

French Curriculum

REVISED SCHEME OF WORK FOR YEAR 7 2016 ONWARDS

Given the advances in the KS2 languages strategy and the new NC we have completely overhauled our plans for Year 7 as of September 2016.

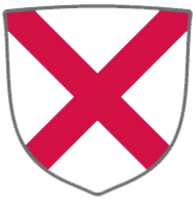
On entry we will revise numbers / introductions / alphabet / instructions / dates. Classroom objects should be included informally as we go along. (3 weeks maximum).

Module A: C'EST PERSO (all about me)

(Module 1 in Studio 1) aim to finish by 11/11/2016.

Objective: to make a powerpoint presentation about themselves.

| | | |
|----|-------------|---|
| A1 | pages 8-9 | Mon autoportrait (self portrait) |
| A2 | pages 10-11 | Mon kit de survie (survival kit) |
| A3 | pages 12-13 | Comment je me vois (how I perceive myself) |
| A4 | pages 14-15 | Et les autres? (and the others?) |
| A5 | pages 16-17 | Il est hypercool (he is hyper cool) |
| A6 | pages 18-19 | Bilan et révisions |
| A7 | pages 20-21 | En plus! C'est moi |



Module B: MA ZONE (my neighbourhood)

(Module 4 in Studio 1) aim to finish by 20/01/2017.

Objective: Choose a person / character in a French speaking country / or region of France and talk about where they live.

The less able could make an advert advertising their own house for sale

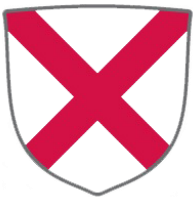
- B1 pages 70-71 Là où j'habite (where I live)
- B2 pages 72-73 Perdu dans le parc d'attractions (lost in a theme park)
- B3 pages 74-75 Le weekend (at the weekend)
- B4 pages 76-77 Coucou! (hello)
- B5 pages 78-79 Qu'est ce qu'on peut faire à...? (what can we do in... ?)
- B6 pages 80-81 Bilan et révisions
- B7 pages 82-83 En plus! Destination France.

Module C: MES PASSETEMPS = my hobbies (Module 3 in studio 1)

Aim to finish by 31/03/2017.

Objective: Oral presentation about past time and hobbies.

- C1 pages 50-51 Mon ordi et mon portable (my computer and my mobile)
- C2 pages 52-53 Tu es sportif / sportive? (are you sporty ??)
- C3 pages 54-55 Qu'est-ce-que tu fais? (what do you do ?)
- C4 pages 56-57 J'aime faire ça! (I like to do that)
- C5 pages 58-59 Ils sont actifs! (they are active)
- C6 pages 60-61 Bilan et révisions.
- C7 pages 62-63 En plus! J'adore les sports extremes!



Module D: MON COLLEGE (my school)

(Module 2 in Studio 1)

Objective: email a French person about their school

Aim to finish by 9/06/2017

| | | |
|----|-------------|--|
| D1 | pages 28-29 | Mes matières. (my subjects) |
| D2 | pages 30-31 | C'est génial! (it is great) |
| D3 | pages 32-33 | J'ai cours! (I have a lesson) |
| D4 | pages 34-35 | Au collège en France. (at school in France) |
| D5 | pages 36-37 | Miam-Miam! (food and snacks) |
| D6 | pages 38-39 | Bilan et révisions |
| D7 | pages 40-41 | Mon collègue au paradis. |

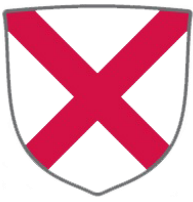
Module E: 3.....2....1 Partez! (3,2,1 let's go)

(Module 6 and 1topic from module 5 in Studio 1)

If any spare time after June then this unit has to be completed

| | | |
|----|---------------|-------------------------------------|
| E1 | pages 94-95 | Au café de la Plage. (at the café) |
| E2 | pages 110-111 | Animaux . (wild animals) |
| E3 | pages 112-113 | Poésie. (poetry) |
| E4 | pages 114-115 | Peintures (paintings) |
| E5 | pages 116-117 | Studio grammaire |

There won't be any assessment for this module. Use the opportunity of this time to consolidate any past knowledge. (Grammar, vocabulary, success criteria for outstanding writing).



REVISED SCHEME OF WORK FOR YEAR 8, SEPTEMBER 2016 ONWARDS

Some Year 8 will do French up to 18th January and then will move to Spanish and some Year 8 will do Spanish up to the 18th January and then move to French. (17 weeks' worth of lessons for each language).

Module F: T'ES BRANCHÉ(E)? (are you trendy ?)

(Module 1 in Studio 2 ROUGE)

Objective: to make a powerpoint presentation about themselves and their hobbies including 2 tenses (present and past)

Grades on this should be recorded on the assessment sheet.

| | | |
|----|-------------|---|
| F1 | pages 8-9 | La télé. (tv) |
| F2 | pages 10-11 | J'ai une passion pour le cinema. (cinema) |
| F3 | pages 12-13 | La lecture. (reading) |
| F4 | pages 14-15 | Que fais-tu quand tu es connecté(e)? (internet) |
| F5 | pages 16-17 | Qu'est-ce-que tu as fait hier soir? (past tense) |
| F6 | pages 18-19 | Bilan et révisions |
| F7 | pages 20-21 | À ne pas rater! |

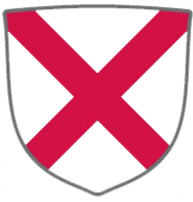
Module G: PARIS JE T'ADORE! (Paris I love you)

(Module 2 in Studio 2 rouge)

Objective: Choose a person / character who went to Paris on holiday and describe what they have done in details. (Perfect and imperfect tense)

The less able could make an advert advertising for a holiday in Paris

| | | |
|----|-------------|---|
| G1 | pages 28-29 | Une semaine à Paris. (a week in Paris) |
| G2 | pages 30-31 | Mon album photos. (my photo album) |
| G3 | pages 32-33 | C'était comment, les catacombes? (how were the Catacombes) |
| G4 | pages 34-35 | 24 heures chrono! |
| G5 | pages 36-37 | Qui a volé la Joconde? (Who stole Mona Lisa ?) |
| G6 | pages 38-39 | Bilan et révisions |
| G7 | pages 40-41 | En plus! Présent ou passé? |



Module H: MON IDENTITE (my identity)

(Module 3 in studio 2 rouge)

Objective: To make a presentation about your personality, how you get on with your friends and what you do in your free time.

NOTES: For more detailed scheme of work see attached or on shared area

| | | |
|----|-------------|---|
| H1 | pages 48-49 | Mon caractère. (my character) |
| H2 | pages 50-51 | On se dit tout. (we tell each other everything) |
| H3 | pages 52-53 | Quelle musique écoutes-tu? (what type of music do you listen ?) |
| H4 | pages 54-55 | Mon style. (my style) |
| H5 | pages 56-57 | De quoi es-tu fan? (what are you a fan of?) |
| H6 | pages 58-59 | Bilan et révisions. |
| H7 | pages 60-61 | En plus! L'identité régionale. |

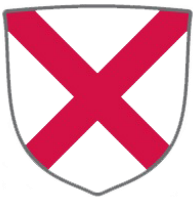
Module I: CHEZ MOI, CHEZ TOI. (home and special occasions)

(Module 4 in Studio 2 ROUGE)

Objective: To email a French person to talk about your home.

NOTES: For more detailed scheme of work see attached or on shared area

| | | |
|----|-------------|--|
| I1 | pages 68-69 | Là où j'habite. (where I live) |
| I2 | pages 70-71 | Dans mon appart' (in my flat) |
| I3 | pages 72-73 | A table, tout le monde! (at the table!) |
| I4 | pages 74-75 | Il faut faire des crêpes! (we need to make some pancakes) |
| I5 | pages 76-77 | On est allé au carnaval! (we went to the carnival) |
| I6 | pages 78-79 | Bilan et revisions. |
| I7 | pages 80-81 | En plus! Mon chez moi. |



GCSE French (3 years)

The new GCSE French specification is a linear course with no controlled assessment, so teaching and learning need to be organised very differently.

One approach is to teach the course over three years, starting in Year 9. This means more time can be given to each unit of teaching and learning in Years 9 and 10, and Year 11 can be used mainly for revision and exam preparation.

Themes and topics

There are three broad themes:

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment

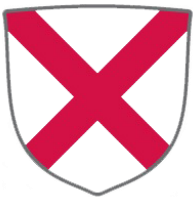
In the three-year scheme of work below, the themes (column two) and the topics within them (column three) straddle three years, rather than taking the conventional approach of teaching each theme one by one in full. This means the grammar is transferrable: each unit builds on the previous one, and the structures and grammar that a student learns (column four) can be constantly reused and recycled by transferring them to other topics.

This approach also promotes effective learning. Students are better prepared for multi-topic listening and reading exams, and multiple themes get underway from the start – which means there's less risk students will forget early themes.

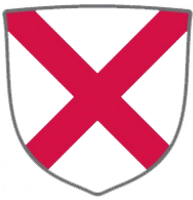
It's important to think and plan holistically to find the most logical series of links between themes, language and skills – especially as changes to GCSE qualifications feed through into AS and A-level.

Year 1

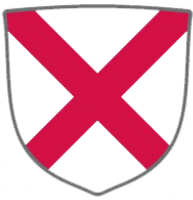
| Term | Theme | Topic | Grammar |
|--------------------|----------------------|---|--|
| Autumn half-term 1 | Identity and culture | Me, my family and friends <ul style="list-style-type: none">• Relationships with family and friends See resources: Family relationships The Simpsons family: reading and writing Friendship Photocard: family Je cherche un correspondant en ligne | <ul style="list-style-type: none">• avoir and être present tense• possessive adjectives• adjective agreement rules• reflexive verbs• <i>se disputer/se fâcher/s'entendre avec</i>• comparatives <i>plus que/moins que</i>• adverbs of frequency• regular verbs in present tense |



| Term | Theme | Topic | Grammar |
|--------------------|---|--|--|
| | | <p>Ma routine du week-end dernier</p> <p>Les verbes réguliers au présent</p> <p>Direct object pronouns</p> | <ul style="list-style-type: none"> • direct object pronouns |
| Autumn half-term 2 | Local, national, international and global areas of interest | <p>Home, town, neighbourhood and region</p> <p>See resources:</p> <p>Where I live placemat</p> <p>Ma ville</p> <p>Ma ville: présent et imparfait</p> <p>Jobs at home</p> <p>Le ménage</p> <p>Adjectifs et pronoms démonstratifs et interrogatifs</p> | <ul style="list-style-type: none"> • <i>il y a</i> • <i>on a</i> • <i>c'est</i> • prepositions (see Prepositions – directions: Lesson activities and Prepositions – directions: Slides) • plural partitive article and <i>de</i> after negative • <i>pouvoir</i> + infinitive (see Pouvoir: Teaching notes and Pouvoir: Team game) • expressions of quantity • irregular verbs <i>aller/faire</i> (see Irregular verbs: aller and faire: Teaching notes and Irregular verbs: aller and faire: Presentation) • <i>ceux qui</i> + verb • <i>s'intéresser à</i> • enhancing descriptions using <i>qui/que/dont</i> (see Enhancing descriptions: qui/que/dont: Presentation) • demonstrative adjectives <i>ce, cet, cette, ces</i> |
| Spring half-term 1 | Current and future study and employment | <p>My studies</p> <p>See resources:</p> <p>Les matières scolaires</p> <p>Mon établissement scolaire</p> <p>Four in a row: school</p> | <ul style="list-style-type: none"> • <i>devoir</i> + infinitive (see Mes études: Teaching notes and Mes études: Presentation) • <i>il faut</i> + infinitive (compulsory subjects) • <i>parce que/car</i> to express reasons |



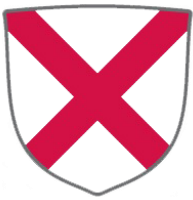
| Term | Theme | Topic | Grammar |
|--------------------|----------------------|---|--|
| | | | <ul style="list-style-type: none"> perfect tense regular avoir verbs (choisir/décider de/laisser tomber - options) (see Mes options: Teaching notes and Mes options: Presentation slides 4-5) two verbs together eg <i>aimer/aimer mieux/préférer</i> comparative and superlative in expressing opinions about subjects (see Mes options: Teaching notes and Mes options: Presentation slides 6-8) use of <i>tu</i> and <i>vous</i> in informal/formal exchanges |
| Spring half-term 2 | Identity and culture | Free-time activities <ul style="list-style-type: none"> Music Cinema and TV See resources: My favourite hobbies My hobbies placemat Un portrait de Vanessa Paradis Critiques des internautes Les Minions: bande-annonce Voir, regarder, aller, aimer Grammar in focus: negatives | <ul style="list-style-type: none"> consolidation of present tense including irregular verbs <i>sortir, prendre, mettre, voir, vouloir</i> (see Present tense revision: Worksheet) extend range of two verbs together adverbs such as <i>d'habitude/normalement</i> clauses introduced by <i>quand/lorsque</i> and <i>si</i> |
| Summer half-term 1 | Identity and culture | Free-time activities <ul style="list-style-type: none"> Food and eating out Sport See resources: Au restaurant et au snack: pair work Un portrait de Didier Drogba Alain Robert | <ul style="list-style-type: none"> perfect tense with <i>avoir</i> using regular and common irregular verbs (<i>ce que j'ai fait hier soir/le weekend dernier</i>) (see resources: Worksheet) simple opinion statements to express how it was (illustration of the imperfect) |



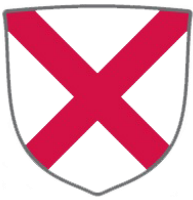
| Term | Theme | Topic | Grammar |
|--------------------|----------------------|---|---|
| Summer half-term 2 | Identity and culture | Customs and festivals in French-speaking countries/communities See resources: Les festivités A tradition in Guadeloupe Food in Guadeloupe and England | <ul style="list-style-type: none"> perfect of verbs with <i>être</i> + agreement rules (see Perfect tense (être)-revision: Worksheet) reflexive verbs in perfect; perfect and imperfect tenses together describing a past event/festival; actions and opinions (see Le Festival de Sakifo: Worksheet and Teaching notes) |

Year 2

| Term | Theme | Topic | Grammar |
|--------------------|---|---|---|
| Autumn half-term 1 | Current and future study and employment | Life at school/college See resources: La vie au lycée: pressions et problèmes Four in a row: school | <ul style="list-style-type: none"> transfer <i>devoir/pouvoir/il faut/vouloir</i> to school rules context (see Le règlement: Worksheet and Teaching notes) quantity words <i>beaucoup/trop/assez/pas assez + de</i> (including with plurals) |
| Autumn half-term 2 | Local, national, international and global areas of interest | Travel and tourism See resources: Vocab crunch: holidays Inference grids: holidays Holiday writing stimulus GCSE writing guide: holidays Lydia's holiday Les vacances cauchemardeques de M. Bean Four in a row: holidays Visite de Paris | <ul style="list-style-type: none"> consolidation of perfect tense extension of imperfect tense (see resources: Imperfect tense – Vacances d'enfance: Lesson activities, Imperfect tense – Vacances d'enfance: Presentation and Imperfect tense – Vacances d'enfance: Practice) sequencing words, expressions and phrases <i>avant de/après avoir etc/pendant que/depuis/venir de</i> developing greater complexity in spoken and |



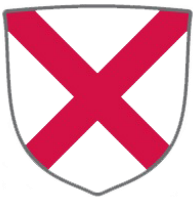
| Term | Theme | Topic | Grammar |
|--------------------|---|---|---|
| | | | <p>written accounts of past events or experiences</p> <ul style="list-style-type: none"> weather expressions with <i>faire</i> |
| Spring half-term 1 | Current and future study and employment | <p>Education post-16</p> <p>See resource:</p> <p>Les expressions idiomatiques</p> | <ul style="list-style-type: none"> <i>ce qui/ce que... c'est...</i> sentence pattern future tense introduced for eg future study plans building on <i>si</i> clauses with present and future more complex two verb structures (<i>avoir l'intention de/avoir envie de/avoir le droit de</i>) |
| Spring half-term 2 | Local, national, international and global areas of interest | <p>Social issues</p> <ul style="list-style-type: none"> Healthy/unhealthy living <p>See resources:</p> <p>Sorting foods</p> <p>Vocab starters: la santé</p> <p>C'est bon pour la santé</p> <p>Docteur: j'ai un problème</p> <p>Les jeunes et l'alcool</p> <p>Phrasing questions</p> <p>Verbs that take infinitives</p> <p>Symptômes et prescriptions</p> | <ul style="list-style-type: none"> partitive articles with food items recap on <i>devoir/il faut</i> and introduce conditional forms – affirmative and negative <i>il vaut mieux/il vaudrait mieux</i> negative <i>ne...jamais</i> full explanation of imperfect tense to allow statements and opinions about previous health habits |
| Summer half-term 1 | Identity and culture | <p>Marriage/partnership</p> <p>See resources:</p> <p>Je voudrais me marier</p> <p>Le courrier du cœur</p> <p>Revision of future tenses</p> | <ul style="list-style-type: none"> revisiting adjectives to describe and use of <i>qui, que, dont</i> to describe ideal partner and enhance descriptions <i>en</i> + present participle |



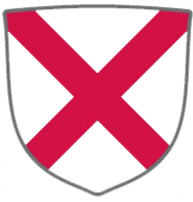
| Term | Theme | Topic | Grammar |
|--------------------|----------------------|--|---|
| | | Direct object pronouns Indirect object pronouns | <ul style="list-style-type: none"> • revision of future tense to outline future plans • direct and indirect object pronouns |
| Summer half-term 2 | Identity and culture | Technology in everyday life <ul style="list-style-type: none"> • Social media • Mobile technology See resource: Talking about the technology we use | <ul style="list-style-type: none"> • revision of past tenses to recount how social media have been used; or life before technology • <i>grâce à/sans/avec</i> • enhanced statements of possibility including <i>permettre de</i> • <i>il est possible que</i> + subjunctive |

Year 3

| Term | Theme | Topic | Grammar |
|--------------------|---|---|--|
| Autumn half-term 1 | Local, national, international and global areas of interest | Global issues <ul style="list-style-type: none"> • The environment See resources: Environment: last one standing Environment: read and draw Des gestes pour sauver la planète | <ul style="list-style-type: none"> • modal verbs linked to behaviours (must do/can do/should do/could do etc) • <i>si</i> clauses using imperfect and conditional • <i>si</i> sentences revised for outlining consequences of actions |
| Autumn half-term 2 | Local, national, international and global areas of interest | Social issues <ul style="list-style-type: none"> • Charity/voluntary work | <ul style="list-style-type: none"> • <i>vouloir</i> + infinitive • <i>vouloir que</i> + subjunctive • <i>il est possible que</i> + subjunctive (see Travailler comme bénévole: Worksheet and Teaching notes) |
| Spring half-term 1 | Local, national, international and global areas of interest | Global issues <ul style="list-style-type: none"> • Homelessness/poverty | <ul style="list-style-type: none"> • <i>si j'étais...</i> • <i>à la place de...</i> with conditional completions |



| Term | Theme | Topic | Grammar |
|--------------------|---|---|--|
| | | | <ul style="list-style-type: none">• <i>il faut</i> + infinitive and <i>il faut que</i> + subjunctive (see Combattre la pauvreté: Worksheet and Teaching notes) |
| Spring half-term 2 | Current and future study and employment | Career choices and ambitions See resources: Starter on jobs Les emplois Work experience: last one standing Mon stage en entreprise Encore une fois: mon stage en entreprise | <ul style="list-style-type: none">• enhanced statements of possibility including <i>permettre de</i>• pluperfect tense perspective |
| Summer half-term 1 | End of course examination focus | | |
| Summer half-term 2 | End of course examination focus | | |



GCSE French: 2 years (year 10 and year 11)

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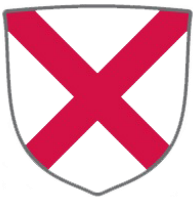
Themes and topics

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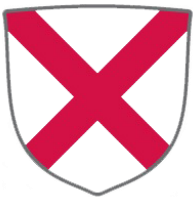
4. Identity and culture
5. Local, national, international and global areas of interest
6. Current and future study and employment

Year 1

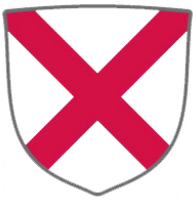
| Month | Theme | Topic | Grammar |
|-----------|--------------------------------|--|---|
| September | Identity and culture | Me, my family and friends <ul style="list-style-type: none">• Relationships with family and friends See resources: Family relationships The Simpsons family: reading and writing Friendship Photocard: family Je cherche un correspondant en ligne Ma routine du week-end dernier Les verbes réguliers au présent Direct object pronouns | <ul style="list-style-type: none">• avoir and être present tense• possessive adjectives• adjective agreement rules• reflexive verbs• <i>se disputer/se fâcher/s'entendre avec</i>• comparatives <i>plus que/moins que</i>• adverbs of frequency• regular verbs in present tense• direct object pronouns |
| October | Local, national, international | Home, town, neighbourhood and region | <ul style="list-style-type: none">• il y a• on a |



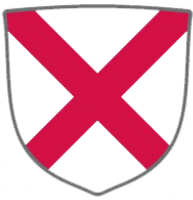
| Month | Theme | Topic | Grammar |
|----------|---|---|--|
| | and global areas of interest | See resources: Where I live placemat Ma ville Ma ville: présent et imparfait Jobs at home Le ménage Adjectifs et pronoms démonstratifs et interrogatifs | <ul style="list-style-type: none"> • <i>c'est</i> • prepositions (see Prepositions – directions: Lesson activities and Prepositions – directions: Slides) • plural partitive article and <i>de</i> after negative • <i>pouvoir</i> + infinitive (see Pouvoir: Teaching notes and Pouvoir: Team game) • expressions of quantity • irregular verbs <i>aller/faire</i> (see Irregular verbs: aller and faire: Teaching notes and Irregular verbs: aller and faire: Presentation) • <i>ceux qui</i> + verb • <i>s'intéresser à</i> • enhancing descriptions using <i>qui/que/dont</i> (see Enhancing descriptions: qui/que/dont: Presentation) • demonstrative adjectives <i>ce, cet, cette, ces</i> |
| November | Current and future study and employment | My studies See resources: Les matières scolaires Mon établissement scolaire Four in a row: school | <ul style="list-style-type: none"> • <i>devoir</i> + infinitive (see Mes études: Teaching notes and Mes études: Presentation) • <i>il faut</i> + infinitive (compulsory subjects) • <i>parce que/car</i> to express reasons |



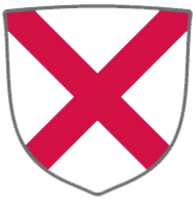
| Month | Theme | Topic | Grammar |
|----------|----------------------|---|---|
| | | | <ul style="list-style-type: none">perfect tense regular <i>avoir</i> verbs (<i>choisir/décider de/laisser tomber</i> - options) (see Mes options: Teaching notes and Mes options: Presentation slides 4-5)two verbs together eg <i>aimer/aimer mieux/préférer</i>comparative and superlative in expressing opinions about subjects (see Mes options: Teaching notes and Mes options: Presentation slides 6-8)use of <i>tu</i> and <i>vous</i> in informal/formal exchanges |
| December | Identity and culture | <p>Free-time activities</p> <ul style="list-style-type: none">MusicCinema and TVFood and eating outSport <p>See resources:</p> <p>My favourite hobbies</p> <p>My hobbies placemat</p> <p>Un portrait de Vanessa Paradis</p> <p>Critiques des internautes</p> <p>Les Minions: bande-annonce</p> <p>Voir, regarder, aller, aimer</p> | <ul style="list-style-type: none">consolidation of present tense including irregular verbs <i>sortir, prendre, mettre, voir, vouloir</i> (see Present tense revision: Worksheet)extend range of two verbs togetherfuture tense introduced for eg weekend plansadverbs such as <i>d'habitude/normalement</i>clauses introduced by <i>quand/lorsque</i> and <i>si</i> |



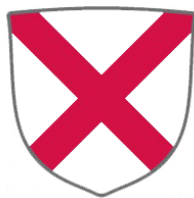
| Month | Theme | Topic | Grammar |
|----------|---|---|--|
| | | <p>Au restaurant et au snack: pair work</p> <p>Un portrait de Didier Drogba</p> <p>Alain Robert</p> <p>Grammar in focus: negatives</p> <p>Revision of future tenses</p> | |
| January | Local, national, international and global areas of interest | <p>Social issues</p> <ul style="list-style-type: none">• Healthy/unhealthy living <p>See resources:</p> <p>Sorting foods</p> <p>Vocab starters: la santé</p> <p>C'est bon pour la santé</p> <p>Docteur: j'ai un problème</p> <p>Les jeunes et l'alcool</p> <p>Phrasing questions</p> <p>Verbs that take infinitives</p> <p>Symptômes et prescriptions</p> | <ul style="list-style-type: none">• partitive articles with food items• recap on <i>devoir/il faut</i> and introduce conditional forms – affirmative and negative• <i>il vaut mieux/il vaudrait mieux</i>• negative <i>ne...jamais</i>• previous health habits using imperfect tense |
| February | Current and future study and employment | <p>Life at school/ college</p> <p>See resources:</p> <p>La vie au lycée: pressions et problèmes</p> <p>Four in a row: school</p> | <ul style="list-style-type: none">• transfer <i>devoir/pouvoir/il faut/vouloir</i> to school rules context (see Le règlement: Worksheet and Teaching notes)• <i>si</i> clauses using imperfect and conditional• quantity words <i>beaucoup/trop/assez/pas assez + de</i> (including with plurals)• perfect tense with <i>avoir</i> using regular and common |



| Month | Theme | Topic | Grammar |
|-------|---|--|---|
| | | | irregular verbs (<i>ce que j'ai fait comme devoirs</i>) (see Perfect tense (avoir) – revision: Worksheet) |
| March | Identity and culture | <p>Customs and festivals in French-speaking countries/ communities</p> <p>See resources:</p> <p>Les festivités</p> <p>A tradition in Guadeloupe</p> <p>Food in Guadeloupe and England</p> | <ul style="list-style-type: none"> perfect of verbs with <i>être</i> + agreement rules (see Perfect tense (être)-revision: Worksheet) reflexive verbs in perfect; perfect and imperfect tenses together describing a past event/festival; actions and opinions (see Le Festival de Sakifo: Worksheet and Teaching notes) |
| April | Local, national, international and global areas of interest | <p>Travel and tourism</p> <p>See resources:</p> <p>Vocab crunch: holidays</p> <p>Inference grids: holidays</p> <p>Holiday writing stimulus</p> <p>GCSE writing guide: holidays</p> <p>Lydia's holiday</p> <p>Les vacances cauchemardeques de M. Bean</p> <p>Four in a row: holidays</p> <p>Visite de Paris</p> | <ul style="list-style-type: none"> consolidation of perfect and imperfect tenses (see resources: Imperfect tense – Vacances d'enfance: Lesson activities, Imperfect tense – Vacances d'enfance: Presentation and Imperfect tense – Vacances d'enfance: Practice) sequencing words, expressions and phrases <i>avant de/après avoir</i> etc/<i>pendant que/depuis/venir de</i> developing greater complexity in spoken and written accounts of past events or experiences weather expressions with <i>faire</i> |
| May | Current and future study | Education post-16 | <ul style="list-style-type: none"> <i>ce qui/ce que ... c'est...</i> sentence pattern |

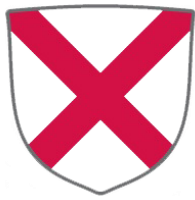


| Month | Theme | Topic | Grammar |
|------------|----------------------|--|---|
| | and employment | See resource: Les expressions idiomatiques | <ul style="list-style-type: none">• building on <i>si</i> clauses with present and future• more complex two verb structures (<i>avoir l'intention de/avoir envie de/avoir le droit de</i>) |
| June | | Year-end assessments | |
| June, July | Identity and culture | Transition to Year 2: Me, my family and friends <ul style="list-style-type: none">• Marriage/ partnership See resources: Je voudrais me marier Le courrier du cœur Revision of future tenses Direct object pronouns Indirect object pronouns | <ul style="list-style-type: none">• revisiting adjectives to describe and use of <i>qui, que, dont</i> to describe ideal partner and enhance descriptions• <i>en</i> + present participle• revision of future tense to outline future plans• direct and indirect object pronouns |



Year 2

| Month | Theme | Topic | Grammar |
|-----------|---|---|---|
| September | Local, national, international and global areas of interest | Global issues <ul style="list-style-type: none">The environment See resources: Environment: last one standing Environment: read and draw Des gestes pour sauver la planète | <ul style="list-style-type: none">modal verbs linked to behaviours (must do/can do/should do/could do etc)past tense for effects of behaviours on environment<i>si</i> sentences revised for outlining consequences of actionspluperfect tense perspective |
| October | Local, national, international and global areas of interest | Social issues <ul style="list-style-type: none">Charity/ voluntary work | <ul style="list-style-type: none"><i>vouloir</i> + infinitive<i>vouloir que</i> + subjunctive<i>il est possible que</i> + subjunctive (see Travailler comme bénévole: Worksheet and Teaching notes) |
| November | Current and future study and employment | Career choices and ambitions See resources: Starter on jobs Les emplois Work experience: last one standing Mon stage en entreprise Encore une fois: mon stage en entreprise | <ul style="list-style-type: none">enhanced statements of possibility including <i>permettre de</i> |



| Month | Theme | Topic | Grammar |
|-------------------|---|--|---|
| December, January | Identity and culture | Technology in everyday life <ul style="list-style-type: none"> • Social media • Mobile technology See resource: Talking about the technology we use | <ul style="list-style-type: none"> • revision of past tenses to recount how social media have been used; or life before technology • <i>grâce à/sans/avec</i> • enhanced statements of possibility including <i>permettre de</i> • <i>il est possible que + subjunctive</i> |
| December, January | | Mock examination/ assessment | |
| February | Local, national, international and global areas of interest | Global issues <ul style="list-style-type: none"> • Poverty/ homelessness | <ul style="list-style-type: none"> • <i>si j'étais ...</i> • <i>à la place de ...</i> with conditional completions • <i>il faut + infinitive</i> and <i>il faut que + subjunctive</i> (see Combattre la pauvreté: Worksheet and Teaching notes) |
| March, April, May | | Revision and preparation for assessment | |

NEW FRENCH SPECIFICATION - GCSE MAY 2018 ASSESSMENTS

GCSE French and Spanish have a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Paper 1: Listening

What's assessed

Understanding and responding to different types of spoken language

How it's assessed

- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- 40 marks (Foundation Tier), 50 marks (Higher Tier)
- 25% of GCSE

(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)

Questions

Foundation Tier and Higher Tier

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in French, to be answered in French or non-verbally

Paper 2: Speaking

What's assessed

Communicating and interacting effectively in speech for a variety of purposes

How it's assessed

- Non-exam assessment
- 7–9 minutes (Foundation Tier) + preparation time
- 10–12 minutes (Higher Tier) + preparation time
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Questions

Foundation Tier and Higher Tier

The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:

- Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
- Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
- General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

Paper 3: Reading

What's assessed

Understanding and responding to different types of written language

How it's assessed

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Questions

Foundation Tier and Higher Tier

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in French, to be answered in French or non-verbally
- Section C – translation from French into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)

Paper 4: Writing

What's assessed

Communicating effectively in writing for a variety of purposes

How it's assessed

- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation Tier and 60 marks at Higher Tier
- 25% of GCSE

Foundation Tier

- Question 1 – message (student produces four sentences in response to a photo) – 8 marks
- Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks
- Question 3 – translation from English into French (minimum 35 words) – 10 marks
- Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Higher Tier

- Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks
- Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks
- Question 3 – translation from English into French (minimum 50 words) – 12 marks