

Term → Year ↓	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
7	<p>VOCABULARY Tout sur moi</p> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>Masculine, feminine and plural nouns</li> <li>Definite and indefinite articles</li> <li><i>En/au</i> + countries</li> <li>Adjective agreement</li> <li>'Je' form verbs, the verb <i>avoir</i></li> </ul> <p>SKILLS</p> <ul style="list-style-type: none"> <li>Memorisation strategies</li> <li>Asking and answering questions</li> <li>Using high frequency structures – <i>c'est</i></li> <li>Pronouncing key sounds</li> <li>Using the alphabet, numbers and dates</li> </ul>	<p>VOCABULARY Mon Monde Perso</p> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>The verb <i>être</i></li> <li>Adjective agreement</li> <li>Possessive adjectives</li> <li>Giving opinions</li> <li>Connectives</li> <li>Comparisons</li> </ul> <p>SKILLS</p> <ul style="list-style-type: none"> <li>Reading and listening strategies</li> <li>Using transferrable language</li> <li>Pronunciation (silent letters, key sounds)</li> </ul>	<p>VOCABULARY Mon Monde Perso Autour de Moi</p> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>Direct object pronouns</li> <li>Describing the past: <i>j'étais, j'avais</i></li> <li>Verbs beginning with vowels: <i>j'ai, j'habite</i></li> </ul> <p>SKILLS</p> <ul style="list-style-type: none"> <li>Reading: cognates and false friends</li> <li>Using a bilingual dictionary</li> <li>Writing strategies</li> <li>Recognising sound patterns and accents</li> </ul>	<p>VOCABULARY Autour de moi À table</p> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>Present tense 'er' verbs</li> <li>Revision of <i>avoir</i></li> <li>Adjective agreements</li> <li>Perfect tense introduction</li> <li>Verbs <i>boire, manger</i></li> <li>Partitive articles</li> </ul> <p>SKILLS</p> <ul style="list-style-type: none"> <li>Extending sentences : time expressions, sequencing words, connectives, developing opinions</li> <li>Practising sound patterns and accents</li> </ul>	<p>VOCABULARY À table</p> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>Negatives</li> <li>The verb <i>pouvoir</i></li> <li>Conditional verbs: <i>Je voudrais/J'aimerais</i></li> <li>Verbs + infinitives</li> <li>Using <i>il faut</i></li> </ul> <p>SKILLS</p> <ul style="list-style-type: none"> <li>Describing quantities</li> <li>Revising numbers, larger numbers</li> <li>Using idiomatic expressions: <i>C'est mon truc / C'est ma tasse de thé</i></li> <li>Extending conversations</li> </ul>	<p><b>Revision and exam preparation</b></p> <p>VOCABULARY <i>Le Petit Prince</i> – extracts from the novel</p> <p>SKILLS Understanding authentic literary extracts Understanding the life and motivation of a French-speaking author Reflecting on the key messages in this work of literature Reflecting on adapting a literary text into film</p>
8	<p>VOCABULARY Mon quartier</p> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li><i>Il y a/il n'y a pas de</i></li> <li>Position of adjectives</li> <li><i>On peut</i> + infinitive</li> <li>Prepositions : <i>au/à la/à l'/aux</i></li> <li>Directions: using imperatives</li> <li>Verbs: <i>vouloir, pouvoir</i></li> </ul> <p>SKILLS</p> <ul style="list-style-type: none"> <li>Reading and listening strategies</li> <li>Using contrasting sentences: <i>par contre, mais</i></li> <li>Using connectives to extend ideas</li> </ul>	<p>VOCABULARY Ça, c'est mon truc</p> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>Present tense verbs: <i>porter, jouer, faire</i></li> <li>Reflexive verbs</li> </ul> <p>SKILLS</p> <ul style="list-style-type: none"> <li>Telling the time (12 hour clock)</li> <li>Describing the weather (impersonal verbs and use of <i>quand</i>)</li> </ul>	<p>VOCABULARY Destination vacances (Part I)</p> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>Present tense verbs : <i>finir, choisir</i></li> <li>Prepositions : <i>au/à/en</i> (countries, cities)</li> <li>Using the verb <i>prendre</i> in the present and future</li> <li>Using conditional verbs: <i>Je voudrais/J'aimerais</i> + infinitive</li> </ul> <p>SKILLS</p> <ul style="list-style-type: none"> <li>Dictionary skills – recap</li> <li>Verb memorisation skills - recap</li> <li>Reading and listening strategies</li> </ul>	<p>VOCABULARY Destination vacances (Part II)</p> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>Perfect tense with <i>aller</i></li> <li>Perfect tense with <i>être</i></li> </ul> <p>SKILLS</p> <ul style="list-style-type: none"> <li>Spotting patterns in verb tenses</li> <li>Using time expressions</li> </ul>	<p>VOCABULARY Bouger, c'est important</p> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>Verbs with prepositions: <i>jouer à, faire de</i></li> <li>Using third person verb forms</li> <li><i>Depuis</i> + present tense</li> </ul> <p>SKILLS</p> <ul style="list-style-type: none"> <li>Recap: asking and answering conversations</li> <li>Recap: extending conversations</li> <li>Recap: perfect tense of <i>aller</i>, Using time phrases</li> <li>Recap: conditional</li> </ul>	<p><b>Revision and exam preparation</b></p> <p>VOCABULARY <i>Les Choristes</i> – film study Short French films from the British Film Institute: <i>ciné-minis</i></p> <p>SKILLS Understanding French film Understanding the roles of different characters Understanding historical context Reflecting on the key messages and how they are communicated in film</p>
9	<p>VOCABULARY Le monde des médias</p> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>Definite articles</li> <li><i>Ce que... c'est</i></li> <li><i>Faire</i> + infinitive, <i>rendre</i> + adjective</li> <li>Verb + infinitive structures</li> <li>Recap : perfect tense</li> </ul> <p>SKILLS</p> <ul style="list-style-type: none"> <li>Developing sentences and opinions</li> <li>Listening, reading and translation strategies</li> </ul>	<p>VOCABULARY Le monde des médias Accro à la technologie</p> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>Recap: present tense</li> <li>Negatives</li> <li>Agreement and position of adjectives</li> <li>Verb + preposition + infinitive: <i>arrêter de, essayer de, passer à</i></li> </ul> <p>SKILLS</p> <ul style="list-style-type: none"> <li>Structuring arguments</li> <li>90 word writing tasks</li> </ul>	<p>VOCABULARY Accro à la technologie Rendez-vous</p> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>Impersonal structures</li> <li><i>à</i> + definite article</li> <li>near future tense</li> </ul> <p>SKILLS</p> <ul style="list-style-type: none"> <li>Speaking: photo cards</li> </ul>	<p>VOCABULARY Rendez-vous Un métier, un rêve !</p> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>Conditional mood</li> <li>Masculine/feminine forms of nouns</li> <li>Indefinite articles</li> <li>Comparative and superlative</li> </ul> <p>SKILLS</p> <ul style="list-style-type: none"> <li>Asking and answering questions</li> <li>Speaking and writing strategies</li> </ul>	<p>VOCABULARY Un métier, un rêve !</p> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>Imperfect tense</li> <li><i>Si</i> clauses (imperfect + conditional)</li> <li>Recap <i>avoir</i> + age</li> </ul> <p>SKILLS</p> <ul style="list-style-type: none"> <li>Using multiple tenses in one piece of work</li> <li>90 word writing task</li> </ul>	<p><b>Revision and exam preparation</b></p> <p>VOCABULARY UNIT 9: Un métier, un rêve ! GCSE AOA vocab list – introduction: Customs and festivals</p> <p>SKILLS Speaking: role plays Understanding customs and festivals in French-speaking countries – Bastille Day</p>

10 *	<p><b>Theme 1: Identity and culture</b> <b>Unit 1: Me, my family and friends</b></p> <p>VOCABULARY 1.1 Relationships with family and friends 1.2 Marriage and partnership</p> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>• Reflexive verbs</li> <li>• Direct object pronouns</li> <li>• Immediate future</li> <li>• Future tense</li> </ul> <p>SKILLS</p> <ul style="list-style-type: none"> <li>• Ignoring words when not needed</li> <li>• Cognates and near-cognates</li> <li>• Answering unprepared questions</li> </ul>	<p><b>Theme 1: Identity and culture</b> <b>Unit 2: Technology in everyday life</b></p> <p>VOCABULARY 2.1 Social media 2.2 Mobile technology</p> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>• Present tense: common irregular verbs (<i>aller, faire</i>)</li> <li>• Present tense: regular</li> </ul> <p>SKILLS</p> <ul style="list-style-type: none"> <li>• Coping strategies</li> <li>• Pronunciation of verb endings</li> <li>• Building speaking and writing skills</li> <li>• Collecting useful phrases</li> </ul>	<p><b>Theme 1: Identity and culture</b> <b>Unit 3: Free-time activities</b></p> <p>VOCABULARY 3.1 Music, cinema and TV 3.2 Food and eating out 3.3 Sport</p> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>• Perfect tense of regular verbs</li> <li>• Revision of future tense</li> <li>• Verb + infinitive</li> <li>• Demonstrative pronouns</li> <li>• Developing sentences using <i>quand, lorsque, si</i></li> <li>• Pronouns <i>y</i> and <i>en</i></li> </ul> <p>SKILLS</p> <ul style="list-style-type: none"> <li>• Adding reasons – complex sentences</li> <li>• Grammatical markers</li> <li>• Listening for detail</li> <li>• Translation strategies</li> <li>• Using common patterns between French and English (reading)</li> </ul>	<p><b>Theme 1: Identity and culture</b> <b>Unit 4: Customs and festivals</b></p> <p>VOCABULARY 4.1 France and customs 4.2 Francophone festivals</p> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>• Reflexive verbs in the perfect tense</li> <li>• Using the perfect infinitive</li> <li>• Imperfect tense of common verbs</li> <li>• Using perfect and imperfect tenses together</li> </ul> <p>SKILLS</p> <ul style="list-style-type: none"> <li>• Requesting help</li> <li>• Using a word which refers to a similar item</li> <li>• Making use of social and cultural context when reading</li> <li>• Developing knowledge of French-speaking countries</li> </ul>	<p><b>Theme 2: Local, national, international and global areas of interest</b> <b>Unit 5: Home, town, neighbourhood and region</b></p> <p>VOCABULARY 5.1 Home 5.2 Where you live</p> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>• Negative phrases followed by <i>de</i></li> <li>• The conditional of regular verbs</li> <li>• Demonstrative adjectives</li> <li>• Recognising possessive pronouns</li> </ul> <p>SKILLS</p> <ul style="list-style-type: none"> <li>• Recognising key topic words in reading and listening tasks</li> <li>• Building longer sentences</li> <li>• Simplification and paraphrasing</li> <li>• Using intensifiers</li> </ul>	<p><b>Theme 2: Local, national, international and global areas of interest</b> <b>Unit 6: Social Issues</b></p> <p>VOCABULARY 6.1 Charity / voluntary work 6.2 Healthy / unhealthy living</p> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>• The conditional of <i>vouloir</i> and <i>aimer</i></li> <li>• <i>Vouloir que</i> + subjunctive</li> <li>• The imperfect tense of <i>être, avoir</i> and <i>faire</i></li> <li>• <i>Il vaut / vaudrait mieux</i></li> </ul> <p>SKILLS</p> <ul style="list-style-type: none"> <li>• Using verbal context when listening</li> <li>• Using questions to formulate answers</li> <li>• Recognising common patterns in French when listening</li> <li>• Using negatives to add complexity</li> </ul>
11	<p><b>Theme 2: Local, national, international and global areas of interest</b> <b>Unit 7: Global Issues</b></p> <p>VOCABULARY 7.1 Environment 7.2 Poverty and homelessness</p> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>• Using <i>si</i> + present tense</li> <li>• Recognising and using the pluperfect tense</li> <li>• Verbs of possibility</li> <li>• The subjunctive</li> </ul> <p>SKILLS</p> <ul style="list-style-type: none"> <li>• Making use of social and cultural context when listening</li> <li>• Tackling P/N/P+N tasks</li> <li>• Agreeing and disagreeing in a discussion</li> <li>• Dealing with longer texts</li> </ul>	<p><b>Theme 2: Local, national, international and global areas of interest</b> <b>Unit 8: Travel and tourism</b></p> <p>VOCABULARY 8.1 Holidays and travel 8.2 Regions of France</p> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>• Sequencing words and phrases</li> <li>• Revision: Using the imperfect and perfect tenses together</li> <li>• Revision of the imperfect tense of -er verbs</li> <li>• Using three time frames: past, present, future</li> </ul> <p>SKILLS</p> <ul style="list-style-type: none"> <li>• Paraphrasing</li> <li>• Adding complexity to written and spoken language</li> <li>• Recognising cognates and near-cognates when reading</li> <li>• Reading for gist</li> </ul>	<p><b>Theme 3: Current and future study and employment</b> <b>Unit 9: My studies</b> <b>Unit 10: Life at school / college</b></p> <p>VOCABULARY 9.1 School and subjects 10.1 Life at school</p> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>• Revision of the perfect tense of regular -er, -ir and -re verbs</li> <li>• <i>Pouvoir, devoir, vouloir</i></li> <li>• Revision of the conditional</li> </ul> <p>SKILLS</p> <ul style="list-style-type: none"> <li>• Describing physical properties</li> <li>• Pointing and demonstration</li> <li>• Using visual and verbal context in reading</li> <li>• Using more than one tense in the same sentence</li> </ul>	<p><b>Theme 3: Current and future study and employment</b> <b>Unit 11: Education post-16</b> <b>Unit 12: Jobs, career choices and ambitions</b></p> <p>VOCABULARY 11.1 University or work? 11.2 Choice of career</p> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>• Revision of <i>si</i> clauses in the present tense</li> <li>• Using <i>quand</i> clauses with the future tense</li> <li>• The passive voice in the present tense</li> <li>• Avoiding the passive</li> </ul> <p>SKILLS</p> <ul style="list-style-type: none"> <li>• Ignoring words which are not needed in listening tests</li> <li>• Being aware of <i>faux amis</i> when translating into English</li> <li>• Using <i>qui</i> and <i>que</i> to refer to things</li> <li>• Using French idioms</li> </ul>		

12	<p><u>La famille en voie de changement</u></p> <ul style="list-style-type: none"> <li>Trends in marriage/partnership</li> <li>Merits and problems of different family structures</li> <li>Relationships between generations/problems</li> </ul> <p><u>La musique francophone contemporaine</u></p> <ul style="list-style-type: none"> <li>The popularity of contemporary francophone music and its diversity</li> <li>Threats and safeguarding of contemporary francophone music</li> </ul> <p><u>La Haine</u> Film study</p> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>Nouns and gender</li> <li>Personal pronouns</li> <li>Adjectives</li> <li>Present tense</li> <li>Negatives</li> <li>Perfect tense</li> <li>Immediate future</li> <li>Infinitive constructions</li> <li>Imperfect tense</li> </ul>	<p><u>La 'cyber-société'</u></p> <ul style="list-style-type: none"> <li>How technology transforms everyday life</li> <li>Dangers of digital technology</li> <li>Different users of technology/ future developments</li> </ul> <p><u>Le septième art</u></p> <ul style="list-style-type: none"> <li>Aspects of French cinema</li> <li>Major developments in French cinema</li> </ul> <p><u>La Haine</u> Film study</p> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>Present tense of reflexive verbs</li> <li>Perfect tense</li> <li>Pluperfect</li> <li>Direct/indirect object pronouns</li> <li>connectives</li> </ul>	<p><u>Le rôle du bénévolat</u></p> <ul style="list-style-type: none"> <li>The voluntary sector in France</li> <li>The benefits of voluntary work</li> </ul> <p><u>Le septième art</u></p> <ul style="list-style-type: none"> <li>The continuing popularity of French cinema and film festivals</li> </ul> <p><u>Le patrimoine</u></p> <ul style="list-style-type: none"> <li>The notion of heritage and heritage preservation on a regional/national scale</li> </ul> <p><u>La Haine</u> Film study</p> <ul style="list-style-type: none"> <li>Essay technique and phrases</li> <li>Technical language for describing films</li> <li>Analysing model essays</li> </ul> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>The past historic</li> <li>The passive voice</li> <li>Translation focus</li> <li>The future tense</li> <li>Demonstrative adjectives and pronouns</li> <li><i>Si</i> clauses</li> <li>Connectives followed by subjunctive</li> <li>Revision of imperfect with <i>si</i> clauses</li> </ul>	<p><u>Le rôle du bénévolat (cont.)</u></p> <ul style="list-style-type: none"> <li>The voluntary sector in France</li> <li>The benefits of voluntary work</li> </ul> <p><u>Le patrimoine (cont.)</u></p> <ul style="list-style-type: none"> <li>The ways in which some of the country's most famous heritage sites market themselves</li> <li>How heritage impacts upon and is guided by culture in society</li> </ul> <p>Speaking exam preparation</p> <p><u>La Haine</u> Film study Essay writing</p> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>Adjectives and adverbs</li> <li>Comparative and superlative</li> <li>The conditional</li> <li>The subjunctive</li> <li><i>Si</i> clauses</li> </ul>	<p>Speaking exam preparation</p> <p>Listening, reading and writing exam preparation</p> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>Combining imperfect and perfect tense</li> <li>Possessive and indefinite pronouns</li> <li>Relative pronouns</li> <li>Combining future, perfect and conditional tenses</li> </ul>	<p>Individual research project</p> <p><u>Camus, L'Étranger</u></p> <ul style="list-style-type: none"> <li>Literature study: Discussing theme, character, social and cultural context</li> </ul> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>Targeted grammar</li> <li>Translation work</li> </ul>
13	<p><u>Les aspects positifs d'une société diverse</u></p> <ul style="list-style-type: none"> <li>The benefits of living in an ethnically diverse society</li> <li>The need for tolerance and respect</li> <li>Promoting diversity to create a richer world</li> </ul> <p><u>Les ados, le droit de vote et l'engagement politique</u></p> <ul style="list-style-type: none"> <li>French political system and its evolution</li> <li>Engagement levels of young people and their influence on politics</li> <li>Future of politics and political engagement</li> </ul> <p><u>Camus, L'Étranger</u> Literature study and essay writing</p> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>Passive voice (all tenses)</li> <li>Revision of numerals</li> <li>Dependent infinitives</li> <li>Revision of adverbs</li> <li>Perfect and imperfect tense of the subjunctive</li> <li>Revision of adjectives</li> <li>Revision of partitive article</li> </ul>	<p><u>Quelle vie pour les marginalisés</u></p> <ul style="list-style-type: none"> <li>Marginalised groups in society</li> <li>Measures to assist the marginalised</li> <li>Contrasting attitudes to marginalisation</li> </ul> <p><u>Manifestations, grèves – à qui le pouvoir ?</u></p> <ul style="list-style-type: none"> <li>Role of unions</li> <li>Methods of protesting, strikes and protests</li> <li>Attitudes towards strikes, protests and political tensions</li> </ul> <p><u>Camus, L'Étranger</u> Literature study and essay writing</p> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>Pronouns: personal, subject, direct and indirect, disjunctive, position and order, use of <i>y</i> and <i>en</i>, reflexive, relative, demonstrative, indefinite, possessive, interrogative</li> <li>Quantifiers and intensifiers</li> <li>Verbs: impersonal, structures with infinitives, perfect infinitive</li> </ul>	<p><u>Comment on traite les criminels</u></p> <ul style="list-style-type: none"> <li>Attitudes to crime</li> <li>Prison: merits and problems</li> <li>Alternative forms of punishment</li> </ul> <p><u>La politique et l'immigration</u></p> <ul style="list-style-type: none"> <li>Political issues concerning immigration in francophone countries</li> <li>Viewpoints of political parties concerning immigration</li> <li>Immigration from the standpoint of immigrants and aspects of racism</li> </ul> <p><u>Camus, L'Étranger</u> Literature study and essay writing</p> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>Verbs: regular and irregular conjugation in the present tense, future, future perfect, conditional, conditional perfect, negative forms, interrogative forms, present participle, infinitives, past participles, perfect tense (including agreement of past participle), imperfect</li> <li><i>si</i> clauses with present and future</li> <li>Translation from English into French and from French into English</li> </ul>	<p><b>Revision and exam preparation</b></p> <p>All topics Literature and film</p> <p>GRAMMAR</p> <ul style="list-style-type: none"> <li>Verbs: pluperfect, past historic, the subjunctive, <i>venir de</i> + infinitive</li> <li>Prepositions</li> <li>Conjunctions</li> <li>Imperative</li> <li>Question forms</li> <li>Negation</li> <li>Combining tenses</li> <li>Translation from English into French and from French into English</li> </ul>		

\*GCSE French cohort 2020 – 2022: Whilst the core curriculum content is the same, GCSE French pupils will be following a different order of topics to that listed. This will be shared with pupils in class.