

Booklet / Topic	Disciplinary Knowledge	Assessment	Cross-Curricular Links	Golden Threads	Personal Development	Rationale
<p>1 – J’adore le français</p> <p>Greetings / introductions</p>	<ul style="list-style-type: none"> Give opinions and reasons using cognates Make introductions Say their age and birthday 	<p>Page 32: Writing Checkpoint + Feedback</p> <p>Page 40: Speaking Checkpoint + Feedback</p>	<p>English – Y7 T4 - description (settings and characters)</p> <p>Maths – Y7 T1 – Sequences Y7 T3 Addition and Subtraction</p> <p>PSHE – Y7 T3, Y7 T5, Y8 T1 - Relationships</p>	<p>Vocabulary: Y7 Booklet 1 KO</p> <p>Grammar: Cognates Definite articles Grammatical gender Possessive adjectives Opinion phrase + noun Avoir – j’ai, il a, elle a (to be learnt as vocabulary, not a deep understanding of the verb formation)</p> <p>Phonics: Silent final letters, é, ç, eu, ch, i</p>	<p>SMSC Cultural - Francophone culture, key facts</p> <p>Big question: How might learning French help you connect with people from different parts of the world?</p> <p>Careers Translator / Interpreter</p> <p>Earthshot: La France produit plus de 45 millions de tonnes de déchets chaque année. (déchets = rubbish)</p>	<p>This module of work is chosen to enable students to communicate and be understood right from the start with a focus on phonics for communication and understanding. The emphasis is on students being able to have a conversation about themselves with someone of a similar age, and to be confident speaking French from the start.</p>
<p>2 – C’est moi</p> <p>Describing yourself</p>	<ul style="list-style-type: none"> Describe their physical appearance Use the verb avoir Talk about pets Talk about their personality, and family members’ personalities Use the verbs avoir and être 	<p>Page 26: Speaking Checkpoint + Feedback</p> <p>Page 33: Writing Checkpoint (translation)</p> <p>Page 47: Writing Checkpoint + Feedback</p>	<p>Art – Y7 T2 Colours</p> <p>History – Y8 T1 - 18th Century Revolutions Y8 T2 – Empire and De-colonisation</p>	<p>For vocabulary, see Y7 Booklet 2 KO</p> <p>Grammar: Adjective placement and agreement, Avoir – full paradigm, present tense, Indefinite articles, Être – full paradigm present tense</p> <p>Phonics: Oi, è, an, en, ui, liaison, oeur</p>	<p>SMSC Moral, social, cultural - acceptance of different personality traits and everyone’s differences</p> <p>Big Question What would the world be like if everyone just spoke one language? Would anything be lost?</p> <p>Careers Cabin crew</p> <p>Earthshot La biodiversité en France est l’une des plus riches d’Europe.</p>	<p>This module builds on their phonetic knowledge by beginning to talk about themselves and communicating at a deeper level and not only in the spoken form. This is a knowledge rich module with new grammatical concepts explored. Students with prior knowledge will have the opportunity to build on this with use of vocabulary such as colours which will then be looked at in a deeper, grammatical manner.</p>

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3 – Au collège School	<ul style="list-style-type: none"> Say what they study on a particular day Give opinions and justify them Write using POR effectively Conjugate regular -er verbs in present tense Conjugate regular -ir and -re verbs in present tense 	<p>Page 40: Speaking Checkpoint + Feedback</p> <p>Page 48: Writing Checkpoint + Feedback</p>	<p>Geography – Y7 T4 – The Sahel: West Africa case study (school in Francophone country)</p>	<p>Vocabulary: Y7 Booklet 3 KO</p> <p>Grammar: Opinion phrase + verb, POR, Present tense -er verbs, Present tense ir/re verbs</p> <p>Phonics: qu, silent h, ui/uy, er, un, silent -ent</p>	<p>SMSC Cultural - understanding and appreciation of the differences between UK and French schools Spiritual – students learn about the teaching of religion and wearing of religious symbols in France Big Question How does learning French help you understand your own language better? Careers Teaching Earthshot Le tri selectif (recyclage) est obligatoire dans de nombreuses villes françaises.</p>	<p>At this point students will have looked at 2 key verbs (avoir and être) so this is then a good point to start looking at regular verbs that they can conjugate independently to talk about themselves and others. This module of work allows for a lot of cultural awareness to be discussed. Students will also gain an understanding of conjugation, practising the whole paradigms of regular -er, -ir, and -re verbs in the present tense.</p>
4 – Mon temps libre Free time	<ul style="list-style-type: none"> Talk about weather and seasons Conjugate the verbs jouer and faire in the present tense Use adverbs of frequency Conjugate aller and use the near future tense 	<p>Page 28: Speaking Checkpoint + Feedback</p> <p>Page 36: Writing Checkpoint + Feedback</p>	<p>Geography – Y7 T1 – Map skills Y9 T4 - Weather</p> <p>PE – all year – sports</p> <p>PSHE – Y7 T2 – Healthy living</p> <p>Science – Y7 T4 – Earth's seasons</p>	<p>Vocabulary: Y7 Booklet 4 KO</p> <p>Grammar: Weather phrases (as vocabulary), Jouer – full paradigm, Faire – full paradigm, Adverbs of frequency, Aller – full paradigm, Near Future Tense</p> <p>Phonics: a, au, u, ou, eau, tion</p>	<p>SMSC Cultural – Francophone games and traditional French sports Big Question Why do you think French is spoken on 5 continents and what does that say about its history and influence? Careers Tour guide Earthshot Le vélo est de plus en plus utilisé à Paris grâce au programme Vélib.</p>	<p>At this point students will have looked at the concept of conjugating -er verbs so we can now begin to look at the idea of differences between regular and irregular verbs. Students will have the opportunity to develop their understanding of time frames.</p>

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1 – Ma Ville Town, local area	<ul style="list-style-type: none"> Talk about where they live Say what there is and what they can do in town Talk about where they would like to live 	<p>Page 25: Speaking Checkpoint + Feedback</p> <p>Page 42: Writing Checkpoint + Feedback</p>	Geography – Y7 T1 – Map skills, different landscapes Y8 T5 – Urban areas in UK	<p>Vocabulary: Y8 Booklet 1 KO</p> <p>Grammar: POR, Habiter – full paradigm, Modal + infinitive, Future conditional structure</p> <p>Phonics: agne, an, j’h, qu, eu, ai, th</p>	<p>SMSC Social, moral different housing (les banlieues) Cultural French housing and the amount of apartments Big Question Why do you think certain words exist in French that don’t have exact translations in English? What does that tell us about culture? Careers Marketing executive Earthshot Plus de 80% de la population habite dans les zones urbaines</p>	<p>This module of work gives students the opportunity to see, talk and write about others and other places. For most of the year 7 curriculum they developed their skills in talking about themselves, now they will discuss their local area and see how it compares to other people’s around them and in Francophone countries. This module also allows us to explore new grammatical concepts whilst looking at houses and towns in Francophone countries to build cultural awareness. It also allows students to be empathetic when we look at different standards of living.</p>
2 – Chez Moi House	<ul style="list-style-type: none"> Say what rooms are/aren’t in their house Use prepositions to say where rooms are Use prepositions to say where furniture is Use future structure to say what they’d like to have in their bedrooms 	<p>Page 32: Speaking Checkpoint + Feedback</p> <p>Page 38: Writing Checkpoint + Feedback</p>	Geography – Y7 T1 – Map skills, different landscapes Y8 T5 – Urban areas in UK	<p>Vocabulary: Y8 Booklet 2 KO</p> <p>Grammar: Negatives (il n’y a pas de), Prepositions, Possessive adjectives, Future Conditional Structure</p> <p>Phonics: y, ch, e, a</p>	<p>SMSC Social, moral different housing (les banlieues) Cultural French housing and the amount of apartments Big Question What might your life be like if you were born in a French speaking country? Careers Travel agent Earthshot Une famille typique en France consomme environ 4760 kWh d’électricité par an.</p>	<p>The module allows us to continue to explore towns in Francophone countries to build cultural awareness. It also allows students to be empathetic when we look at different opportunities people have. This is building on the rationale presented in booklet 1 to encourage students to talk about their environment rather than themselves. Students will engage in conversation about the different rooms they have at home, as well as what furniture they do and don’t have.</p>

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3 – Les fêtes Festivals/ Celebrations	<ul style="list-style-type: none"> Talk about what they eat and drink Partitive article Talk about clothing Give opinions Use the perfect tense 	Page 25: Speaking Checkpoint + Feedback Page 41: Writing Checkpoint + Feedback Page 54: Writing Checkpoint + Feedback	RS – all years - religious festivals Science Y7 T2 - nutrition and diet	Vocabulary: Y8 Booklet 3 KO - Les fêtes (A) Y8 Booklet 3 KO - Les fetes (B) Grammar: Partitive articles, Manger – full paradigm, Negatives (pas and jamais), Boire – full paradigm, Porter – full paradigm, Adjectival agreement, Past Structure Phonics: eill, ail, ê, l, oi, er / é / ez, silent final s, e, ai, u	<u>SMSC</u> Cultural - understanding and appreciation of a wide range of different cultures Moral – understanding the importance of a healthy lifestyle Spiritual - understanding different religious festivals for different faiths <u>Big Question</u> Why do you think music, film and food are so important to understanding French culture? <u>Careers</u> Chef <u>Earthshot</u> ‘Le fast fashion’ a des conséquences négatives sur l’environnement et les conditions de travail.	This module of work allows students to develop their cultural knowledge of French celebrations whilst exploring new grammatical concepts. Students will be able to explore the similarities and differences between how different occasions are celebrated in England and in France and will be able to draw upon their own experiences to describe what they eat, drink and wear for different celebrations using the present tense.
4 – Les vacances Holidays	<ul style="list-style-type: none"> Talk about countries Discuss transportation Talk about holidays Talk about where they have been on holiday 	Page 29: Speaking Checkpoint + Feedback Page 35: Writing Checkpoint + Feedback	Geography – Y7 T1 – Map skills, different landscapes	Vocabulary: Y8 Booklet 4 KO 25-26 Grammar: Prepositions / gender of countries, PORCOR, Modals + infinitive, Near Future Tense, Past Structure Phonics: gn, en, an, c, liaison, eu	<u>SMSC</u> Cultural - understanding and appreciation of a wide range of different cultures Moral – the showing of respect to people of other nationalities <u>Big Question</u> If you could teleport to a French speaking country right now, where would you go and what would you do first? <u>Careers</u> Airline customer service/ border force/ immigration officer <u>Earthshot</u> La France est le pays le plus visité dans le monde avec plus de 90 millions de touristes chaque année	This module of work allows students describe their holidays. It comes at a time in the year where students may be going on a summer holiday so the learning is relevant to them. This module will allow students to re-visit places in town and the activities they do there when talking about their holiday destinations.

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1 – Les rapports Relationships	<ul style="list-style-type: none"> describe relationships say what they watch on TV describe an event in the past 	<p>Page 29: Writing checkpoint + Feedback</p> <p>Page 36: Writing Checkpoint + Feedback</p> <p>Page 39: Speaking Checkpoint + Feedback</p>	<p>Music – Y8 T5 – Film composers Y8 T6 – Film music arrangements</p> <p>PSHE – Y7 T3, Y7 T5, Y8 T1 - Relationships</p>	<p>Vocabulary : Y9 Booklet 1 Les rapports KO 25-26</p> <p>Grammar : Reflexive verbs in the present tense, Past structure – past tense key verbs in 1st person</p> <p>Phonics : è, qu, en, ch, aill, in</p>	<p>SMSC Cultural - understanding and appreciation of French cinema Spiritual – describing personal relationships Big question: What is the most beautiful French word you have ever heard and why? Careers: Business project manager Earthshot la production cinématographique a une empreinte carbone élevée</p>	<p>Students described themselves and their families in Year 7 and this is now an opportunity to deepen their learning and to be able to give complex opinions on their relationships with others. . One of the key grammatical points in Y9 is the use of reflexive verbs, building on their prior knowledge of reflexive verbs, students will be able to recognise and use reflexive verbs to describe relationships with others. Students also have the opportunity to watch an award-winning film ‘Les Choristes’ where they will use vocabulary and knowledge from Year 7 to describe characters and apply their new learning from Year 9 to describe the relationships between characters.</p>
2 – La technologie Technology	<ul style="list-style-type: none"> talk about what technology they use talk about different activities that are done online give opinions about online activities talk about what dangers and advantages of being online saying what we would do ‘if’... 	<p>Page 20: Speaking Checkpoint + Feedback</p> <p>Page 32: Writing Checkpoint</p>	<p>Computing – Y7 T5, Y8 T4, Y9 T6 – Cyberbullying</p> <p>PHSE – Digital Literacy: Online safety</p>	<p>Vocabulary : Y9 Booklet 2 La technologie 25-26</p> <p>Grammar : Pour + infinitive, Negatives, PORCOR, On peut + infinitive, Future Structure</p> <p>Phonics : l, eau / au, ch, er, an, eu</p>	<p>SMSC Cultural French social media habits and key facts, effects of technology on relationships and personal well-being Moral / spiritual – making appropriate choices Careers Jobs in STEM and computing Big Question Do you think learning a language is still important even though we can use new technologies to help us translate? Earthshot L'utilisation de l'intelligence artificielle consomme beaucoup d'énergie.</p>	<p>This module of work is chosen in Year 9 as an area where they will be able to talk about their own personal experiences. Students at this age use social media a lot so it is something they should have lots of views on and something they can talk from their own experiences about. Students will be able to build on their knowledge of the present tense to say what they use different devices for as well as giving opinions on those activities. They will also broaden their knowledge of negative structures to say what they don't do. Students will also practise using modal verbs to describe the problems with technology and social media.</p>

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3 – Les célébrités Celebrity Culture	<ul style="list-style-type: none"> talk about who they follow online Give justified opinions on who they follow using complex reasons Describe what the celebrity has achieved 	<p>Page 43 – Writing Checkpoint + Feedback</p> <p>Page 46 – Speaking Checkpoint</p>	<p>English – Y7 T3 – Malala</p> <p>Music – Y8 T4 – Song writing</p>	<p>Vocabulary: Y9 Booklet 3 Les célébrités 25-26</p> <p>Grammar : Possessive adjectives, Nouns – grammatical gender, Adjectival agreement, Perfect Tense (3rd Person)</p> <p>Phonics : ui, silent h, eur, i, eux</p>	<p>SMSC Spiritual - reflect on achievements of others and take inspiration from it Big Question : If you could interview a famous French speaker (alive or from history) who would it be and what would you ask them? Careers: Jobs on social media / social media manager Earthshot Marion Cotillard est une militante écologiste, elle travaille avec ‘Greenpeace’ et elle a joué dans le documentaire ‘Bigger than us’ qui promeut l’activisme climatique des jeunes.</p>	<p>This module builds on their previous terms learning on technology and will refer to the different types of technology and social media they use to follow celebrities. Students will have opportunity to learn about different French ‘celebrities’. There is a lot of teaching of the 3rd person grammar to be able to describe the celebrities which builds nicely on the core foundation of the use of 1st person verbs..</p>
4 – La santé Health / Healthy living	<ul style="list-style-type: none"> talk about the body and illness body parts lifestyle vocabulary saying what you should do 	<p>Page 26: Speaking Checkpoint + Feedback</p> <p>Page 50: Writing and Speaking Checkpoint + Feedback</p>	<p>Hospitality and Catering - Y10 T6 – Balanced/Varied Diet BTEC Sport – Y10 T5 – Physical fitness Health and Social Care - Y11 T3 – Health and Well-being, Lifestyle Music – Y8 T5 – Film composers Y8 T6 – Film music arrangements PSHE – Y8 T4 – Exploring drugs Y9 T3 – Exploring healthy lifestyle Science – Y7 T2 – Nutrition and diet Y7 T4 – The body</p>	<p>Vocabulary : Y9 booklet 4 KO La santé 25-26</p> <p>Grammar : Prepositions – body parts, Quantifiers, Negatives, Infinitive structures (Pour + and modals + infinitive), Near future tense</p> <p>Phonics : oi, an, au, ui</p>	<p>SMSC Moral – developing an understanding of the importance of healthy living Cultural – developing an understanding of lifestyles of others in different countries Social – looking at the lifestyles of others Big Question How could speaking another language Help you make a difference in the world? Careers Personal trainer Earthshot ‘La pollution de l’air peut causer l’asthme, les allergies et les problèmes cardiaques qui rendent plus difficile la pratique de l’exercice ou du sport’</p>	<p>In this module, students will begin to look at the topic of health starting by looking at their body and illness/injury. Students will spend time learning that when we talk about illness we use ‘j’ai’ to express this. They will revisit the idea of using modal verbs + infinitives to talk about what they must do in order to be healthy as well as revisiting the near future tense in order to talk and discuss their plans for the future in order to lead a healthy lifestyle.</p>

Unit	Disciplinary Knowledge	Theme	Assessment	Golden Threads	Personal Development	Rationale
1 Tu as du temps à perdre?	<ul style="list-style-type: none"> - Life online - Active live - What you watch on TV - Plans next weekend - Plans last weekend - Francophone games 	Theme 2: Popular culture Theme 3: Communication and the world around us	Listening + Reading – page 24 Speaking – page 26 Writing – page 28	See full scheme of work for F and H for vocab lists, grammar and phonics.	Culture – Francophone countries and celebrations	Starting with technology and free time at the start of the Y10 course allows students to revisit vocabulary from Y9, as well as providing opportunities to practise expressing their thoughts in the past, present and future. As students learn more of what the GCSE entails, they apply this knowledge to exam-style tasks.
2 Mon clan, ma tribu	<ul style="list-style-type: none"> - Weekend routine - Friendship / relationships - Celebrities - Positive role models - Family and celebrations 	Theme 1: People and lifestyle Theme 2: Popular culture	Listening and Reading – page 48 Speaking – page 50 Writing – page 52	See full scheme of work for F and H for vocab lists, grammar and phonics.	Culture – identity	Relationships, and celebrity culture is also studied in Y9 and studying this unit now allows them to recall this vocabulary as they develop their understanding of the GCSE demands. Students are able to provide short, medium and long answers about themselves and others by the end of unit 2.
3 Ma vie scolaire	<ul style="list-style-type: none"> - Favourite subjects - School rules - Making progress - Primary school - Languages in the future 	Theme 1: People and lifestyle	Listening and Reading – page 74 Speaking – page 76 Writing – page 78	See full scheme of work for F and H for vocab lists, grammar and phonics.	Culture – School in Francophone countries	After familiarising themselves with the GCSE structure, students recall vocabulary last seen in Y7. It quickly shifts to more challenging language requiring students to recognise the imperfect tense and simple future tense. This equips students with the variety of grammar needed to access higher grades.
4 En pleine forme	<ul style="list-style-type: none"> - Food and meals - Mental health - Unhealthy lifestyle choices - Improving your life - Lifestyle changes 	Theme 1: People and lifestyle	Listening and Reading – page 98 Speaking – page 100 Writing – page 102	See full scheme of work for F and H for vocab lists, grammar and phonics.	Culture = Food dishes from around the world – healthy/unhealthy	Healthy living is studied at this point, nearing the end of Y10 to provide students with the ideal platform to begin writing 150-word essays – the for/against argument style is practised and it encourages students to use more complex language. There is also opportunity to re-visit food and drinks, previously seen in Y8 to ensure that they have the necessary knowledge for listening and reading comprehension

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5 Numéro vacances	<ul style="list-style-type: none"> - Dream holidays - Activities on holiday - Festivals - Hotel / accommodation - Staycation activities 	Theme 3: Communication and the world around us Theme 2: Popular culture	Listening + Reading – page 122 Speaking – page 124 Writing – page 126	See full scheme of work for F and H for vocab lists, grammar and phonics.	Culture – different types of holidays and accommodation	Studying holidays at the start of Y11 is the ideal vehicle in which to re-visit 90 and 150-word essay writing, as well as speaking answers. Students use previously learned vocabulary in these situations, whilst building on their listening and reading comprehension by learning more complex vocabulary.
6 Notre planète	<ul style="list-style-type: none"> - Countries and climate - Environmental problems - Protecting environment, big things - Protecting environment – small things - New green technologies 	Theme 3: Communication and the world around us	Listening and Reading – page 150 Speaking – page 152 Writing – page 154	See full scheme of work for F and H for vocab lists, grammar and phonics.	Culture – Madagascar – environment	The environment is studied at this stage in Y11 predominantly for listening and reading comprehension purposes. This topic contains the most challenging vocabulary, as we encourage students to avoid writing about this willingly. Once covered, we move on to home and town so that they can once again practise exam strategy in speaking and writing.
7 Mon petit monde à moi	<ul style="list-style-type: none"> - Town / local area - Directions - Shopping for clothes - Ideal house - Past visit to a town 	Theme 2: Popular culture Theme 3: Communication and the world around us	Listening and Reading – page 174 Speaking – page 176 Writing – page 178	See full scheme of work for F and H for vocab lists, grammar and phonics.	Culture – Francophone adverts	Students recall vocabulary from Y8 in this unit and apply it to exam-style situations. Students are comfortable with writing in three-time frames, they take the opportunity here to slot in this vocab to their already existing template.
8 Mes projets d’avenir	<ul style="list-style-type: none"> - Future plans and hopes - Reality TV and influencers - Future career paths - Jobs 	Theme 1: People and lifestyle Theme 2: Popular culture	Listening and Reading – page 196 Speaking – page 198 Writing – page 200	See full scheme of work for F and H for vocab lists, grammar and phonics.	Culture – Summer holiday plans	To finish the GCSE content, students look at future plans and jobs. Similar to the environment topic, there is a lot of complex vocabulary to learn – which is crucial for listening and reading comprehension. Also, students will finalise model answers for their speaking conversation – learning this vocabulary last allows it to remain fresh for the speaking exam.