

Year 7

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and, in the future.					
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future.					
Subject Intent	Inspiring independent lifelong language learners with a curiosity for different countries and cultures.					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	Introducing myself and communicating in the classroom	Describing close environment, talking about likes/dislikes and wishes	Talking about a wider environment and developing confidence to cope in authentic situation	Giving more details about yourself and others	Talking about school life	My hobbies
Key Content	Meeting and greeting people, personal information (name, age, birthday), counting to 31, classroom language	Items in the classroom, hobbies + reasons, animals and colours	Family situation, living environment, countries and nationalities, ordering food in a café, talking about the weather	more on likes/dislikes, personality, physical description	School subjects, opinions and reasons, timetable and telling the time (reading a clock), describing the school day, talking about school food, talking about the school uniform, learning about school in different francophone countries	Computers and mobiles, sports you do and how often, activities, saying what you like doing, describing what other people do.
	<u>Accès U1 – 4</u>	Cultural opportunity Christmas in France	Cultural opportunity Chandeleur & Mardi Gras	Cultural opportunity Easter	<u>Studio 1 M2</u>	Cultural opportunity 14th of July
		<u>Accès U5 – 8</u>	<u>Accès 9 – 13</u>	<u>Studio 1 M1 U1, U3, U4, U5</u>		<u>Studio 1 M3</u>
Intent						
How does this link to your intent?	Inspiring learners to introduce themselves in a foreign language	Develops language ability to give opinions and express wishes.	Develops language further to talk about other people, larger environment and	Building on prior learning (term 2) through vocabulary and	Cultural learning about schools in France and in other francophone	Building on prior learning (term 2 and 4) through vocabulary and

	and to conduct simple greetings conversations, asking and answering questions, in order to develop confidence to speak the target language.		impersonal ideas going beyond the immediate needs of the students.	grammatical points in order to give students the ability to produce more content when talking about themselves and other people.	countries. Relating directly to students' personal context.	grammatical points in order to give students the ability to produce more content when talking about their and other people's likes and dislikes.
Sequencing						
Why this and why now?	• Introduction to French - learning to talk about oneself is relevant. • Alphabet key for sound-spelling links to assist with pronunciation and spelling • Numbers will be used in lots of different contexts • Start to communicate in class using the target language. • May recap work done in	• Giving extra information about oneself and one's environment, building on previous learning. • Needed for more use of TL during classrooms transactions • Opinions and reasons to be able talk about yourself will be revisited for all subsequent topics.	• Starting to talk about others, looking at different persons (family members) • Talking about the wider environment – learning about the geography of France. • Learning about the weather will be used in subsequent topics. • Using the language to	GCSE Theme 1 (Identity & Culture) • Another opportunity to add to personal information that can be given about self and others (personality traits & physical traits – hair + eyes) • Adding more personal information about oneself and others.	GCSE Theme 3 (School) • Reviewing how to ask questions + Agreeing and disagreeing opportunities for more communication in the TL. • Giving opinions and reasons which are more convincing adding intensifiers (très, assez, un peu). • Opportunities to revise the numbers in	GCSE Theme 1 (Identity & Culture) • Introduction of verbs used with technology opportunity for -ER verbs revision • Common free time activities, builds on sports + frequency. • Jouer à to say what sport you do instead of what sport you like.

	primary school.	• Regular -er verbs will also reoccur. • Colours link back to pencil case items and forward to physical descriptions. • Progression of giving more information about yourself. • Recap of “j’ai...” + “je n’ai pas...” » • Introduction of imperfect and conditional (3 time frames). • Cultural opportunity with Christmas – introduction to describing a Photocard (GCSE task)	communicate in possible authentic situations – transactions in TL countries. • Opportunities to recap several grammatical constructs seen in previous units.		order to describe timetable. give times in realistic context. • Describe school day and compare a typical timetable in France and UK. • Opportunity to revise foods & add more ingredients. + -er verb (manger) • More -er verbs that can be used later (rigoler, bavarder)	• Key verb faire. Revisit du, de la, de l’, des in new context • Review of weather to say what type of sports you do depending on the forecast • More free time activities but with new structure. Link to opinions aimer (+ can revise detester, adorer and show how to use them with infinitives - HLS) • Revise il/elle and
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						ils/elles – talking about the people as well as yourself.
National Curriculum Audit						
Grammar	To have in the present tense The indefinite articles (a / some) Plurals Il y a / il n'y a pas de (negation) ✓	The definite articles (the) (sg + pl) Opinion phrases (regular -ER verbs with I, He/she, we, they) Reason phrases (because it is...) Connectives (et, mais, parce que) Adjectival agreement and position Negatives Imperative form – teacher's instruction Ext: To have in the imperfect + conditional (I form) (j'étais/j'avais / je serai/ je voudrais) ✓	Possessive adjectives (my) Revising -ER verbs in the present (habiter) Revising "to have" in the present Revising adjective positions and introducing BAGS adjectives (small, big, old, new) Revising adjectival agreement "To be" in the present tense Revising plurals and negatives ✓	More adjectival agreement (regular + irregular) Revising "être" & "avoir" in the present tense + adding all pronouns ✓	Forming questions (intonation / with <i>Est-ce que ...?</i>) Agreeing and disagreeing Using <i>on</i> to say 'we' in the present tense of -ER verbs + to have/to be Using the partitive article (<i>du/de la/de l'/des</i>) Revision of the present tense of -er verbs. ✓	Revising -ER verbs in the present tense (all pronouns) Using jouer à + sport (au / à la / aux) To do in the present tense Using faire de + activity (du / de la / de l' / des) – revision in different context. Using aimer / adorer / détester + infinitive Using -ER verbs and "to do" with he / she / they ✓

Vocabulary	See vocab booklet Unit 1 – 4 	See vocab booklet Unit 5 – 8 	See vocab booklet Unit 9 – 13 	See vocab booklet Studio 1 Module 1 	See vocab booklet Studio 1 Module 2 	See vocab booklet Studio 1 Module 3 
Linguistic	Sound – spelling link <i>Qu</i> and <i>J + em</i> sound Final -s sound Word gender Cognates What is an article ? 	Word Gender Building longer sentences with connectives What is an article? <i>ique</i> sound <i>ic</i> pattern <i>r</i> sound <i>é</i> sound <i>ch</i> sound <i>eau</i> sound 	Rhyming and syllable <i>an</i> sound <i>agne</i> sound <i>eu</i> sound Differences between countries and nationalities <i>ais / aise</i> sounds silent <i>h</i> <i>final t</i> sound 	Word Gender <i>eux/euse</i> sounds 	Using the 12-hour clock Developping reading skills <i>Ç</i> sound <i>Final s + vowel / h</i> sound (z sound) 	Word Gender Verbs Infinitives Definite and indefinite articles Singular / plural Frequency phrases 
Key concepts / Vocabulary						
12 or less	• Ça va? (How are you?) • Oui ça va (très) bien merci (Yes I am (very) good thank you) • Non ça ne va pas et toi? (No I am not good and you?) • Ça va pas mal / bof (I am not bad / okay)	• Dans mon sac / ma classe (In my bag / my classroom) • Il y a (there is / are) • Il n'y a pas de (there isn't / aren't) • Et (and) • Mais (but)	• Il /elle s'appelle (he/she is called) Ils / elles s'appellent (they are called) • Il / elle a ... ans. (he / she is ... years old) Ils / elles ont ... ans. (they are ... years old) • Mon / ma / mes (my)	• J'apprécie, tu apprécies, il /elle apprécie (I like, you like, he/she likes) • Je n'apprécie pas (I don't like) • Aussi (also) • Très (very) • Vraiment (really)	• Le / la / l' / les (the) • J'aime beaucoup (I like a lot) • J'aime assez (I quite like) • Il est ...heure. (It is ... o'clock) • À ... heure. (At ... o'clock) • Et demie (half past)	• Quelquefois (sometimes) • Souvent (often) • Tous les jours / tous les soirs / tous les weekends (everyday /every night / every weekend) • Tout le temps / de temps en

	• Comment t'appelles-tu? (What is your name?) • Je m'appelle... (My name is...) • Comment ça s'écrit? (How do you spell it?) • Ça s'écrit... (It is spelt...) • Quel âge as-tu? (How old are you?) • J'ai onze / douze ans. (I am 11 / 12 years old) • C'est quand ton anniversaire? (When is your birthday?) • Mon anniversaire c'est le day + month (My birthday is on day + month)	• Cependant (however) • Parce que / car (because) • C'est (it is) • J'aime (I like) • J'adore (I love) • Je n'aime pas (I don't like) • Je déteste (I hate)	• Où habites-tu? (Where do you live?) • J'habite, tu habites, il/elle habite (I live, you live, he/she lives) • Dans / en (in) • Avec (with) • Je mange (I eat) • Je bois (I drink) • Je suis, tu es, il/elle est (I am, you are, he/she is) • Au printemps, en été, en automne, en hiver (in spring, in summer, in autumn, in winter) • Aujourd'hui (today)	• Assez (quite) • Un peu (a little) • Ton / ta / tes (your) • J'ai (I have) • Les yeux (the eyes) • Les cheveux (the hair) • Je suis (I am)	• Et quart (quarter past) • Moins le quart (quarter to) • Le matin, l'après-midi, le soir (in the morning, in the afternoon, in the evening) • On a / on n'a pas (we have / we don't have) • Trop (too) • Tous les jours (everyday)	temps (all the time / from time to time) • Une fois / deux fois par semaine (once / twice a week) • Je joue, tu joues, il/elle joue, nous jouons, vous jouez, ils/ells jouent (I play, you (singular) play, he/she plays, we play, you (plural) play, they play) • Je fais, tu fais, il/elle fait, nous faisons, vous faites, ils/elles font (I do, you (singular) do, he/she does, we do, you (plural) do, they do) • Sur (on) • Quand (when) • D'habitude (usually) • D'abord (first of all)
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						• Ensuite / puis (next / then)
Learning Outside the Classroom / Cultural Capital						
Opportunities All cultural opportunities link with GCSE Theme 1 M3	Cultural conventions for formal and informal greetings Maths: Numeracy in French	Cultural conventions for festivals. English: articles / adjectives / verb conjugation in the present tense, imperfect and conditional / building longer sentences with connectives Art: colours (primary / secondary) and colour mix Geography / Maths / Science: reading graphs	Cultural conventions for festivals. Cultural and authentic material – menu in French / weather forecast in French Cultural – introduction to La Francophonie SMSC : Being aware of different type of families / raising cultural awareness Geography : European countries and nationalities / weather	Cultural conventions for festivals. English : building longer sentences with connectives and extra details	Cultural differences and similarities between school systems in France and England. English: building longer sentences with connectives and extra details Maths: revising numbers SMSC: raising cultural awareness	Cultural conventions for festivals. English: Verbs and conjugation ICT: activities online
Homework						

Description	Poster on “Why is it important to learn a language? Active Learn	Active Learn	Active Learn	Active Learn	Active Learn	Active Learn
Assessment						
Type	End of unit 1-4 test (4 skills) Skills assessment in class – speaking (role-play about personal information) + writing (paragraph about what is in your bag) Formative assessment through High 5s tasks at the beginning of each lesson, MWB activities, vocab tests, written work and Q&A.	End of unit 5-8 test (4 skills) Skills assessment in class – reading + listening Formative assessment through High 5s tasks at the beginning of each lesson, MWB activities, vocab tests, written work and Q&A.	End of unit 1-4 test (4 skills) Skills assessment in class – speaking (role-play in the café) + writing (paragraph about family and where you live) Formative assessment through High 5s tasks at the beginning of each lesson, MWB activities, vocab tests, written work and Q&A.	End of unit 1-4 test (4 skills) Skills assessment in class – reading + listening Extended writing – presentation on oneself + family. Formative – see previous term.	End of unit 1-4 test (4 skills) Skills assessment in class – speaking (role play) + writing (90 words style paragraph on school) Formative – see previous term.	End of unit 1-4 test (4 skills) Skills assessment in class – reading + listening Formative – see previous term.
Why this style of assessment and why now?	In order to balance the 4 MFL skills of Writing/ Speaking/ Listening/ Reading, MFL Teachers record 2 skills per half term and use this to base progress judgements in line with Pearson STEP boundaries which then relate to GCSE gradings and can be assimilated with Pathway guidance at KRS. Summative assessments take place at the end of module of learning, across all 4 skill areas. Formative and summative assessment alongside Teacher judgement form the basis of progress reporting.					

Year 8

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and, in the future.					
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future.					
Subject Intent	Inspiring independent lifelong language learners with a curiosity for different countries and cultures.					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	My area	Holidays	Talking about everyday activities	Focus on Paris	My identity	In the future
Key Content	Describing what is in your town/village and give opinions, saying where you go, making plans to go out, telling what one can do in the town/village, saying where you would like to live, describing your house	Holiday destinations, holiday activities, change in routines, talking about future holiday plans, talking about dream holidays Cultural opportunity Christmas in France <u>Studio 1 M5</u>	Talking about television programmes, films, reading, the internet, activities in different weather, recognising what you did and what you do Cultural opportunity Chandeleur & Mardi Gras <u>Studio 2 M1</u>	Saying what one can do in Paris, saying what you like doing, saying what you did in Paris and what it was like, asking and understanding tourist information, saying where you went and how Cultural opportunity Easter <u>Studio 2 M2</u>	Talking about personality and adding more details, talking about friendships and relationships, talking about music taste, talking about fashion, talking about passions in 3-time frames <u>Studio 2 M3</u>	Discussing your future aspirations, discussing the benefits of learning languages, talking about your student job and describing what it involves, talking about your ambitions Cultural opportunity 14 th of July <u>Studio 3 M3</u>
	<u>Studio 1 M4 + Studio 2 M4 (U1 & 2)</u>					

Intent						
How does this link to your intent?	Building on prior knowledge (Y7 Term 3) through vocabulary and grammatical points in order to give students the ability to produce more content when talking about their local area, giving them tools to cope with Theme 2 at GCSE.	Building on prior knowledge (Y7 Term 3 / Term 5 and Y8 Term 1) through vocabulary and grammatical points in order to give students the ability to produce more content when talking about places and activities in the context of holidays.	Building on prior knowledge (Y7 Term 2 / 3 / 4 / 6) through vocabulary and grammatical points in order to give students the ability to produce more content when talking about their day to day life and hobbies, giving them the tool to cope with Theme 1 at GCSE.	Focus on Parisian cultural heritage giving students the opportunity to develop an understanding of French (Parisian in particular) culture and an ability to discuss cultural topics.	Building on prior knowledge (Y7 Term 2 / 3 / 4) through vocabulary and grammatical points in order to give students the ability to produce more content when talking about their day to day life and hobbies, giving them the tool to cope with Theme 1 at GCSE.	Development of vocabulary and structures to give students the tools to communicate about their future aspirations and ambitions going further than students' immediate needs for language. This unit also prepares students for GCSE Theme 4.
Sequencing						
Why this and why now?	GCSE Theme 2 (Local area, holidays and travel) Builds on knowledge of different type of environment (Current Y8 may need to have a booster lesson on this as we	GCSE Theme 2 (Local area, holidays and travel) Builds on knowledge of countries and nationalities (Current Y8 may need to have a booster lesson on this as we changed course) +	GCSE Theme 1 (Identity & Culture) - Opportunities for students to give more details about their life, likes and dislikes. - Builds on knowledge of free time activities and extend this to topics	GCSE Theme 2 (Local area, holidays and travel) More practice of the modal verb structure "on peut + infinitive" – introduction of "je peux / nous	GCSE Theme 1 (Identity & Culture) - Opportunity to add more details to personal information (build on Y7) - Builds on previous unit and extends to talk about relationships. - Recap and extend free	GCSE Theme 4 (Future aspirations, study and work) Students have learnt to talk about their life in the present and past tense. In this module they will focus on discussing future plans. Therefore

	changed course) • Introduces important modal verb <i>vouloir</i> and gives opportunity to revisit <i>je voudrais</i> + infinitive • Introduce the verb « <i>aller</i> » in the present tense which will be used later to build the near future tense. • Further practice of places in town and adds a different modal verb. Opportunity to make connection to <i>je peux</i> + <i>tu peux</i> from classroom language.	countries in different context, opportunity to use “in/to” • Revising -er verbs conjugation in the context of reflexive verbs which will later be used to talk about relationships • Revising food at the café and learning numbers up to 99 in order to give and understand prices. Number will be revisited through KS3, KS4 and KS5 for time, price, quantities and dates • Revising and extending on	relevant to teenagers nowadays such as cinema, tv and new technologies. • Building on straight forward opinions and developing an understand of more convincing opinion as required in the GCSE examination. • Revision of <i>faire</i> (to do) in the present tense with all pronouns (only I / he / she / they were seen in Y7) so that students will have covered all 4 main	pouvons + infinitive” • Revision of opinion verbs + infinitive and extension by manipulating more conceptual language to give more convincing opinions and reasons. • Building up on previous knowledge on how to ask questions (intonation + <i>est-ce-que</i> ...) – introduction of question words and how to ask questions. Revise the technique about intonation	time activities. • Recap and extend range of opinions with new and related topics • Keeps to personal information but introduces new vocabulary area of clothes and recaps near future (add the pronouns <i>tu</i> & <i>vous</i>) • Revisiting and furthering knowledge of key tenses • Bring together new information from the module with knowledge from years 7 and 8.	they will have covered three time frames as required by the GCSE examination. • Recap of the near future tense and building up on it by working with all the pronouns. • Introducing the negative form of the near future tense. • Recap of <i>on peut</i> / <i>je peux</i> / <i>nous pouvons</i> and building on using all the pronouns so students can talk about themselves as well as
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	• Further practice of places in town and adds a different modal verb (pouvoir). Opportunity to make connection to je peux + tu peux from classroom language. • Revision opportunity of <i>il y a / il n'y a pas de</i> • Opportunities to revise the geography of France • Opportunity to link to France and town where students live who are exchanging letters with KRS students.	activities in a different context • Introducing the near future tense with je, il/elle, nous, ils/elles • Revise je voudrais + infinitive and extend with different pronouns. Introduce the conditional tense of -ER verbs	irregular verbs in the present tense at this stage • Revision of articles and their importance in French – introduction of GCSE style translations • Using the pronoun “on” in our writing with conjugated verbs in the present tense and modal verbs structures “on peut + infinitive)	and introduce the verb inversion technique for most able students. • Revision of the imperfect tense with aller and regular -ER verbs. Building up on previous knowledge to introduce more MRS V verbs and forming the negative form of the perfect tense.		other people. <u>Ext: devoir and vouloir</u> • More practice on questions and question words (quel) – building up on this by asking questions in the future tense. • Revising agreement and looking at how masculine and feminine noun change spelling depending on gender. • More practice of comment irregular verbs and building up
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	(Béthune) TBC					on this looking at their negative form + introducing different negative structures.
National Curriculum Audit						
Grammar	Revising using <i>il y a .../il n'y a pas de ...</i> (negation) in new context Using the formal and informal pronouns (vous / tu) To go in the present tense Aller à + revision of the definite article (au / à la / aux) in a different context Modal verbs (vouloir (I, you, we) / pouvoir (I, you, we)) + infinitive verbs Je voudrais + infinitive (conditional) Comparative + irregular adjectives	<i>nous</i> forms (regular –er verbs + <i>aller, faire</i>) Saying “to / in” + place or country recognising reflexive verbs (singular) The near future tense (I, he/she/one, we, they) Je voudrais + infinitive Perfect tense with “aller” 	Revising the present tense of regular -ER verbs Negation (ne...pas, ne...jamais) Revising the present tense of have and be -IR and -RE verbs in the present tense (I, he/she/one, we, they) To go and to do in the present tense (adding the you pronouns) Perfect tense (passé composé) of -ER verbs (I, he/she/one, we, they)	Revising on peut + infinitive Opinion verbs + infinitives and their negative forms Asking questions using question words The perfect tense of regular -ER verbs and their negative forms The perfect tense with the auxiliary “be” and aller / arrive / partir / sortir Opinions in the past (c’était ... / j’ai trouvé ça...) 	Revising adjectival agreement Revising possessive adjectives Conjugating reflexive verbs in the present tense Revising the near future tense and adding the you pronouns Revising the perfect tense Using the three time frames in a same task (focus on I and we pronouns) 	Revising “aller” in the present tense and building on this Revising what infinitive verbs are Building on the near future tense using all pronouns Using modal verb (pouvoir) + infinitives Extending our sentences with opinions + reasons Present tense of common irregular verbs (faire, prendre, aller) + near future forms Asking questions using “qu’est-ce-

	Prepositions of place ✓		✓			que / est-ce-que / quel(le)(s)" Difference between feminine and masculine noun Ext: modal verbs (devoir + vouloir) ✓
Vocabulary	See vocab booklet Studio 1 M4 + Studio 2 M4 (U1 U2) ✓	See vocab booklet Studio 1 M5 ✓	See vocab booklet Studio 2 M1 ✓	See vocab booklet Studio 2 M2 ✓	See vocab booklet Studio 2 M3 ✓	See vocab booklet Studio 3 M3 ✓
Linguistic	Verbs conjugation in the present tense Questions Negatives Modal verbs Infinitives Conditional ✓	Pronoun Verbs Verb stem Verb endings Near future tense Conjugation Prepositions Conditional tense Perfect tense Auxiliary ✓	Present tense Regular verbs Verb stem Verb endings Pronouns Negative Irregular verbs Perfect tense Auxiliary ✓	Modal verbs Present tense Infinitive Negative Perfect tense Auxiliary ✓	Present tense Modal verbs Pronouns Near future Adjective Agreement Perfect tense ✓	Present tense Near future tense Infinitive verbs Modal verbs Pronouns Nouns (masculine / feminine) Irregular verbs Questions ✓
Key concepts / Vocabulary						

12 or less	• Il y a / il n'y a pas de (there is / there is not) • Je pense que ... (I think that... / À mon avis (in my opinion)) • C'est / ce n'est pas (it is / it isn't) • Assez (quite) • Trop (too) • Très / vraiment (very / really) • Ou (or) • Où habites-tu? (Where do you live?) • J'habite, tu habites, il/elle habite, nous habitons, vous habitez, ils/elles habitent (I live, you (singular) live, he/she lives, we live, you (plural) live, they live)	• Tous les ans / normalement (every year / normally) • Je voudrais (aller) (I would like (to go)) • Pendant les vacances (during the holidays) • Je vais (I am going) • Combien (de)? (How much/many?) • À (to/in + town / island) • En (to/in + feminine country) • Au (to/in + masculine country) • Aux (to/in + plural country) • D'abord (first of all) • Ensuite / puis (next / then)	• Comme (as/like) • Aussi (also) • Mais (but) • Cependant (however) • Par exemple (for example) • Quand (when) • Surtout (especially) • D'habitude (usually) • Quelquefois (sometimes) • Souvent (often) • Tous les jours / tous les soirs / tous les week-ends (everyday / every evening / every weekends) • Une /deux fois par semaine (once / twice a week)	• On peut / on ne peut pas (we can / we cannot) • C'est / c'était (it is / it was) • Ouvert / fermé (opened / closed) • Sauf (except) • Est-ce-qu'il y a ... (Is/Are there...) • À quelle heure? (At what time?) • Où (where) • Un peu (a little) • Beaucoup de (a lot of) • D'abord (first of all) • Ensuite / puis / après (next / then / after) • Finalement / enfin (finally)	• Je suis, tu es, il/elle/on est, nous sommes, vous êtes, ils/elles sont (I am, you (singular) are, he/she/one is, we are, you (plural) are, they are) • Je ne suis pas (I am not) • Je vais, tu vas, il/elle/on va, nous allons, vous allez, ils/elles vont (I am going, you (singular) are going, he/she/one is going, we are going, you (plural) are going, they are going)	• Dans deux / quatre ans (In two / four years) • L'après-midi (In the afternoon) • Le lendemain (the day after tomorrow) • Le matin (in the morning) • Je voudrais être (I would like to be) • Ce serait (it would be) • Jamais de la vie (never in my life) • Ça dépend (it depends) • Je ne sais pas (I don't know) • Même (even) • Voyons (let's see) • Je prends (I take)
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	• Je voudrais habiter (I would like to live) • Je veux, tu veux, il/elle veut, nous voulons, vous voulez, ils/elles veulent (I want, you (singular) want, he/she wants, we want, you (plural) want, they want) • Je peux, tu peux, il/elle peut, nous pouvons, vous pouvez, ils/elles peuvent (I can, you (singular) can, he/she can, we can, you (plural) can, they can)	• Finalement (finally)			• Je suis allé(e) (I went) • J'ai visité (I have visited) • Alors (so) • Avec (with) • Bien (well) • Comme d'hab(itude) (as usual) • /En général (in general) • Ensemble (together) • Si (if) • Tout le temps (all the time)	
Learning Outside the						

Classroom / Cultural Capital						
Opportunities All cultural opportunities link with GCSE Theme 1 M3	Letter exchange with students in France about where one lives. (TBC) English: verb conjugations / modal verbs conjugation in the present tense / conditional tense / adjectives / mode of address	Cultural conventions for festivals. English : present / near future / conditional / reflexive verbs Maths: numeracy in French	Cultural conventions for festivals. English: present tense / past tense (perfect)	Cultural conventions for festivals. English: more practice of the perfect tense / difference between the perfect and imperfect SMSC: raising cultural awareness	English: communicating using three different time frames / possessive pronouns SMSC: describing familial relationships and friendships	Cultural conventions for festivals. English: tenses and verbs Career: student jobs and future aspirations / ambitions
Homework						
Description	Poster on “Why is it important to learn a language?” Active Learn	Active Learn	Active Learn	Active Learn	Active Learn	Active Learn
Assessment						
Type	End of unit 1-4 test (4 skills) Skills assessment in class – speaking (role-play about town, plans directions) + writing (describe a photo about house/village)	End of unit 1-4 test (4 skills) Skills assessment in class – reading + listening	End of unit 1-4 test (4 skills) Skills assessment in class – speaking (conversation questions on hobbies) + writing (45 / 90 words on hobbies using different time frames)	End of unit 1-4 test (4 skills) Skills assessment in class – reading + listening	End of unit 1-4 test (4 skills) Skills assessment in class – speaking (conversation questions on relationships) + writing (45/90 words about oneself using	End of unit 1-4 test (4 skills) Skills assessment in class – reading + listening

					different time frames)	
Why this style of assessment and why now?	In order to balance the 4 MFL skills of Writing/Speaking/Listening/Reading, MFL Teachers record 2 skills per half term and use this to base progress judgements in line with Pearson STEP boundaries which then relate to GCSE gradings and can be assimilated with Pathway guidance at KRS. Summative assessments take place at the end of module of learning, across all 4 skill areas. Formative and summative assessment alongside Teacher judgement form the basis of progress reporting.					

Year 9

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future.					
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future.					
Subject Intent	Inspiring independent lifelong language learners with a curiosity for different countries and cultures.					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	Qui suis-je? / Who am I?	Le temps des loisirs / Leisure activities	Jours ordinaires, jours de fêtes / Ordinary days, celebratory days	De la ville à la campagne / From town to countryside	Le grand large / The open sea	Au collège et bon travail / At school and good work
Key Content	<i>My family, physical and personality description, places and activities in town</i>	<i>Revising leisure activities (sports you play sports you do, music instruments), activities linked to music, revising films and TV</i>	<i>Talking about food and meals, going shopping for food, discussing clothes and what to wear, shopping for clothes</i>	<i>Talking about where you live and what you can do there / talking about the weather in your region and transport / talking about places in town and asking the way +</i>	<i>Talking about what you normally do on holidays using three different time frames, to complete tourist transactions in the target language</i>	<i>Discussing school subjects and timetables, discussing jobs and work preference</i>
		Cultural	Cultural opportunity		<u>Studio 4 F – M5</u>	Cultural opportunity <i>14th of July</i>

	<u>Studio 4 H – M1</u> <u>(PdD1, PdD2)</u>	opportunity <i>Christmas in France</i> <u>Studio 4 H – M2</u> <u>(PdD1, PdD2,)</u>	<i>Chandeleur & Mardi Gras</i> <u>Studio 4 H – M3</u> <u>(PdD1, PdD2,) /</u> <u>Studio 4 F U2)</u>	<i>understanding directions</i> Cultural opportunity <i>Easter</i> <u>Studio 4 F – M4</u> <u>(PdD 1, PdD2) /</u> <u>Studio 4 H (PdD 1, PdD2)</u>	<u>(PdD 1) / Studio 4 H (PdD 1, PdD2)</u>	<u>Studio 4 F – M6</u> <u>(PdD), M7 (PdD) /</u> <u>Studio 4 H M6</u> <u>(PdD), M7 (PdD)</u>
Intent						
How does this link to your intent?	Preparation for GCSE – topic that go beyond students' immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues.	Preparation for GCSE – topic that go beyond students' immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues.	Preparation for GCSE – topic that go beyond students' immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues.	Preparation for GCSE – topic that go beyond students' immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues.	Preparation for GCSE – topic that go beyond students' immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues.	Preparation for GCSE – topic that go beyond students' immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues.
Sequencing						
Why this and why now?	GCSE Theme 1 -Identity & Culture Sequencing matches the Pearson language developmental journey which builds in prior knowledge in line with GCSE topics, skills and assessment requirements at KS4 Decision to cover all transition units in Y9 to prepare for GCSE course. This gives students the opportunity to study a broad range of topic and themes (4 out of 5) in preparation for the			GCSE Theme 2 – Local area, holiday and travel		GCSE Theme 3 & 4 – School + Future aspirations, study and work

	GCSE course. This decision has been taken due to the mobility of our students and the difficulty of the first module in the Pearson Studio 4 book.					
National Curriculum Audit						
Grammar	• Possessive adjectives • Adjectival agreement • Present tense of regular -ER verbs • Present tense of 3 key irregular verbs (avoir / être / aller) • Articles (definite + indefinite) • Prepositions • Aller + au / à la / à l' / aux 	• Jouer à VS Jouer de – all pronouns • au / à la / à l' / aux • Faire – all pronouns • du / de la / de l' / des • Negatives • Opinion verbs + inf structure • Near future • Perfect tense with avoir • Perfect tense with être (aller only) 	• The partitive articles • Irregular verbs boire and prendre in the present tense • Il faut + inf. verb • Adjectival agreement in the context of clothes • Irregular verb mettre with the pronoun je in the present perfect and near future tense • Quel(le)(s) in questions • Ce/cet/cette/ces – demonstrative adjectives and pronouns • Subject and object pronouns	• Different ways to say “in” • Modal verb “pouvoir” + infinitive • Negative form with “il y a” • Imperative form 	• Revision of different ways to say “in” in the context of countries • Revision of the structure “pouvoir” + infinitive verb • Reflexive verbs in the present tense in the context of routines • Revision of asking questions with question words. • Communicating in 3 time frames (present, past perfect and near future)	• Using the definite article with verbs of opinions in the context of school subjects • Revision of “avoir” in the context of school subjects • Nouns spelling depending on gender and number in the context of jobs • Conditional tense (je (ne) voudrais (pas) / j'aimerais / je préférerais / ce serait) 

			✓		EXT: introduction of simple future (regular verbs + main 5 irregular (aller, être, avoir, faire, pouvoir)) ✓	
Vocabulary	See vocab booklet M1 – PdD1, PdD2 ✓	See vocab booklet M2 – PdD1, PdD2 ✓	See vocab booklet M3 – PdD1, PdD2, U2 ✓	See vocab booklet M4 – PdD1, PdD2 ✓	See vocab booklet M5 – PdD1, PdD2 ✓	See vocab booklet M6 and M7 – PdDs ✓
Linguistic	Possessive adjectives Adjectives Nouns Regular verbs Irregular verbs Present tense Singular Plural Masculine Feminine Articles Pronouns Prepositions Verb stems Verb endings ✓	Near future tense Perfect tense Auxiliary / Helper verb Past participle Time phrases Verb stems Verb endings Time frames ✓	Regular verb Irregular verb Modal verb Present Past (perfect) Future (near) Articles Partitive articles Masculine Feminine Singular Plural Adjective Adjectival agreement Demonstrative adjective Subject pronoun Object pronoun	Prepositions Negatives Modal verb Infinitive verbs Imperative mode ✓	Prepositions Modal verb Infinitive verbs Reflexive verbs Reflexive pronouns Verb stems Verb endings Question words Verb – pronoun inversion Present Past perfect Near future Simple future Regular verb Irregular verb / stem	Articles (definite and indefinite) Verbs (opinion) Irregular verb (avoir) Gender Masculine Feminine Number Singular Plural Nouns Conditional tense Negatives ✓

			✓		✓	
Key concepts / Vocabulary						
12 or less	• Mon/ma/mes (my) • Ton/ta/tes (your) • Son/sa/ses (his/her) • J'ai, tu as, il/elle/on a/nous avons, vous avez, ils/elles ont (I have, you (singular) have, he/she/one has, we hve, you (plural) have, they have) • Je suis, tu es, il/elle/on est, nous sommes, vous êtes, ils/elles sont (I am, you	• Je fais, tu fais, il/elle/on fait, nous faisons, vous faites, ils/elles font (I do, you (singular) do, he/she/one does, we do, you (plural) do, they do) • Du / de la /de l' / des (some) • Je trouve ça ... (I find it) • Je joue au / à la / à l' / aux (I play at + sports) • Je joue du / de la de l' / des (I play some + music instrument) • Normalement / d'habitude	• Je bois, tu bois, il/elle/on boit, nous buvons, vous buvez, ils/elles boivent (I drink, you (singular) drink, he/she/one drinks, we drink, you (plural) drink, they drink) • Je prends, tu prends, il/elle/on prend, nous prenons, vous prenez, ils/elles prennent (I	• J'habite (I live) • On habite (We live) • Ma famille et moi habitons (My family and I live) • dans • On peut (we can) • Dans ma ville, il y a (In my town there is / are) • Il n'y a pas de (there isn't / aren't) • Où est le / la / l' / les ... ? (Where is the ...?) • Tourne(z) à droite / à	• D'habitude (Usually) • Je passe mes vacances (I spend my holidays) • Je vais / Nous allons (I go / we go) • Je loge / Nous logeons (I stay / we stay) • Je voyage / Nous voyageons (I travel / we travel) • Je pars en vacances avec ... (I go on holidays with ...)	• Mes matières obligatoires / facultatives (My compulsory / optional subjects) • J'ai ... heures de ... le lundi (I have ... hours of ... on Monday) • Je n'ai pas de cours de ... (I don't have lessons of ...) • J'apprends / J'étudie ... (I learn / I study...) • Mes cours commencent / finissent à ... (My

	(singular) are, he/she/one is, we are, you (plural) are, they are) • Je vais, tu vas, il/elle/on va, nous allons, vous allez, ils/elles vont (I go, you (singular) go, he/she,one goes, we go, you (plural) go, they go) • Je porte, tu portes, il/elle/on porte, nous portons, vous portez, ils/elles portent (I wear, you (singular) wear, he/she/one wears, we wear, you	(normally / usually) • Quelquefois / parfois (sometimes) • De plus (moreover) • De plus en plus (more and more) • En général (in general) • L'année dernière (Last year) • Je suis allé(e) / nous sommes allé(e)s (I went / we went)	takem you (singular) rake, he/she/one takes, we take, you (plural) takem they take) • Il faut + infinitive (I / you / we must) • Je voudrais (I would like) • Je le / la prends (I take it) • Je les prends (I take them) • Je mets (I put) • J'ai mis (I have put) • Je vais mettre (I am going to put) • Quel / quelle / quels /	gauche (Turn right / left) • Va / Allez tout droit (Go straight on) • Traverse(z) le pont / la place (Cross the bridge / the square) • Prend / Prenez la première / la seconde rue (Take the first / the second street)	• Ce n'est pas mal (It is not bad) • Je me repose (I relax) • On ne s'ennuie jamais (We never get bored) • On s'amuse beaucoup (we have a lot of fun) • Tous les ans (every year) • L'année dernière / prochaine (Last / Next year)	lessons start / finish at ...) • Je suis faible / fort (e) / doué(e) en ... (I am weak / good / talented at ...) • Je travaille dans ... / avec ... (I work in ... / with ...)# • Je veux / voudrais devenir ... (I want / would like to become...) • J'aimerais travailler comme ... (I would like to work as ...) • Ma passion c'est ... (My passion is ...) • Je suis passionné(e) par ... (I am passionate about ...)
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	(plural) wear, they wear) • Je m'appelle, il/elle s'appelle, ils/elles s'appellent (I am called, he/she is called, they are called) • Au / à la / à l' / aux (to the) • À ... heures (et demie / et quart / moins le quart) (At ... o'clock (half past / quarter past / quarter to) • Dans / derrière / devant / entre / en face de / à côté de / près de (in / behind / in front of / between / opposite /		quelles (which) • Ce / cet / cette (this) • Ces (these)			• Ce serait ... (It would be ...)
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	next to / near) • Aujourd'hui / demain / après-demain / ce matin / cet après-midi / ce soir (today / tomorrow / the day after tomorrow / this morning / tonight)					
Learning Outside the Classroom / Cultural Capital						
Opportunities All cultural opportunities link with GCSE Theme 1 M3	SMSC: being aware of different type of families	Cultural conventions for festivals. PE: learning about sports Music: learning about different music genre Religious studies / SMSC: Religious festival	Cultural conventions for festivals. SMSC: raising cultural awareness Food tech: Crêpes and chandeleur	Cultural conventions for festivals. Geography: different landscapes and geography of France / compass points	Cultural conventions for festivals. Geography: countries / flags	Cultural conventions for festivals. Maths: Numeracy in French in the context of giving the time Career: future aspirations / ambitions

Homework						
Description	Memrise	Memrise	Memrise	Memrise	Memrise	Memrise
Assessment						
Type	End of unit 1-4 test (4 skills) Skills assessments in class – speaking and writing	End of unit 1-4 test (4 skills) Skills assessments in class – listening and reading	End of unit 1-4 test (4 skills) Skills assessment in class – speaking and writing	End of unit 1-4 test (4 skills) Skills assessments in class – listening and reading	End of unit 1-4 test (4 skills) Skills assessment in class – speaking and writing	End of unit 1-4 test (4 skills) Skills assessments in class – listening and reading
Why this style of assessment and why now?	In order to balance the 4 MFL skills of Writing / Speaking / Listening / Reading, MFL Teachers record 2 skills per half term and use this to base progress judgements in line with Pearson STEP boundaries which then relate to GCSE gradings and can be assimilated with Pathway guidance at KRS. Summative assessments take place at the end of module of learning, across all 4 skill areas. Formative and summative assessment alongside Teacher judgement form the basis of progress reporting.					

Year 10

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future.					
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future.					
Subject Intent	Inspiring independent lifelong language learners with a curiosity for different countries and cultures.					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	Qui suis-je? / Who am I?	Qui suis-je / Who am I?	Le temps des loisirs / Leisure activities	Jours ordinaires, jours de fêtes / Ordinary days, celebratory days	De la ville à la campagne / From town to countryside	Le grand large / The open sea
Key Content	<i>Talking about friendship and what makes a good friend, talking about</i>	<i>Describing a night out with friends, talking about your life when you were</i>	<i>Talking about sports in more details, talking</i>		<i>Describing a region in details,</i>	<i>Talking about an ideal holiday, talking about holiday disasters</i>

	<i>my relationships with my family, making arrangement to go out in town</i> <u>Studio 4 H – M1 (U1, U2, U3)</u>	<i>younger, discussing role models</i> <u>Studio 4 H – M1 (U4, U5, U6)</u>	<i>about using new technologies, discussing reading habits and books, talking about television programmes, talking about actors and films</i> <u>Studio 4 H – M2 (U1, U2, U3, U4, U5)</u>	<i>Describing your daily routine, describing festivals and traditions, talking about food for special occasions and shopping for special occasions, describing family celebrations</i> <u>Studio 4 H – M3 (U1, U2, U4, U5)</u> + <u>Studio 4 F – M3 (U4)</u>	<i>talking about your town, village, or district, discussing what to see and do, discussing plans according to the weather, describing community projects</i> <u>Studio 4 H – M4 (U1, U2, U3, U4, U5)</u>	<u>Studio 4 H – M5 (U1, U6)</u>
Intent						
How does this link to your intent?	Edexcel specification GCSE Theme 1 - Identity & Culture	Edexcel specification GCSE Theme 1 - Identity & Culture	Edexcel specification GCSE Theme 1 - Identity & Culture	Edexcel specification GCSE Theme 1 - Identity & Culture	Edexcel specification GCSE Theme 2 - Local area, holidays and travel	Edexcel specification GCSE Theme 2 - Local area, holidays and travel
Sequencing						
Why this and why now?	Sequencing matches the Pearson language developmental journey which builds in prior knowledge in line with GCSE topics, skills and assessment requirements at KS4					
National Curriculum Audit						

Grammar	• Present tense with all groups of verbs (-ER/ -IR/ -RE) • Adjectives VS abstract nouns • Irregular verbs in the present tense (he / she pronouns) • Relative pronouns qui / que • Revision of possessive adjectives • Reflexive verbs in the present tense • Emphatic pronouns • Near future tense • Question structures 	• Perfect tense with avoir • Perfect tense with être and all MRS V verbs • Imperfect tense • Perfect VS Imperfect • Introduction to the simple future in preparation to the conditional tense • Conditional tense (je voudrais / j'aimerais + infinitive verbs) • Using a variety of tenses at the same time – 3 time frames as required by GCSE examinations 	• Depuis + present tense • Irregular verbs in the present tense with je / il / elle / nous / ils / elles (lire, écrire, prendre, mettre) • Position of adjectives – BAGS adjectives • Revision of the relative pronoun que • The comparative structure • More practice of negative structures (ne ... pas, ne ... jamais, ne ... plus) • More practice of the imperfect tense – extension with different pronouns • More practice of the comparatives in	• Modal verbs devoir and pouvoir in the present tense with all pronouns • Asking questions using question words • Using chez • Verbs in the present tense using the pronoun “on” • Revising how to ask questions using est-ce-que and qu'est-ce-que • Using tu and vous in questions • Using the pronoun en (on en mange tous les ans...) to replace the partitive article	• Using the pronoun “y” (there) • Using different types of negatives • Asking questions using quel / quelle / quels / quelles • Difference between qui/que and quel(le)(s) • Revising the simple future tense • More practice on using 3 different time frames together on the topic of town / region 	• More practice on using 3 different time frames together on the topic of holidays • Revising and using the conditional • Using the pluperfect tense • Building the past participle of modal verbs 
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			a different context - Using the direct object pronouns - Agreement (pronouns and adjectives) - Using the superlative structure 	- Using venir de + inf. structure - Revising il y a - Using 3 times frames / tenses in the context of celebrations - Using time phrases and dates 		
Vocabulary	See vocab booklet M1 – U1, U2, U3 	See vocab booklet M1 – U4, U5, U6 	See vocab booklet M2 – U1, U2, U3, U4, U5 	See vocab booklet M3 – U1, U2, U4, U5 	See vocab booklet M4 – U1, U2, U3, U4, U5 	See vocab booklet M5 – U1, U2, U3, U4, U5, U6 
Linguistic	Possessive adjectives Adjectives Nouns Regular verbs Irregular verbs Present tense Singular Plural Masculine Feminine Articles Pronouns Prepositions Verb stems	Near future tense Perfect tense Auxiliary Past participle Time phrases Verb stems Verb endings Time frames 	Regular verbs Infinitive verbs Irregular verbs Tenses Adjectives Pronouns Prepositions Negatives Modal verbs Question words Comparative Negatives Imperfect Pronouns	Partitive articles Verbs Regular / Irregular Infinitive Modals Adjective placement Adjective agreement Present Perfect / past Near future / future	Pronouns Negative words / structures Question words Relative pronouns Tenses Simple future tense Verb stems Verb endings 	Pronouns Tenses Verb stems Verb endings Conditional Reflexive verbs Reflexive pronouns Past perfect Auxiliary / helper verb Informal mode of address Formal mode of address Present participle

	Verb endings 		Direct object pronouns Superlative Agreement 	Demonstrative adjectives Demonstrative pronouns Subject pronouns Object pronouns Question and question words Tenses Time frames 		Infinitive Demonstrative adjectives Demonstrative pronouns Pluperfect Imperfect Past participle 
Key concepts / Vocabulary						
12 or less	• Un bon ami (n') est (pas) ... (A good friend is(n't) ...) • Mon / Ma meilleur(e) ami(e) est quelqu'un qui ... (My bestfriend is someone who ...) • croit en moi (believes in me)	• Hier soir / demain (last night / tomorrow) • J'ai fait (I have done) • J'ai eu (I have had) • J'ai été (I have been) • Je suis allé(e) (I went) • Quand j'étais plus jeune / petit(e) ... (When I was younger / little ...)	• Je fais / pratique du / de la / de l' / des ... depuis que j'ai cinq ans. (I have been doing / practicing ... since I was five years old) • Je trouve ça ... (I find that...) • Ce que j'aime / j'adore / je	• Tous les jours (every day) • Sauf (except) • Je dois + infinitive (I must) • Je peux + infinitive (I can) • Ma fête préférée est ... (My favourite celebration is ...)	• J'y habite depuis trois ans (I have been living there for three years) • On peut y faire / visiter / voir ... (There you can do / vist / see ...) • J'ai envie de + infinitive (I feel like ...) • Ça m'intéresse de +	• J'irais (I would go) • Je ferais (I would do) • Je logerais (I would stay) • Je voyagerais (I would travel) • Je me reposerais (I would rest) • Je m'amuserais (I would have fun)

	• me fait rire (makes me laugh) • prend soin de moi (takes care of me) • On a les mêmes centres d'intérêts (We have the same interests) • Je m'entends bien / me dispute avec ... (I get on well / argue with ...) • Je me confie à ... (I confide in ...) • Avec ... on se chamaille ... (With ... we bicker) • Tu veux aller au / à la / à l' / aux ... avec	• Je faisais (I used to do) • J'avais (I used to have) • J'étais (I used to be) • J'allais (I used to go) Moi, j'admire ... (Me, I admire ...) • J'aimerais être comme lui / elle (I would like to be like him / her) • Apparemment (Apparently)	préfère / je n'aime pas / je déteste c'est ... (What I like / I love / I prefer / I don't like / I hate is ...) • C'est un sport qui est bon pour ... et qui demande de ... (It's a sport that's good for ... and which asks for ...) • Ça m'aide à ... (It helps me to ...) • Quand j'avais six ans / j'étais plus jeune ... (When I was six years old / I was younger...)	• D'habitude ... (Usually) • D'abord ... (first ...) • Après ... (after...) • Je suis né(e) en ... (I was born in...) • Je viens de + infinitive (I have just + infinitive) • Il y a une semaine / un mois (A week/a month ago) • Je mange / je prends / je bois / on dîne (I eat / I take / I drink / we dine)	infinitive (I am interested in ...) • Je tiens à + infinitive (I am keen on ...) • Ça ne me dit rien. (I don't feel like it) • Ce qui me (dé)plaît c'est ... (What (dis)pleases me is ...) • Ne ... aucun (not any) • Ne ... plus (no more) • Ne ... que (only) • Ne ... rien (nothing) • Ne ... ni... ni ... (neither ... nor)	• Ce serait (it would be) • Il (n') y aurait (pas) (There would (not) be) • Avant de partir, j'avais ... (before leaving, I had ...) • J'étais allé(e) à l'agence de voyage (I had gone to the travel agent's) • Mais / pourtant (but / however) • Alors / donc (therefore)
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	Memrise Seneca	Memrise Seneca	Memrise Seneca	Memrise Seneca	Memrise Seneca	Memrise Seneca
Assessment						
Type	Formative: Exam-style inspired exercises completed in class based on the 4 skills.	Formative: Exam-style inspired exercises completed in class based on the 4 skills. Summative: Pearson assessment pack Module 1	Formative: Exam-style inspired exercises completed in class based on the 4 skills. Summative: Pearson assessment pack Module 2	Formative: Exam-style inspired exercises completed in class based on the 4 skills. Summative: Pearson assessment pack Module 3	Formative: Exam-style inspired exercises completed in class based on the 4 skills. Summative: Pearson assessment pack Module 4	Formative: Exam-style inspired exercises completed in class based on the 4 skills. Summative: Y10 Mock Exams
Why this style of assessment and why now?	- Recall to check on student's learning and understanding at the beginning of each lessons and throughout the lessons. - Exam skills practice in preparation of GCSE examinations – each exam type task is marked with the exam board success criteria. - Summative at the end of each module– when time allows – (5/6-module summative examinations in total) and mock exams.					

Year 11

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future.					
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future.					
Subject Intent	Inspiring independent lifelong language learners with a curiosity for different countries and cultures.					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	Le grand large / The open sea	Un oeil sur le monde / An eye on the world	Au collège / At school	Bon travail ! / Good work !	Consolidation and revisions	Consolidation and revisions
Key Content	<i>Ordering in a restaurant, booking</i>	<i>Talking about what</i>	<i>Talking about your school, comparing</i>	<i>Discussing career choices, talking</i>	<i>Practice exam papers, closing</i>	<i>Practice exam papers, closing</i>

	<i>and reviewing hotels, talking about travelling, buying souvenirs</i> <u>Studio 4 H – M5 (U2, U3, U4,U5)</u>	<i>makes you tick, discussing problems facing the world, talking about protecting the environment, discussing ethical shopping, talking about volunteering, discussing big events</i> <u>Studio 4 H – M8 (PdD1, U1, U2, U3, U4, U5)</u> Preparation of 1-minute presentation	<i>schools in the UK and in French speaking countries, discussing school rules, talking about getting the best out of school, talking about a school exchange</i> <u>Studio 4 H – M6 (U1, U2, U3, U4, U5)</u>	<i>about plans, hopes and wishes, discussing the importance of languages, applying for jobs, understanding case studies in the context of work</i> <u>Studio 4 H – M7 (U1, U2, U3, U4, U5)</u>	<i>gaps</i> <u>ALL MODULES</u>	<i>gaps</i> <u>ALL MODULES</u>
Intent						
How does this link to your intent?	Edexcel specification GCSE Theme 2 - Local area, holidays and travel	Edexcel specification GCSE Theme 5 – International and global dimension	Edexcel specification GCSE Theme 3 - School	Edexcel specification GCSE Theme 4 – Future aspirations, study and work	Preparing students for final examinations	Preparing students for final examinations
Sequencing						
Why this and why now?	Sequencing matches the Pearson language developmental journey which builds in prior knowledge in line with GCSE topics, skills and assessment requirements at KS4					
National Curriculum Audit						
Grammar	Revising the reflexive verbs and using them	Revising the conditional tense	Revising the comparative structure	Revising the comparative and superlative with a focus on	ALL GRAMMAR	ALL GRAMMAR 

	in the perfect tense • Using en + present participle • Using the formal form <i>vous</i> • Using avant de + infinitive • Using si + imperfect tense + conditional • Using demonstrative adjectives and pronouns • Using I could have done structure ✓	• Modal verb (pouvoir / devoir) in the conditional • Modal verbs in all tenses • Using il faut in all tenses • More practice on using a variety of tenses to communicate • Using the passive voice • Revising direct object pronouns • Using indirect object pronouns ✓	• Revising the present tense with a focus on “il/elle/on” and “ils/elles” pronouns • Il faut + inf. and il est interdit de + inf. • Imperative form • Revision of the future tense • Revision of the pronoun “on” with different tenses ✓	“better/worse”, the best/the worst” • The perfect infinitive (after having done / having been...) • Introduction to the subjunctive • Forming adverbs • Revision of en + present participle • Revision of direct object pronouns and how to use them with the perfect tense • Using dont • Verbs followed by the prepositions à or de • Revision of the simple future and how to use it in complex structures (si / quand / lorsque) ✓	✓	
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Vocabulary	See vocab booklet M5 –U2, U2, U3, U4,U5 	See vocab booklet M8 – PdD, U1, U2, U3, U4, U5 	See vocab booklet M6 – U1, U2, U3, U4, U5 	See vocab booklet M7 – U1, U2, U4, U5 	See vocab booklet and Memrise list 	See vocab booklet and Memrise list 
Linguistic	Verbs Reflexive verbs Reflexive pronouns Verb stems Verb endings Preposition Present participle Formal mode of address Informal mode of address Infinitive verbs Tenses Imperfect tense Conditional tense Demonstrative adjectives Demonstrative pronouns Modal verbs Perfect tense 	Verbs Tenses Pronouns Verb stems Verb endings Conditional tense Modal verbs Present Past perfect Imperfect Near future Simple future Passive voice Past participle Direct object pronouns Indirect object pronouns 	Comparative Adjectives Present tense Pronouns Singular Plural Infinitive verbs Imperative mode Future tenses 	Comparative Superlative Perfect infinitive Infinitive verbs Past participle Subjunctive mode Pronouns Verbs Regular verbs Irregular verbs Adverbs Present participle Prepositions Relative pronouns Direct object pronouns Indirect object pronouns Perfect tense Auxiliary / helper verb Agreement Simple future 		
Key concepts / Vocabulary						

12 or less	- Nous avons passé ... jours dans cet hôtel (We spent ... days in this hotel) - Ça s'est très bien passé (It went really well) - C'était ... (it was...) - Il (n') y avait (pas de) ... (there was(n't)...)) - Je préférerais une table en terrasse / à l'intérieur (I would prefer a table on the terrace / inside) - Je vais prendre le plat du jour (I am going to	- Ce qui est important pour moi dans la vie c'est .. (What is important for me in life, it is ...) - Ce qui m'inquiète / me préoccupe le plus c'est ... (What worries me the most it is ...) - Il (ne) faut (pas) + infinitive (we must (not)) - Le plus grand problème pour la planète c'est ... (the biggest problem for the planet it's...) - Actuellement, je ne fais pas grand chose pour protéger la planète (Right now, I	- Mon college s'appelle ... (My school is called ...) - Les cours commencent / finissent à ... heures. (Lessons start / finish at ... o'clock) - J'étudie... / On étudie... (I study / we study...) - C'est ma matière préférée (It is my favourite subject) - Je suis doué(e) en ... (I am talented in ...) - On porte un uniforme (We wear a uniform) - Le redoublement	- Je voudrais / J'aimerais travailler dans le domaine de ... (I would like to work in the domain of...) - Mon ambition / Mon but est de trouver un poste dans ... (My ambition / my goal is to find a job in ...) - Le plus important pour moi est de + infinitive (the most important for me is to ...) - Le mieux / le pire c'est .. (the best / the worst it's ...) - Avant de continuer mes études je + future (before continuing		
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	take the dish of the day) • On peut avoir l'addition s'il-vous-plait? (Can we have the bill please?) • L'accueil était vraiment chaleureux (The welcome was very warm) • Je n'y retournerai jamais (I will never go back there) • Si j'avais le choix, pour aller en ... je voyagerais en ... car c'est/ce n'est pas ... (If I had the choice, to go to ... I would travel by ...)	don't do much to protect the planet) • Je fais déjà pas mal de choses (I am already doing a lot) • On devrait + infinitive (we should) • On pourrait + infinitive (we could) • J'estime que il y a du pour et du contre (I reckon that there are pros and cons) • Un avantage / un inconvénient c'est que... (an advantage / a disadvantage is that...) • D'un autre côté (on the other hand)	(repeating the year) • Il (ne) faut (pas) + infinitive (you must (not)) • Il est interdit / obligatoire de + infinitive (It is forbidden / compulsory to) • Je fais partie du club de ... (I am member of the ... club) • On se fait de nouveaux amis (we make new friends) • On améliore ses compétences en langues (we improve our language skills)	with my study I will) • Après avoir terminé mes examens + future (after finish my exams I am going to) • Mon rêve serait de + infinitive (My dream would be to) • J'espère + infinitive (I am hoping / I hope to) • Je me débrouille en français (I get by in French) • Savoir parler une autre langue est indispensable de nos jours (Knowing how to speak another language is indispensable nowadays)		
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	because it is / it isn't ...) • Je pense acheter (I am thinking of buying) • Je cherche (I am looking for)	• Par ailleurs (what's more)		• Si je réussis / j'échoue mes examens, j'espère pouvoir + infinitive (If I pass / I fail my exams, I hope to be able to) • Je suis quelqu'un de + adjective (I am someone who is ...)		
Learning Outside the Classroom / Cultural Capital						
Opportunities		Geography: environment / physical geography SMSC: environmental problems	Cultural learning opportunity	SMSC Careers		
Homework						
Description	Active learn tasks Memrise	Active learn tasks Memrise	Active learn tasks Memrise	Active learn tasks Memrise	Active learn tasks Memrise	Active learn tasks Memrise
Assessment						
Type	Formative: Exam-style inspired	Formative: Exam-style inspired	Formative: Exam-style inspired	Formative: Exam-style inspired	Formative: Exam-style	Formative: Exam-style

	exercises completed in class based on the 4 skills.	exercises completed in class based on the 4 skills. Summative: Y11 Mock exam	exercises completed in class based on the 4 skills. Summative: Pearson assessment pack Module 6	exercises completed in class based on the 4 skills. Summative: Pearson assessment pack Module 7	inspired exercises completed in class based on the 4 skills. Summative: Pearson end of course test	inspired exercises completed in class based on the 4 skills. Summative: GCSE final examinations
Why this style of assessment and why now?	- Recall to check on student's learning and understanding at the beginning of each lessons and throughout the lessons. - Exam skills practice in preparation of GCSE examinations – each exam type task is marked with the exam board success criteria. - Summative at the end of each module– when time allows – (5/6-module summative examinations in total) and mock exams.					

Year 12 – Topics (9 hours a fortnight: 5h of topics study, 2h of literary work study, 1h of grammar, 1h of speaking practice)
AQA recommends 10 hours a fortnight.

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future.					
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future.					
Subject Intent	Inspiring independent lifelong language learners with a curiosity for different countries and cultures.					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	La famille en voie de changement	La cybersociété	Le rôle du bénévolat	Le patrimoine	La musique francophone contemporaine	Le cinéma: Le septième art
Key Content	<u>U1: La vie de couple: nouvelles tendances</u> - 1.a Revision & transition	<u>Unit 1: Comment la technologie facilite la vie quotidienne</u> - 1.a Les technologies à la	<u>Unit 1: Qui sont et que font les bénévoles?</u> - 1.a C'est quoi	<u>Unit 1: Une culture fière de son héritage</u> - 1.a C'est quoi le	<u>Unit 1: La diversité de la musique</u>	<u>Unit 1: Pourquoi le 7ème art?</u> - 1.a Le 7ème art : une

- 1.b L'évolution de la vie de couple - 1.c Les différences entre le PACS, le mariage et l'union libre - 1.d Le mariage pour tous <u>Unit 2: Monoparentalité, homoparentalité & familles recomposées</u> - 2.a Les familles monoparentales - 2.b Les familles homoparentales - 2.c Les familles recomposées <u>Unit 3: Grands-parents, parents et enfants: soucis et problèmes</u> - 3.a Les enfants: Que de soucis! - 3.b Les frictions parents-enfants - 3.c Les relations avec les grands-parents	maison - 1.b Les impacts positifs de la technologie - 1.c Sommes-nous accros? <u>Unit 2: Quels dangers la cybersociété pose-t-elle?</u> - 2.a Les aspects négatifs de la cybersociété - 2.b La cyberintimidation - 2.c La cybercriminalité <u>Unit 3: Qui sont les cybernautes?</u> - 3.a Les internautes selon les générations - 3.b Le monde des internautes - 3.c L'avenir de la cybersociété Theme 1 Les aspects de la	le bénévolat? - 1.b Les bénévoles et l'engagement - 1.c La popularité du bénévolat <u>Unit 2: Le bénévolat: quelles valeurs pour ceux qui sont aidés?</u> - 2.a Quelle aide peut-on recevoir? - 2.b L'importance de cette aide - 2.c Comment le bénévolat transforme des vies <u>Unit 3: Le bénévolat: quelles valeurs pour ceux qui aident?</u> - 3.a Les expériences et les compétences - 3.b Le service	patrimoine? - 1.b L'UNESCO et les journées du patrimoine - 1.c La protection du patrimoine <u>Unit 2: Le patrimoine et le tourisme</u> - 2.a Les effets de l'un sur l'autre - 2.b Le tourisme durable - 2.c Le tourisme virtuel <u>Unit 3: Comment le patrimoine reflète la culture</u> - 3.a Le patrimoine culturel immatériel	<u>francophone contemporaine</u> - 1.a Les goûts musicaux - 1.b La diversité dans le genre - 1.c La popularité de la musique francophone <u>Unit 2: Qui écoute et apprécie cette musique?</u> - 2.a La musique en statistique - 2.b La musique et les jeunes - 2.c L'influence de la musique <u>Unit 3: Comment sauvegarder cette musique?</u> - 3.a La musique en déclin	introduction - 1.b C'est quoi un bon acteur? - 1.c Les qualités d'un bon film <u>Unit 2: Evolution du cinéma: les grandes lignes</u> - 2.a Les frères Lumière - 2.b Le réalisme (poétique) - 2.c La nouvelle vague - 2.d Le renouveau et la technologie <u>Unit 3: Le cinéma, une passion nationale</u> - 3.a Les complexes de cinéma - 3.b La popularité du cinéma français - 3.c Les festivals - 3.d Les séries
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	Theme 1 Les aspects de la société francophone: les tendances	société francophone: les tendances	<i>civique</i> - 3.d Les avantages et les inconvénients Theme 1 Les aspects de la société francophone: les tendances	- 3.b La gastronomie - 3.c Protéger et valoriser le patrimoine culturel immatériel Theme 2 La culture artistique dans les pays francophones	- 3.b Les événements pour la musique - 3.c Le rôle de la radio et la télé Theme 2 La culture artistique dans les pays francophones	<i>télé contre le cinéma</i> Theme 2 La culture artistique dans les pays francophones
Intent						
How does this link to your intent?	AQA / Exam board prescribed.	AQA / Exam board prescribed.	AQA / Exam board prescribed.	AQA / Exam board prescribed.	AQA / Exam board prescribed.	AQA / Exam board prescribed.
Sequencing						
Why this and why now?	Sequencing matches the AQA language developmental journey which builds in prior knowledge acquired at KS3 and KS4, as well as skills and assessment requirements at KS5					
National Curriculum Audit						
Grammar	• Possessive adjectives • Present tense (regular verbs) • Adjectives (position + agreement) • Present tense (main irregular)	• Revision of possessive adjectives • Possessive pronouns • Emphatic pronouns • Adverbs ending in -ment	• The pronouns y and en • Revision of direct and indirect object pronouns • Demonstrative adjectives	• Impersonal verbs • Revision of the conditional • Revision of the passive voice in the	• Revision of all tenses seen so far • Asking questions • Revision of direct object pronouns	• Expressions followed by an infinitive verb • Revision of adjectives placement and agreement

	verbs, to have, to be, to go, to do, to say) • Present tense (modal verbs) • Near future • Articles • Imperfect • Past perfect • Simple future • Conditional • Negation • The pronoun “on” 	• Comparative and superlative • Revision of the perfect tense • Direct and Indirect object pronouns • Gerund • Imperative • Revision of the simple future 	• Revision of the imperfect • Perfect VS Imperfect • Revision of the conditional • Si + imperfect + conditional • Après + infinitive perfect • The passive voice in the present • Revision simple future 	present tense • Passive voice in the perfect tense • Subjunctive • Subjunctive with impersonal verbs • Verbs to nouns • Nouns to verbs 	• Interrogative pronouns • Revision of indirect object pronouns 	
Vocabulary	See memrise and vocab booklet 	See memrise and vocab booklet 	See memrise and vocab booklet 	See memrise and vocab booklet 	See memrise and vocab booklet 	See memrise and vocab booklet 
Linguistic	Adjective Verb Verb stem Verb endings Regular verbs Irregular verbs Modal verbs Infinitive verbs Present tense Perfect tense	Adjective Pronoun Adverbs Comparison Masculine Feminine Singular Plural Adjectival agreement Perfect tense	Pronoun Adjective Imperfect tense Perfect tense Auxiliary Conditional tense Infinitive Past participle Passive mood Future simple	Verbs Verb stem Verb endings Pronoun Conditional tense Passive mood Present tense Perfect tense Auxiliary	Question words Questions Verbs / pronouns inversion Pronoun 	Infinitive Adjectives 

	Auxiliary Imperfect tense Near future tense Simple future tense Conditional tense Indefinite articles Definite articles Masculine Feminine Singular Plural Negative Pronoun 	Auxiliary Gerund Imperative mood Future simple Verb stem Verb endings 	Verb stem Verb endings 	Subjunctive mood Verbs Nouns 		
Key concepts / Vocabulary						
12 or less	The vocabulary and concept list is too long for the A-level topic. Memrise and self-assessed vocabulary exam are to be complete by the students on a daily basis to develop the breadth and depth of their vocabulary.					
Learning Outside the Classroom / Cultural Capital						
Opportunities	Cultural learning as the topic are focused on France or other French speaking countries' news / laws / culture.					
Homework						
Description	Memrise Varied tasks based on the topic studied and exam skills (reading tasks, listening tasks, speaking card preparation, writing summaries, translation from and to target language – see homework folder on Google Drive)					
Assessment						
Type	Formative: Exam-style inspired exercises completed in class based on the	Formative: Exam-style inspired exercises completed in class based on the 4 skills +	Formative: Exam-style inspired exercises completed in	Formative: Exam-style inspired exercises	Formative: Exam-style inspired exercises	Formative: Exam-style inspired exercises completed in class

	4 skills + embedded recall activities Summative: Kerboodle / AQA Oxford end of unit test	embedded recall activities Summative: Kerboodle / AQA Oxford end of unit test	class based on the 4 skills + embedded recall activities Summative: Kerboodle / AQA Oxford end of unit test	completed in class based on the 4 skills + embedded recall activities Summative: Kerboodle / AQA Oxford end of unit test	completed in class based on the 4 skills + embedded recall activities Summative: Kerboodle / AQA Oxford end of unit test	based in the 4 skills + embedded recall activities Summative: Kerboodle / AQA Oxford end of unit test
Why this style of assessment and why now?	- Recall to check on student's learning and understanding at the beginning of each lessons and throughout the lessons. - Exam skills practice in preparation of AS level – each exam type task is marked with the exam board success criteria. - Summative at the end of each unit– when time allows – (5/6-unit summative examinations in total) and AS examination at the end of Y12.					

Year 12 – Literary work: No et moi (9 hours a fortnight: 5h of topics study, 2h of literary work study, 1h of grammar, 1h of speaking practice) AQA recommends 10 hours a fortnight.

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future.					
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future.					
Subject Intent	Inspiring independent lifelong language learners with a curiosity for different countries and cultures.					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	Introduction	The characters	The characters	The themes	The novel	Revision
Key Content	<u>Unit 1: The story</u> - <i>The back cover</i> - <i>The summary</i> - <i>The two main</i>	<u>Unit 1: Lou Bertignac</u> - <i>Her appearance</i>	<u>Unit 3: No Pivot</u> - <i>Her story before meeting Lou</i> - <i>Her encounter with</i>	<u>Unit 1: Homelessness</u> - <i>Essential vocabulary</i>	<u>Unit 1: The structure</u> - <i>The linear structure</i>	- <i>Essay plans</i> - <i>Essay writing</i>

	characters <u>Unit 2: The author</u> - The biography of DdV - The bibliography of DdV - An interview - Her influences <u>Unit 3: The success</u> - The rewards - A critic of No et moi - The cinematic adaptation - The movie trailer and public opinions	and personality - Her interests - Her life at school - Her past - Her relationships with her parents <u>Unit 2: Bernard & Anouk Bertignac</u> - Bernard before the death of Thais and after - Anouk before the death of Thais and after - The impact of No's arrival on Anouk	Lou - The interviews - No at the Bertignac's house - The duo No and Lou - The factors that lead to loss and abandonment <u>Unit 4: Lucas Muller</u> - His appearance & personality - His family situation - His relationship with Lou - His reaction to No <u>Extension – Unit 5: Secondary characters</u> - Mr Marin - Mme Rivery - Axelle & Léa - The homeless people	- Social context - The presentation of the theme in the novel - Homeless people in Paris - Homeless women in Paris - The causes and vicious circle <u>Unit 2: Solitude</u> - Lou's solitude - No's solitude - The solitude of the other characters <u>Unit 3: Adolescence</u> - The world of teenagers - Revolt - Friendships - Family - Romance - Learning process	- The flashbacks - The narrative style <u>Unit 2: The style</u> - The punctuation - The syntax - The literary devices <u>Unit 3: The register</u> - Familiar VS formal language - The references to French language and literature - The scientific vocabulary - Humour and self-mockery	practice - Controlled condition essays
Intent						
How does this link to your intent?	AQA / Exam board prescribed.	AQA / Exam board prescribed.	AQA / Exam board prescribed.	AQA / Exam board prescribed.	AQA / Exam board prescribed.	AQA / Exam board prescribed.
Sequencing						
Why this and why now?	Sequencing follows a SOW from Laprofdefrançais as recommended by many colleagues. I chose this SOW as it covers all the requirements set by the exam board and it is gradually more complex, the focus starting on the book in general and ending on more specific details.					

National Curriculum Audit						
Grammar	✓	✓	✓	✓	✓	✓
Vocabulary	✓	✓	✓	✓	✓	✓
Linguistic	✓	✓	✓	✓	✓	✓
Key concepts / Vocabulary						
12 or less	• L'histoire / l'intrigue (the story) • Le roman (the novel) • Le quatrième de couverture (the back cover) • Le résumé (the summary) • Les personnages principaux (the main characters) • L'auteur(e) (the author) • Un entretien (an interview) • A semi-autobiography	• Le personnage principal (the main character) • Le narrateur / la narratrice (the narrator) • La narration à la première personne (1st person narration) • Les personnage	• Un(e) protagoniste (a protagonist) • Le binôme (the duo) • La perte (the loss) • L'abandon (the abandonment) • Les sans-abris / SDF (homeless people) • La précarité (poverty) • Le chômage (unemployment) • Tragique (tragic)	• Le contexte social (the social context) • Le cercle vicieux (the vicious circle) • La solitude (solitude) • L'adolescence (teenage years) • L'amitié (friendship) • L'amour (love) • Un roman d'apprentissage (a coming-of-age novel)	• La structure linéaire (linear structure) • Les analepses / retours en arrière (the flashbacks) • La narration à la première personne (1st person narration) • La ponctuation (the punctuation)	

	(une semi-autobiographie) • Une récompense (a reward) • Une critique (a critic) • Une adaptation cinématographique (a cinema adaptation) • Inspirée de faits réels / de sa vie (based on true facts / her life)	secondaires (secondary characters) • Surdoué (over-talented) • Être en marge (to be different / to be an outsider) • Dépressif (depressed) • Soutenir (to support) • La mort subite du nourisson (cot's death)			• La syntaxe (the syntax) • Les figures de styles / les procédés littéraires (the literary device) • Une comparaison (a simile) • Une métaphore (a metaphor) • Une hyperbole (an hyperbole) • Une oxymore (an oxymoron) • Le registre familier / le registre soutenu (familiar language / formal language) • l'auto-dérision (self-mockery)	
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[illegible]

Why this style of assessment and why now?	• Recall at the beginning of each lesson to check on student's learning and understanding. • Exam skills in preparation of AS level marked according the exam board success criteria. • Essay question practice in preparation for the writing paper. • Essay questions under exam condition.
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