://www.lightbulblanguages.com">www.lightbulblanguages.com</a>						



## EXAMINATION STAGE

YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>CONTENT</b>	De la ville à la campagne (Theme 2: Local, national and global areas of interest)		Le grand large (Theme 2: Local, national, international and global areas of interest)		Au collège (Theme 3: Current and future study and employment)	
<b>SKILLS</b>	Using the pronoun y  Using negatives  Asking questions using quell(s) / quelle(s)  Using the future tense  Using the past, present and future tenses		Using the conditional  Using reflexive verbs in the present tense  Using en + the present participle  Using avant de + the infinitive  Using demonstrative adjectives and pronouns  Using the pluperfect tense		Using the pronouns il and elle  Using the pronouns ils and elles  Using il faut and il est interdit de  Using the imperative  Using the future and present tenses  Using the past, present and future timeframes	
<b>ASSESSMENT</b>	<b>HT1:</b> Mid Unit: Listening Writing  <b>HT2:</b> Mid Unit: reading Speaking ( Photo card)		<b>HT3:</b> Mid Unit: Listening Writing  <b>HT4:</b> Mid-Unit: Reading Speaking ( role play)		<b>HT5:</b> Mid Unit: Listening Writing  <b>HT6:</b> Mid Unit: reading	
<b>USEFUL RESOURCES / GUIDANCE:</b> Studio AQA GCSE French Foundation / Higher textbook (Pearson) Studio AQA GCSE French Grammar and Translation Workbook (Pearson) Oxford Learner's French Dictionary (OUP) <a href="http://www.quizlet.com">www.quizlet.com</a> <a href="http://www.linguascope.com">www.linguascope.com</a> <a href="http://www.teachitlanguages.com">www.teachitlanguages.com</a> <a href="http://www.memrise.com">www.memrise.com</a> <a href="http://www.katelanguages.co.uk/resources">www.katelanguages.co.uk/resources</a>						



# Curriculum & Assessment Map

YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CONTENT	Bon travail! (Theme 3: Current and future study and employment)		Un oeil sur le monde (Theme 2: Local, national, international and global areas of interest)			Revision and Preparation for Exams
SKILLS	Saying better/worse and the best/worst  Understanding the subjunctive  Using direct object pronouns in the perfect tense  Using verbs followed by à or de		Making connections between word types  Using the modal verbs pouvoir and devoir in the conditional  Using the passive  Using indirect object pronouns  Giving arguments for and against			Vocabulary Revision <b>Productive</b> <ul style="list-style-type: none"> <li>• Adding interest and clarity to your writing</li> <li>• Improving your accuracy</li> <li>• Making your meaning clear</li> <li>• Writing effectively about the future</li> <li>• Writing effectively about the past</li> <li>• Choosing and linking your ideas</li> <li>• Expressing opinions</li> <li>• Avoiding pitfalls of translation</li> <li>• Using impressive language</li> </ul> <b>Receptive:</b> <ul style="list-style-type: none"> <li>• Recognising and understanding core vocabulary</li> <li>• Recognising cognates and near cognates</li> <li>• Synonyms and antonyms</li> <li>• Identifying relevant information</li> <li>• Using grammatical clues</li> <li>• Writing clear answers with appropriate detail</li> <li>• Using deduction</li> <li>• Translating accurately into English</li> <li>• Understanding unfamiliar language</li> </ul>
ASSESSMENT	HT1: Mid Unit: reading Listening  HT2: <b>Trial Exams:</b> Writing 2018 Speaking Mock 1		HT3: Listening in class Reading  HT4: Writing (in hall) Speaking mock 2			HT5: Speaking GCSE Exam
<b>USEFUL RESOURCES / GUIDANCE:</b> Studio AQA GCSE French Foundation / Higher textbook (Pearson) Studio AQA GCSE French Grammar and Translation Workbook (Pearson) Oxford Learner's French Dictionary (OUP) <a href="http://www.memrise.com">www.memrise.com</a> <a href="http://www.teachitlanguages.com">www.teachitlanguages.com</a> , <a href="http://www.quizlet.com">www.quizlet.com</a> , <a href="http://www.linguascope.com">www.linguascope.com</a> ., <a href="http://www.revisionworld.com">www.revisionworld.com</a> , <a href="http://www.katelanguages.co.uk/resources">www.katelanguages.co.uk/resources</a>						



# Curriculum & Assessment Map

## ADVANCED STAGE

YEAR 12	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>CONTENT</b>	<p>Theme 1: Aspects of French Society</p> <p>Unit 1 La famille en voie de changement</p> <p>Unit 2 La « cyber société »</p>	<p>Theme 1: Aspects of French Society</p> <p>Unit 3 Le rôle du bénévolat</p> <p><b>Artistic culture in the French-speaking world</b></p> <p>Unit 4 Une culture fière de son patrimoine</p>	<p>Artistic culture in the French-speaking world</p> <p>Unit 5 La musique francophone contemporaine</p> <p>Unit 6 Cinéma : le septième art</p>	<p>Film – <i>Au revoir les enfants</i></p>	<p>Study leave</p>	<p>Aspects of French-speaking society: current issues</p> <p>Unit 7 Les aspects positifs d'une société diverse</p> <p>Unit 8 Quelle vie en France pour les marginalisés ?</p> <p>Unit 9 Comment on traite les criminels</p>
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>-Understanding of different aspects of French society.</li> <li>-Listening and responding to spoken passages from a range of contexts and sources, covering different registers.</li> <li>-Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources.</li> </ul>	<ul style="list-style-type: none"> <li>-Understanding of different aspects of French society.</li> <li>- Listening and responding to spoken passages from a range of contexts and sources, covering different registers.</li> <li>- Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources.</li> <li>-Translation into English.</li> </ul>	<ul style="list-style-type: none"> <li>-Understanding of different aspects of French society.</li> <li>- Listening and responding to spoken passages from a range of contexts and sources, covering different registers.</li> <li>- Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources.</li> <li>-Translation into English.</li> </ul>	<ul style="list-style-type: none"> <li>-Understanding of different aspects of French society.</li> <li>-Essay writing.</li> <li>-Grammatical awareness.</li> </ul>		<ul style="list-style-type: none"> <li>-Understanding of different aspects of French society.</li> <li>- Listening and responding to spoken passages from a range of contexts and sources, covering different registers.</li> <li>- Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources.</li> <li>-Translation into English</li> </ul>
<b>ASSESSMENT</b>	-Receptive skills tests.	Trial exam	-Receptive and productive in class tests.	-Writing tests in class. -Feedback on essays.		-Translation practice -Feedback on essays.
<p><b>USEFUL RESOURCES / GUIDANCE:</b></p> <p>AQA A level French ( Hodder)</p> <p>Dynamic learning</p> <p>Mot à Mot Vocabulary guide</p> <p><i>Au revoir les enfants</i> (Film)</p> <p><i>Un sac de Billes</i> and study guide</p>						



# Curriculum & Assessment Map

YEAR 13	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>CONTENT</b>	<p>Aspects of political life in the French-speaking world</p> <p>Unit 10 Les ados, le droit de vote et l'engagement politique</p> <p>Unit 11 Manifestations et grèves – à qui le pouvoir ?</p> <p>Unit 12 La politique et l'immigration</p>	<p>Revisiting Themes 1 and 2.</p> <p>Book – <i>Un Sac de Billes</i></p>	<p>Book – <i>Un sac de Billes</i></p>	<p>Revision themes 1-4. Book and film .</p>		
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>-Understanding of different aspects of French society.</li> <li>-Translation into the language of study</li> <li>- Listening and responding to spoken passages from a range of contexts and sources, covering different registers.</li> <li>- Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources.</li> <li>-Translation into English</li> </ul>	<ul style="list-style-type: none"> <li>-Understanding of different aspects of French society.</li> <li>-Essay writing.</li> <li>-Grammatical awareness.</li> <li>-Translation into the language of study</li> <li>- Listening and responding to spoken passages from a range of contexts and sources, covering different registers.</li> <li>- Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources.</li> <li>-Translation into English</li> </ul>	<ul style="list-style-type: none"> <li>-Understanding of different aspects of French society.</li> <li>-Essay writing.</li> <li>-Grammatical awareness.</li> <li>- independent learning – independent research project.</li> </ul>	<ul style="list-style-type: none"> <li>-Understanding of different aspects of French society.</li> <li>-Essay writing.</li> <li>-Translation into the language of study.</li> <li>- Listening and responding to spoken passages from a range of contexts and sources, covering different registers.</li> <li>- Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources.</li> <li>-Translation into English</li> </ul>		
<b>ASSESSMENT</b>	-Receptive skills tests.	- Trial exams	- Speaking exam.	-Writing tests in class. -Feedback on essays.		
<p><b>USEFUL RESOURCES / GUIDANCE:</b>            AQA A level French ( Hodder)            Dynamic learning,            Mot à Mot Vocabulary guide            Au revoir les enfants (Film)            Un sac de Billes and study guide</p>						