

**CURRICULUM MAP**

<b>Subject</b>	<b>MFL - French</b>
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**SCHOOL INTENT**

**Rutlish School Vision:** Rutlish School is committed in providing the **highest quality education and opportunities** for students.

*Through all we do, we prepare students for opportunities, responsibilities and experiences later in life. We aim to inspire, enable and facilitate lifelong learners able to build on their individual strengths and capabilities, who achieve their ambitions. We seek to support our students becoming **healthy, happy, successful** modern people young adults; knowledgeable, kind, aware, confident, capable and skilful members of society. (Curriculum Intent)*

**Rutlish School Mission Statement: “Modeste, Strenue, Sancte: Be modest, be thorough, pursue righteousness”**

*We want students to:*

**succeed** (we strive to provide pathways to support their success)

**embrace challenge**, build resilience, overcome setbacks and become increasingly independent in pursuit of their goals

**be aware of their responsibilities** and feel confident to participate and contribute to society. (Curriculum Intent)

**Rutlish School: Curriculum Intent**

Rutlish School provides a meaningful, broad and balanced curriculum, which is accessible to all, as well as supports and challenges all students.

**The School aims to:**

- ensure that the curriculum is designed for every student of every ability and every background to be supported in making the best possible progress and attainment from their starting point;
- ensure all students can successfully access the curriculum offer, making any reasonable adjustments required where particular needs are identified;
- ensure that the curriculum is accessible to all abilities and that planning and teaching aim to support, stretch and challenge all learners across a full range of abilities;
- provide a curriculum that is sequenced to build skills and knowledge throughout students’ time at Rutlish School, to equip them for their next steps in education, and careers and in life;
- provide a curriculum that promotes a deeper and wider understanding of the world outside of the classroom;
- ensure our curriculum consistently promotes high moral standards, social and self-awareness and allow students to form informed opinions on social issues such as, equality, diversity and inclusivity as well as the practical aspects of society;
- provide opportunities for students to personalise and apply learning in other contexts, including personal and cross-curricular;
- provide students with the skills and knowledge necessary to becoming independent, analytical, critical, and innovative thinkers;
- provide opportunity to encourage students’ curiosity, creativity, self-expression, resilience, and confidence;
- develop staff to deliver skills beyond their own subject specialism and incorporate cross curricular initiatives, in particular Literacy, Reading, Numeracy, ICT and Enterprise;
- ensure that our curriculum offer support for different educational and career pathways, including EBACC and vocational;
- provide consistent opportunities for students to develop and enhance their reading skills, and support is provided to ensure all students are able to access the curriculum.

**DEPARTMENT INTENT**

The MFL department at Rutlish strives to develop a love of languages amongst students. We offer an engaging curriculum that helps to develop intercultural awareness alongside linguist ability. Our students understand the importance of learning a language, which is communicated through areas of the curriculum as well as through teachers’ experience and options assemblies.

MFL lessons at Rutlish are dynamic and lively with students actively engaged and enjoying their learning. We ensure all abilities of MFL students are successful by carefully scaffolding learning activities for the less able and embedding challenges in lessons for the more able.

The skills learnt in MFL lessons can be applied to many other areas of the curriculum, for instance developing both the ability to coherently express and justify an opinion as well as the understanding of grammar and how language works. The MFL curriculum builds students’ confidence and helps them to become strong communicators, which is vital for their future studies and working life. Furthermore, the MFL department supports students in developing a strong work ethic through setting consistently high standards.

Trips abroad at both KS3 and KS4 are available to all MFL students and offer the opportunity to put their language skills into practice whilst learning about the culture of the country visited. MFL students at KS5 are supported in applying for scholarships to spend extended periods of time abroad during which they develop international friendships and truly appreciate the value of their advanced language skills. As fluent speakers of the language studied, our previous A-level students have often continued to study languages at university or even enrolled in a university abroad. The combination of an engaging curriculum offered at school and the first-hand experience of using their language abroad encourages MFL students to become citizens of the world and opens their eyes to opportunities of travel and working and living abroad.

The curriculum we offer enables students to continually build on prior knowledge and rewards a continued effort in their language learning from their first day in year 7 up until the completion of their GCSE or A-level.

**KEY STAGE 3 RATIONALE/ INTENT**

- Creating enthusiasm and interest in languages through enabling students to be successful
- Ensuring students of all abilities acquire building blocks in terms of vocabulary and grammar to enable them to access the GCSE course. This is achieved through setting students, using foundation and higher resources and assessments as well as in class differentiation.
- Provide opportunities to develop their cultural knowledge and awareness. Cultural knowledge is incorporated into the curriculum and consolidated through films and trips abroad.
- Provide a foundation for understanding and success when tackling GCSE style questions.
- Developing a self-awareness of how to learn and how to improve.
- Familiarising students with strategies to acquire and retain language.
- Ensuring students understand phonics in the language they are learning and constantly review and question pronunciation.

**KEY STAGE 4 RATIONALE/ INTENT**

- Enabling students to be successful within the GCSE curriculum and maintaining enthusiasm for the subject.
- Ensuring students of all abilities build on their prior knowledge of vocabulary and grammar to enable them to access the GCSE course. This is achieved through setting students, using foundation and higher resources and assessments as well as in class differentiation. All lessons include opportunities review and reinforce prior learning.
- Continue to build on students' cultural knowledge and awareness both in lessons and on trips abroad.
- Allow for plenty of opportunities to practice a range of GCSE style exam questions.
- Developing a self-awareness of techniques to tackle GCSE tasks and how to improve.
- Continue to discuss strategies to acquire and retain language.
- Continue to focus on phonics in the language they are learning and accurate pronunciation.

**KEY STAGE 5 RATIONALE/ INTENT**

- Continuation with all aspects of the KS3 and KS4 intent.
- Develop deeper understanding of culture, politics, arts and society in countries where the target language is spoken.
- Develop deeper understanding of grammar and syntax and linguists.
- Develop research skills and how to present ideas and debate on key issues.
- Develop analytical and essay writing skills in the target language through studying literature and film.

**QUALITY FIRST TEACHING**

- Differentiated resources and assessments (Foundation and Higher) to match students' abilities.
- Scaffolding, modelling and sample answers incorporated into all lesson resources.
- All tasks set in GCSE exam question format from Y7 and strategies to tackle such questions are taught explicitly.
- Metacognition strategies incorporated into lessons through providing opportunities to peer and self-assess and reflect on progress.
- Vocabulary drilling and opportunities to speak in lessons encourage awareness of phonics and accurate pronunciation.
- Explicit and discreet teaching of grammar to promote accurate production of target language.
- Continuous recap and revise promote knowing more and remembering more.
- Use of student friendly trackers and grade descriptors encourage students to track their progress

**FOCUS SKILLS**

- Pronunciation and phonics.
- Listening: strategies to tackle listening tasks, including brainstorming vocabulary and pre-empting responses.
- Speaking: asking and answering questions; giving and justifying opinions; expanding answers in speaking (using the AVOCADO technique); promoting confidence and accurate pronunciation
- Reading: strategies to tackle reading tasks including checking for cognates; identifying word families; recognising grammar; reading for gist and deducing meaning.
- Writing: accurate spelling, accents, syntax and grammar; giving and justifying opinions; expanding answers in speaking (using the AVOCADO technique)
- Vocabulary learning: providing strategies for learning vocabulary including, "look, cover, write, check" and using online tools such as memrise.
- Teaching how to self and peer assess and how to reflect on learning.

**HOMEWORK**







- A range of vocabulary learning, reading tasks set weekly to retain language and see it applied in receptive skills.
- Extensive use of Fronter and online resources to enhance learning and help students become independent learners.
- Revision materials provided and emphasized before assessments.



## YEAR 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<b>UNIT OF WORK: Topic 1 – Bonjour! (Access Studio + Transition)</b>	<b>UNIT OF WORK: Topic 2 – C’est perso! (Studio 1 – Module 1)</b>	<b>UNIT OF WORK: Topic 3 – Mon collège! (Studio 1 – Module 2)</b>	<b>UNIT OF WORK: Topic 4 – Mes passe-temps! (Studio 1 –Module 3)</b>	<b>UNIT OF WORK: Topic 5 – Ma zone! (Studio 1 – Module 4)</b>	<b>UNIT OF WORK: Revision, End of Year Assessments and Cultural Lessons.</b>
	Transition from primary school to secondary school curriculum. Introducing themselves and talking about their pets, family and what they have in their bags.	Giving information about what you do in your free time, when and how often	Giving information about your school life including justified opinions on subjects and teachers, timetable, activities and what you eat and drink at break and describing your school.	Describing free time and what activities are played or done and when.	Describing a town, what there is and is not, using prepositions and giving a range of justified opinions.	Revision of all modules. Practice of all skills. End of year assessments. Cultural lessons covering sport and cultural events in French speaking countries, film and music.
KEY SKILLS	Content is delivered through lessons incorporating varied activities (listening, speaking, reading, writing and grammar and learning tasks which reflect GCSE exam style questioning. Grammar is taught both explicitly as well as discretely embedded in most learning tasks and through teacher feedback. Grammar practice and consolidation is incorporated into ever lesson.					
	<p><b>Strategies for learning more and remembering more are incorporated into all lessons:</b></p> <p><u>Retrieval practise:</u> starters regularly re-cap on prior learning</p> <p><u>Spacing:</u> grammar is consolidated in every lesson</p> <p><u>Interleaving:</u> high frequency vocabulary is regularly revised and recapped</p> <p><u>Dual coding:</u> content is delivered via various medium and alongside visual aids.</p>					
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p><b>NEW:</b></p> <p><b>Content:</b> French alphabet; introducing yourself; describing what they have in their bag; saying if you have siblings and pets; giving your birthday; colours; numbers.</p> <p><b>Grammar:</b> masculine, feminine, singular and plural nouns; adjective agreement, using definite and indefinite articles.</p> <p><b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p> <p><b>Learning Journey (REVISED):</b></p> <ol style="list-style-type: none"> <li>Starting with key words and then making sentences.</li> <li>identifying sounds and then hearing them and applying them when speaking.</li> <li>Understanding the concept of masculine/feminine/plural and then being able to choose the correct pronouns and endings.</li> </ol>	<p><b>NEW:</b></p> <p><b>Content:</b> Giving opinions and reasons; talking about their survival kit; describing personality; physical descriptions; describing family and friends.</p> <p><b>Grammar:</b> masculine, feminine, singular and plural nouns; adjective agreement, conjugating key verbs in the present tense; using negatives.</p> <p><b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p> <p><b>Learning Journey (REVISED):</b></p> <ol style="list-style-type: none"> <li>Reviewing masculine/feminine/plural and adjectives.</li> <li>Applying rule of colour endings to adjectives of personality.</li> <li>Reviewing phonics and patterns in a range of new contexts.</li> </ol>	<p><b>NEW:</b></p> <p><b>Content:</b> Giving a bigger range of opinions and reasons; talking about their survival kit; describing personality; physical descriptions; describing family and friends.</p> <p><b>Grammar:</b> adjective agreement review, conjugating –ER verbs in the present tense, using partitive articles.</p> <p><b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p> <p><b>Learning Journey (REVISED):</b></p> <ol style="list-style-type: none"> <li>Reviewing opinions and adding reasons</li> <li>Using adjectives in yet another context, in order to justify opinions.</li> <li>Looking at pronouns and verb endings with a bigger range of verbs.</li> </ol>	<p><b>NEW:</b></p> <p><b>Content:</b> Discussing what sports they play and do, saying what activities they like doing, describing what they do on the internet/mobile and when, talking about other people’ preferences.</p> <p><b>Grammar:</b> opinions + infinitive structures, adverbs of frequency, conjugating “jouer + á” and “faire + de”.</p> <p><b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p> <p><b>Learning Journey (REVISED):</b></p> <ol style="list-style-type: none"> <li>Reviewing opinions and reasons, now using infinitive verbs.</li> <li>Using adjectives in yet another context, in order to justify opinions.</li> <li>Reviewing present tense and learning key irregular verb: faire.</li> </ol>	<p><b>NEW:</b></p> <p><b>Content:</b> Describing what there is/is not in a town, saying where things are and asking/giving directions, talking about where they go, asking people to go somewhere, saying what you can/cannot do.</p> <p><b>Grammar:</b> Prepositions, conjugating “aller + á”, conjugating and using a modal verb “pouvoir”.</p> <p><b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p> <p><b>Learning Journey (REVISED):</b></p> <ol style="list-style-type: none"> <li>Reviewing opinions and reasons, using more verbs, complex opinions and adjectives.</li> <li>Using adjectives in yet another context, in order to justify opinions.</li> <li>Reviewing present tense and learning key irregular</li> </ol>	<p><b>NEW:</b></p> <p><b>Content:</b> cultural aspects of the French speaking world.</p> <p><b>REVISED:</b></p> <p><b>Content:</b> sports, food, the French speaking world.</p> <p><b>Grammar:</b> Opinions and reasons, “jouer á” and “faire de”, partitive articles, ...</p> <p><b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p> <p><b>Learning Journey (REVISED):</b></p> <p>Going over content and grammar in a different context with an emphasis on cultural awareness.</p>



		4. Introducing negative sentences as well. 5. Introducing the concept of conjugation for –er verbs and the notion of irregular verbs with “avoir” and “être”.	4. Reviewing the masculine/feminine/plural in the context of food and when using partitives.	4. Reviewing the masculine/feminine/plural when using articles after “jouer” and “faire”.	verb: “aller”. 4. Reviewing the masculine/feminine/plural when using articles after “aller”, and the indefinite and definite articles.	
<b>LINKS TO THE WORLD</b> i.e. links to careers; equality: gender, class, ethnicity, etc.; different subjects	<b>Gender</b> – masculine and feminine nouns <b>Numeracy</b> – numbers and birthday <b>Literacy</b> – spellings, accents and grammar 1. The French speaking world – <b>Geography and History and Culture.</b> 2. <b>Culture</b> - French personalities – art, politics. 3. The importance of learning languages – <b>Career and Sociology.</b>	1. Le Québec – <b>cultural lesson</b> about Canada. 2. <b>World Cultures and diversity</b> – Noël en Nouvelle Calédonie – discussing differences in different parts of the world and traditions. <b>Literacy</b> – spellings, accents and grammar	1. Comparing English and French education system. 2. Looking at schools all over the French speaking world. 3. Numeracy: the time. <b>Literacy</b> – spellings, accents and grammar	1. Comparing popularity of sports in UK and French speaking countries. 2. Discussing French sports: la pétanque. 3. How to develop answers and structure paragraphs. 4. French food/habits. <b>Literacy</b> – spellings, accents and grammar	1. French speaking towns - <i>Geography.</i> 2. Prepositions and directions. <b>Literacy</b> – spellings, accents and grammar	1. <b>Geography and diversity</b> – French speaking countries 2. Le 14 Juillet – celebrations and history. 3. French festivals and food traditions. <b>Literacy</b> – spellings, accents and grammar
<b>ASSESSMENTS</b> Summative and Formative as applicable	<b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.  <b>October assessments:</b> Content: Topic 1 <b>Skills:</b> grammar, writing, reading, listening and speaking	<b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.  <b>December Assessments:</b> Content: Topics 1 and 2 <b>Skills:</b> speaking (picture based and general conversation); reading; grammar	<b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.  <b>Writing lesson practice</b> with a task in GCSE format – adapted to KS3.	<b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.  <b>March Assessments:</b> Content: Topics 3 & 4 <b>Skills:</b> listening; grammar; writing	<b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.	<b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.  <b>June EoY assessments:</b> Content: Topics 1-5 <b>Skills:</b> listening; speaking (role play and general conversation); reading; writing and grammar
<b>FEEDBACK SUPPORTS LEARNING</b>	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 
<b>SPECIALIST VOCABULARY</b>	See topic 1 vocabulary sheet.	See topic 2 vocabulary sheet.	See topic 3 vocabulary sheet.	See topic 4 vocabulary sheet.	See topic 5 vocabulary sheet.	Vocabulary related to cultural topics e.g.: countries, food, music.
<b>QUALITY FIRST TEACHING</b>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>					



## YEAR 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<b>UNIT OF WORK: Topic 1 – T'es branché(e)? (Studio 2 – Module 1)</b>  Talking about hobbies: TV, cinema, reading and online.	<b>UNIT OF WORK: Topic 2 – Paris, je t'adore! (Studio 2 – Module 2)</b>  Talking about a visit to Paris, describing a past holiday/trip and giving opinions in the past.	<b>UNIT OF WORK: Topic 3 – Mon identité. (Studio 2 – Nodule 3)</b>  Talking about personality and opinions on others, discussing relationships, talking about musical tastes, style and what they are passionate about.	<b>UNIT OF WORK: Topic 4 – Chez moi, chez toi! (Studio 2 – Module 4)</b>  Describing where they live, describing their home, taking about meals and what they must buy for an event/meal.	<b>UNIT OF WORK: Topic 5 – Quel talent! (Studio 2 – Module 5)</b>  Talking about talents and ambitions, using modal verbs, comparatives and superlatives.	<b>UNIT OF WORK: Revision, End of Year Assessments and Cultural Lessons.</b>  Revision of all modules. Practice of all skills. End of year assessments. Cultural lessons covering traditions and cultural events in French speaking countries, festivals and celebrations.
	Content is delivered through lessons incorporating varied activities (listening, speaking, reading, writing and grammar and learning tasks which reflect GCSE exam style questioning).  Grammar is taught both explicitly as well as discretely embedded in most learning tasks and through teacher feedback. Grammar practice and consolidation is incorporated into ever lesson.  <b>Strategies for learning more and remembering more are incorporated into all lessons:</b> <u>Retrieval practise:</u> starters regularly re-cap on prior learning <u>Spacing:</u> grammar is consolidated in every lesson <u>Interleaving:</u> high frequency vocabulary is regularly revised and recapped <u>Dual coding:</u> content is delivered via various medium and alongside visual aids.					
KEY SKILLS						
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<b>NEW:</b> <b>Content:</b> TV programs; types of films; types of reading materials; activities on the internet; talking about activities in the past. <b>Grammar:</b> present tense of all –ER, -IR and –RE verbs, present tense of “avoir” and “être”; the perfect tense. <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.  <b>Learning Journey (REVISED):</b> 1. Recapping on adjectives and key opinions and reasons.  2. Reviewing and revising the present tense of –ER verbs, to then build on it and introduce –IR and –RE verbs.	<b>NEW:</b> <b>Content:</b> saying what you did in Paris; time phrases in the past; understanding and giving information about a tourist attraction; means of transports; questions words (recap). <b>Grammar:</b> perfect tense of irregular verbs, opinions in the past, perfect tense with “être”, asking questions in the past. <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.	<b>NEW:</b> <b>Content:</b> Talking about personality; talking about relationships; giving opinions about music; talking about clothes and fashion; missing tenses to say what they are passionate about. <b>Grammar:</b> adjectival agreements, reflexive verbs in present tense, the near future, mixing 3 tenses. <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.	<b>NEW:</b> <b>Content:</b> Describing where you live; describing your home and the rooms in the house; discussing meals and what we eat and drink; discussing what food to buy; talking about an event in all 3 tenses. <b>Grammar:</b> comparatives, prepositions, using the verbs “boire” and “prendre”, partitive adjectives, using “il faut + infinitive”, using three tenses. <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.	<b>NEW:</b> <b>Content:</b> Talking about talent and ambition; saying who is the best/the most/the least; using a variety of structures and tenses. <b>Grammar:</b> modal verbs “pouvoir”, “vouloir” and “devoir” + infinitive, superlatives. <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.	<b>NEW:</b> <b>Content:</b> cultural aspects of the French speaking world. <b>REVISED:</b> <b>Content:</b> food, events, regions. <b>Grammar:</b> tenses, partitive adjectives, comparatives and superlatives. <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.  <b>Learning Journey (REVISED):</b> Going over content and grammar in a different context with an emphasis on cultural awareness.



	3. Revising the verbs “aller” and “faire” in a new context. 4. Introducing the concept of the past tense.	3. Concept of irregular verbs from present tense reviewed and learning irregular verbs in the past. 4. Reviewing questions words and asking questions in the past.	verbs. Concept of gender/pronouns. 3. Using “aller” previously learnt to learn the future tense. 4. Putting all tenses together and understanding time phrases.	partitives using a bigger range of verbs. 3. Reinforcement of the concept of infinitives with a new structure using “il faut”. 4. Putting all tenses together and being able to use them in extended paragraphs.	3. Building on 3 tenses and using a bigger range of structures.	
<b>LINKS TO THE WORLD</b> i.e. links to careers; equality: gender, class, ethnicity, etc.; different subjects	1. <b>Culture</b> - Halloween in France. 2. <b>Culture</b> - French TV shows, films and magazines/books. <b>Literacy</b> – spellings, accents and grammar	1. La fête de Noel au Québec – <b>Geography, History, Culture.</b> 2. Paris : monuments, the métro, les Catacombes, ... - <b>Geography, History, Culture.</b> <b>Literacy</b> – spellings, accents and grammar	1. Les regions francaises – <b>Geography, Politics, Traditions and Culture.</b> <b>Literacy</b> – spellings, accents and grammar	1. L’île de Gorée – Sénégal – <b>Geography, Culture and the French speaking world.</b> <b>Literacy</b> – spellings, accents and grammar	1. La Nouvelle Star and French music – music and the arts - <b>culture.</b> <b>Literacy</b> – spellings, accents and grammar	<b>Geography</b> – French speaking countries <b>Culture</b> – film, music and cultural events <b>Literacy</b> – spellings, accents and grammar
<b>ASSESSMENTS</b> Summative and Formative as applicable	<b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.  <b>October assessments:</b> <b>Content:</b> Topic 1 <b>Skills:</b> listening; grammar; writing	<b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.  <b>December Assessments:</b> <b>Content:</b> Topics 1 and 2 <b>Skills:</b> speaking (picture based and general conversation); reading; grammar	<b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.	<b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.  <b>March Assessments:</b> <b>Content:</b> Topics 3 & 4 <b>Skills:</b> listening; grammar; writing	<b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.	<b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.  <b>June EoY assessments:</b> <b>Content:</b> Topics 1-5 <b>Skills:</b> listening; speaking (role play and general conversation); reading; writing and grammar
<b>FEEDBACK SUPPORTS LEARNING</b>	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 
<b>SPECIALIST VOCABULARY</b>	See topic 1 vocabulary sheet.	See topic 2 vocabulary sheet.	See topic 3 vocabulary sheet.	See topic 4 vocabulary sheet.	See topic 5 vocabulary sheet.	Vocabulary related to cultural topics e.g.: countries, food, music.
<b>QUALITY FIRST TEACHING</b>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>					





## YEAR 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<b>UNIT OF WORK: Topic 1 – Planète Facebook. (Studio 3 – Module 1)</b>	<b>UNIT OF WORK: Topic 2 – Bien dans sa peau. (Studio 3 – Module 2)</b>	<b>UNIT OF WORK: Topic 3 – A l’horizon! (Studio 3 – Module 3)</b>	<b>UNIT OF WORK: Topic 4 – Les vacances. (Studio 3 – Module 4 + department resources)</b>	<b>UNIT OF WORK: Revision, End of Year Assessments and Cultural Lessons.</b>	<b>UNIT OF WORK: Speaking, Writing Skills and Transition to GCSE.</b>
	Talking about what you do online; giving opinions about someone; arranging to go out and talking about going out and music events.	Describing what you need to do to be healthy, using future tense to make plans to be even more healthy, discussing levels of fitness.	Talking about jobs, the importance of learning languages, what you used to be like when you were younger and plans for the future.	Talking about holiday plans (where, when, how, who with, how long for, what to take), discussing a holiday in the past and in the future, problems on holiday and ideal holidays.	Revision of all modules. Practice of all skills. End of year assessments.	
KEY SKILLS	Content is delivered through lessons incorporating varied activities (listening, speaking, reading, writing and grammar and learning tasks which reflect GCSE exam style questioning.					
	Grammar is taught both explicitly as well as discretely embedded in most learning tasks and through teacher feedback. Grammar practice and consolidation is incorporated into every lesson.					
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<b>Strategies for learning more and remembering more are incorporated into all lessons:</b>					
	<u>Retrieval practise:</u> starters regularly re-cap on prior learning <u>Spacing:</u> grammar is consolidated in every lesson <u>Interleaving:</u> high frequency vocabulary is regularly revised and recapped <u>Dual coding:</u> content is delivered via various medium and alongside visual aids.					
	<b>NEW:</b> <b>Content:</b> talking about online activities; complex structures to talk about others; arranging to go out; describing an outing in the past; describing a musical event. <b>Grammar:</b> direct object pronouns, the near future tense, the past tense, using three tenses. <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.  <b>Learning Journey (REVISED):</b>  1. Revising present tense of all –ER, -IR and –RE verbs in a new context and with new verbs.	<b>NEW:</b> <b>Content:</b> parts of the body; talking about sports and what we must do to be healthy; making plans to get fit; describing levels of fitness. <b>Grammar:</b> using “á” + the definite article, using “il faut + infinitive”, the simple future. <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.  <b>Learning Journey (REVISED):</b>  1. Revising articles and “au/á la/aux” in a new context. 2. Recapping on “il faut + infinitive” with a bigger range of verbs.	<b>NEW:</b> <b>Content:</b> jobs; advantages of learning languages, saying what you used to do and what you used to be like, discussing and comparing past and future plans. <b>Grammar:</b> recap on masculine and feminine nous, recap on modal verbs, the imperfect tense, reviewing the simple future tense. <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.  <b>Learning Journey (REVISED):</b>  1. Recap again on gender and agreement in the context of jobs. 2. Infinitive structures and modal verbs review.	<b>NEW:</b> <b>Content:</b> holidays (destinations, travels, details); a past holiday; problems on holiday; plans for a future holiday; describing an ideal holiday. <b>Grammar:</b> recap on all tenses, prepositions, using “aller á” in the context of countries and other places, using “y”, past, present and future recap, conditional tense. <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.  <b>Learning Journey (REVISED):</b>  1. Recap on all tenses in the context of holidays. 2. Reviewing “aller + á” and gender to talk about countries.	<b>NEW:</b> <b>Content:</b> all Y9 topics. <b>Grammar:</b> all KS3 grammar. <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.  <b>Learning Journey (REVISED):</b>  Going over content and grammar in a different context with an emphasis on reading and translation, listening, speaking and writing and translation skills.	<b>NEW:</b> <b>Content:</b> speaking activities (role play, photo card, general conversation), writing techniques (bullet points and AVOCADO), grammar (all tenses), translation skills from and into French. <b>Grammar:</b> all KS3 grammar. <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.  <b>Learning Journey (REVISED):</b>  1. Recapping on all grammar and topics. 2. Building on KS3 skills and carrying on working on GCSE techniques.



	2. Recapping on adjective endings and applying the rule with direct object pronouns. 3. Revising the past tense including verbs using “être” in a new context. 4. Practising understanding and using 3 tenses.	3. Building on infinitives to introduce the simple future. *past tense past participles and agreements reviewed when teaching the passive voice.	3. Introducing the imperfect concept and conjugation. Revising time phrases.  4. Reviewing the simple future with other verbs.	3. Recap on all tenses again in another context. 4. Complex opinions and reasons in all tenses.		3. Cultural awareness catch up and lessons.
<b>LINKS TO THE WORLD</b> i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	1. <b>Culture</b> - Music festivals in the French speaking world – arts and music. 2. <b>Culture</b> - French speaking artists and musicians. <b>Literacy</b> – spellings, accents and grammar	1. <b>Culture</b> - Talking about popular sports in France and French society (habits, trends) – numeracy, sociology, sport. <b>Literacy</b> – spellings, accents and grammar	1. <b>The importance of learning languages.</b> 2. <b>Careers</b> – describing jobs; tasks at work; languages at work <b>Literacy</b> – spellings, accents and grammar	1. <b>Culture</b> - French speaking countries and what to see/do there – geography and real life skills. <b>Literacy</b> – spellings, accents and grammar	1. Learning skills, metacognition 2. Cultural awareness <b>Literacy</b> – spellings, accents and grammar	1. Learning skills, metacognition 2. Cultural awareness <b>Literacy</b> – spellings, accents and grammar
<b>ASSESSMENTS</b> Summative and Formative as applicable	<b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments. <b>October assessments:</b> Content: Topic 1 <b>Skills:</b> grammar, writing and listening	<b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.  <b>December Assessments:</b> Content: Topics 1 and 2 <b>Skills:</b> speaking (picture based and general conversation); reading; grammar	<b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.	<b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.	<b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.  <b>April EoY Assessments:</b> Content: Topics 1-4 <b>Skills:</b> listening; speaking (role play and general conversation); reading; writing and grammar	<b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.  <b>Skills:</b> grammar; writing; speaking
<b>FEEDBACK SUPPORTS LEARNING</b>	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> <input checked="" type="checkbox"/>	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> <input checked="" type="checkbox"/>	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> <input checked="" type="checkbox"/>	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> <input checked="" type="checkbox"/>	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> <input checked="" type="checkbox"/>	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> <input checked="" type="checkbox"/>
<b>SPECIALIST VOCABULARY</b>	See topic 1 vocabulary sheet.	See topic 2 vocabulary sheet.	See topic 3 vocabulary sheet.	See topic 4 vocabulary sheet.	See all Y9 topics.	See all KS3 topics.
<b>QUALITY FIRST TEACHING</b>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>					





## YEAR 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<b>UNIT OF WORK:</b> GCSE Topic 1 – Mon identité. <i>(Theme 1 – Identity and Culture)</i>	<b>UNIT OF WORK:</b> GCSE Topic 2 – Les loisirs. <i>(Theme 1 – Identity and Culture)</i>	<b>UNIT OF WORK:</b> GCSE Topic 3 – Fêtes et traditions. <i>(Theme 1 – Identity and Culture)</i>	<b>UNIT OF WORK:</b> Revision and MOCK Assessments	<b>UNIT OF WORK:</b> GCSE Topic 4 – Ma ville. <i>(Theme 2 – Local Area, Holiday and Travel)</i>	<b>UNIT OF WORK:</b> GCSE Topic 5 – Les vacances. <i>(Theme 2 – Local Area, Holiday and Travel)</i>
	Talking about personality; friendship; family and relationships; arranging to go out; describing a night out; talking about life when you were younger; and discussing role models.	Talking about hobbies: sports; technology and internet; reading; TV programs and movies.	Talking about food and meals; describing daily life; food habits and special occasions; celebrations; describing festivals and traditions; fashion.	Revision of knowledge learned through the year.	Talking about where you live; weather and transports; giving directions; describing what there is in a region and in a town; discussing advantages and disadvantages of your area; talking about community projects.	Discussing holiday activities; details about holidays (where, when, how, who with, how long for); ideal holidays; problems on holiday.
KEY SKILLS	Content is delivered through lessons incorporating varied activities (listening, speaking, reading, writing and grammar and learning tasks which reflect GCSE exam style questioning. Grammar is taught both explicitly as well as discretely embedded in most learning tasks and through teacher feedback. Grammar practice and consolidation is incorporated into every lesson.  <b>Strategies for learning more and remembering more are incorporated into all lessons:</b> <u>Retrieval practise:</u> starters regularly re-cap on prior learning <u>Spacing:</u> grammar is consolidated in every lesson <u>Interleaving:</u> high frequency vocabulary is regularly revised and recapped <u>Dual coding:</u> content is delivered via various medium and alongside visual aids.					
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<b>NEW:</b> <b>Content:</b> adjectives to describe personality and friends; family members; physical descriptions; activities when going out; why we admire people. <b>Grammar:</b> present tense of regular and irregular verbs; reflexive verbs; the near future tense and the perfect tense; imperfect tense. <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.  <b>Learning Journey (REVISED):</b> 1. Building on KS3 vocabulary on family, friends, adjectives and activities you do in your free time.	<b>NEW:</b> <b>Content:</b> sports; music; technology; films and TV; advantages and disadvantages of the internet; discussing cinema in France. <b>Grammar:</b> using “depuis + the present tense”; using comparatives; further understanding and using the imperfect tense; the direct object pronouns (le/la/les); using superlatives. <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.  <b>Learning Journey (REVISED):</b> 1. Building on adjective agreements to apply the rules in comparatives and	<b>NEW:</b> <b>Content:</b> food and meals; daily routine; what we eat for special occasions; family celebrations and French speaking countries festivals and traditions (dates, events, food, activities). <b>Grammar:</b> using modal verbs; using the pronoun “en”; asking questions using both “tu” and “vous”; using “venir de + infinitive”. <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.  <b>Learning Journey (REVISED):</b> 1. Revising present tense in yet another context and revising modal verbs + infinitives.	<b>Content:</b> all from modules 1 to 3. <b>Grammar:</b> all from modules 1 to 3. <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.  <b>Learning Journey (REVISED):</b> Going over content and grammar from modules 1 to 3, with an emphasis on reading and translation,	<b>NEW:</b> <b>Content:</b> What is to see and do in a region; places in town; directions; saying what you can do in your town; describing advantages and disadvantages in your area; discussing plans according to the weather; community projects. <b>Grammar:</b> using “y”, using a range of negatives, questions using “quel(s)/quelle(s)”, mixing all tenses. <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.  <b>Learning Journey (REVISED):</b> 1. Recapping “il y a” + indefinite articles and places in town.	<b>NEW:</b> <b>Content:</b> holiday activities; weather revision; places to stay; transports; describing an ideal holiday; problems on holiday. <b>Grammar:</b> using perfect tense, future tense and conditional; using “avant de + infinitive”. <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.  <b>Learning Journey (REVISED):</b> 1. Revising all tenses again, building on hobbies/activities and adding more verbs.



	<p>2. Reviewing agreements and gender and including more complex structures and vocabulary.</p> <p>3. Recapping on main tenses in a new context, gradually making it more complex.</p> <p>4. Using the revised vocabulary and the new structures in the more complex topic of discussing role models.</p>	<p>superlatives, as well as the direct object pronouns.</p> <p>2. Reviewing “jouer” and “faire” + prepositions from KS3 in a new, more complex context.</p> <p>3. Building on the imperfect to use it in a different context and with more verbs and more pronouns.</p>	<p>2. Revising questions + emphasis on “tu” and “vous” forms of regular and irregular verbs in different tenses.</p> <p>3. Revision of food and partitive articles.</p> <p>4. Revising cultural knowledge of celebrations and festivals from KS3.</p>	<p>listening, speaking and writing and translation skills.</p>	<p>2. Building on negative structure “ne...pas” and introducing a bigger range/more complex ones.</p> <p>3. Reviewing questions and going through the use of “quel(s)/quelle(s)”.</p> <p>4. Mixing tenses in receptive and productive skills in another topic again.</p>	<p>2. Revising questions of all types about holidays.</p> <p>3. Going through conditional again.</p> <p>4. Extending answers in all tenses and keep building confidence and accuracy.</p>
<p><b>LINKS TO THE WORLD</b> i.e. links to careers; equality: gender, class, ethnicity, etc.; different subjects</p>	<p><b>Culture</b> – French trends and TV show about family; famous people; role models in France.</p> <p><b>Literacy</b> – spellings, accents and grammar</p>	<p><b>Culture</b> – French habits and daily life trends; sports popular in France; TV shows/films/reading material from France; the formal and informal “you”.</p> <p><b>Literacy</b> – spellings, accents and grammar</p>	<p><b>Culture</b> – French speaking countries food and traditions; festivals and celebrations; important ways of celebrating events and their history.</p> <p><b>Literacy</b> – spellings, accents and grammar</p>	<p><b>Review of all cultural knowledge from topics 1 to 3.</b></p>	<p><b>Culture</b> – French countries and towns; buildings and landmarks – <b>geography.</b></p> <p><b>Literacy</b> – spellings, accents and grammar</p>	<p><b>Culture</b> –touristic areas; traditional food; places to go on holiday and activities there/things to see in the French speaking world.</p> <p><b>Literacy</b> – spellings, accents and grammar</p>
<p><b>ASSESSMENTS</b> Summative and Formative as applicable</p>	<p><b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p> <p><b>October assessments:</b> Content: Topics 1 <b>Skills:</b> grammar, listening, reading, and writing</p>	<p><b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p> <p><b>December assessments:</b> Content: Topics 1-2 <b>Skills:</b> listening, reading and “written speaking”</p>	<p><b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p>	<p><b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p> <p><b>March MOCK assessments:</b> Content: Topics 1-4 <b>Skills:</b> listening, speaking, reading and writing</p>	<p><b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p>	<p><b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p> <p><b>June assessments:</b> Content: Topic 5 <b>Skills:</b> listening and reading</p>
<p><b>FEEDBACK SUPPORTS LEARNING</b></p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <p>✓</p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <p>✓</p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <p>✓</p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <p>✓</p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <p>✓</p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <p>✓</p>
<p><b>SPECIALIST VOCABULARY</b></p>	<p>See GCSE topic 1 vocabulary sheet.</p>	<p>See GCSE topic 2 vocabulary sheet.</p>	<p>See GCSE topic 3 vocabulary sheet.</p>	<p>See GCSE topic 1-3 vocabulary sheet.</p>	<p>See GCSE topic 4 vocabulary sheet.</p>	<p>See GCSE topic 5 vocabulary sheet.</p>
<p><b>QUALITY FIRST TEACHING</b></p>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>					



## YEAR 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<b>UNIT OF WORK: GCSE Topic 5 – Les vacances. (Theme 2 – Local area, holiday and travel)</b> <b>GCSE Topic 6 – Au collège. (Theme 3 – school)</b>	<b>UNIT OF WORK: GCSE Topic 7 – Le monde du travail. (Theme 4 – Future aspirations, study and work)</b>	<b>UNIT OF WORK: GCSE Topic 8 – L’environnement et les évènements mondiaux. (Theme 5 – International and global dimensions)</b>	<b>UNIT OF WORK: Revision and GCSE speaking exam</b>	<b>UNIT OF WORK: Revision and GCSE speaking exam</b>	<b>UNIT OF WORK: GCSE EXAMS</b>
	Holiday transactions: booking hotel rooms; problems in hotels; ordering in a restaurant; talking about travelling; buying souvenirs.  Giving opinions about school subjects; describing your school; discussing uniform and school rules; talking about getting the best out of school and school exchanges.	Talking about jobs and work preferences; discussing career choices; talking about future plans and hopes; applying for jobs; understanding case studies.	Talking about what is important in life; discussing the environment and how to protect the planet; discussing ethical shopping; talking about volunteering; discussing big events.	Revision of knowledge learned in GCSE.	<b>Revision and GCSE Listening, reading and Writing exams</b>	
KEY SKILLS	Content is delivered through lessons incorporating varied activities (listening, speaking, reading, writing and grammar and learning tasks which reflect GCSE exam style questioning. Grammar is taught both explicitly as well as discretely embedded in most learning tasks and through teacher feedback. Grammar practice and consolidation is incorporated into every lesson.  <b>Strategies for learning more and remembering more are incorporated into all lessons:</b> <u>Retrieval practise:</u> starters regularly re-cap on prior learning <u>Spacing:</u> grammar is consolidated in every lesson <u>Interleaving:</u> high frequency vocabulary is regularly revised and recapped <u>Dual coding:</u> content is delivered via various medium and alongside visual aids.					
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<b>NEW: HOLIDAY TRANSACTIONS</b> <b>Content:</b> booking hotel, train; asking questions about touristic attractions and travelling; ordering in a restaurant; complaining; buying souvenirs. <b>Grammar:</b> asking questions recap; all tenses; “en + ant” structure, pluperfect; si clauses and time phrases. <b>SCHOOL</b> <b>Content:</b> revising school subjects and complex opinions; describing school day and facilities;	<b>NEW:</b> <b>Content:</b> jobs and work preferences; career plans; discussing future plans, hopes and wishes; talking about the importance of languages; applying for jobs; case studies. <b>Grammar:</b> using comparatives and superlatives; using adverbs; using indirect object pronouns in the perfect tense; verbs followed by “à” or “de”. <b>Skills:</b> strategies for listening, speaking, reading, writing and	<b>NEW:</b> <b>Content:</b> what is important in life; problems in the world; how to protect the environment; ethical shopping; volunteering; pros and cons of big events. <b>Grammar:</b> making connections between word types, modal verbs “pouvoir” and “devoir” in the conditional, using the passive voice, using indirect object pronouns, giving arguments for and against. <b>Skills:</b> strategies for listening, speaking, reading, writing and	<b>REVISED:</b> <b>Content:</b> GCSE topics 1-8 <b>Grammar:</b> all GCSE grammar <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.	<b>REVISED:</b> <b>Content:</b> GCSE topics 1-8 <b>Grammar:</b> all GCSE grammar <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.	



	<p>comparing schools in UK and French speaking countries; school rules and uniform; getting the best out of school; exchanges.</p> <p><b>Grammar:</b> present tense of all verbs; using “il faut” and “il est interdit de”; the imperfect; si clauses and time phrases.</p> <p><b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p> <p><b>Learning Journey (REVISED):</b></p> <ol style="list-style-type: none"> <li>1. Building on KS3 vocabulary on family, friends, adjectives and activities you do in your free time.</li> <li>2. Reviewing agreements and gender and including more complex structures and vocabulary.</li> <li>3. Recapping on main tenses in a new context, gradually making it more complex.</li> <li>4. Using the revised vocabulary and the new structures in the more complex topic of discussing role models.</li> </ol>	<p>vocabulary learning are revisited continuously.</p> <p><b>Learning Journey (REVISED):</b></p> <ol style="list-style-type: none"> <li>1. Building on KS3 vocabulary on family, friends, adjectives and activities you do in your free time.</li> <li>2. Reviewing agreements and gender and including more complex structures and vocabulary.</li> <li>3. Recapping on main tenses in a new context, gradually making it more complex.</li> </ol>	<p>vocabulary learning are revisited continuously.</p> <p><b>Learning Journey (REVISED):</b></p> <ol style="list-style-type: none"> <li>1. Building on KS3 vocabulary on family, friends, adjectives and activities you do in your free time.</li> <li>2. Reviewing agreements and gender and including more complex structures and vocabulary.</li> <li>3. Recapping on main tenses in a new context, gradually making it more complex.</li> </ol>	<p><b>Learning Journey (REVISED):</b></p> <p><b>Vocabulary</b> - revisiting all vocab, identifying mnemonics, complex vocab and usual tricks.</p> <p>Students are using a vocab booklet and guided to reflect on their learning and to identify personal gaps in their learning.</p> <p><b>Reading and listening skills</b> - reminding of usual tricks, practising exam style questions, translation into English, strategies for questions in TL revisited.</p> <p><b>Speaking skills</b> - all tasks (role play, photo card, general conversation) are practised on all topics and in exam style.</p> <p><b>Writing skills</b> - all tasks (Foundation and higher types of questions as appropriate) are practised on all topics and in exam style.</p> <p>Translation skills are also practised regularly on all topics.</p>	<p><b>Learning Journey (REVISED):</b></p> <p><b>Vocabulary</b> - revisiting all vocab, identifying mnemonics, complex vocab and usual tricks.</p> <p>Students are using a vocab booklet and guided to reflect on their learning and to identify personal gaps in their learning.</p> <p><b>Reading and listening skills</b> - reminding of usual tricks, practising exam style questions, translation into English, strategies for questions in TL revisited.</p> <p><b>Speaking skills</b> - all tasks (role play, photo card, general conversation) are practised on all topics and in exam style.</p> <p><b>Writing skills</b> - all tasks (Foundation and higher types of questions as appropriate) are practised on all topics and in exam style.</p> <p>Translation skills are also practised regularly on all topics.</p>	
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<b>LINKS TO THE WORLD</b> i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	<p><b>Culture</b> – French hotels; restaurants and meals habits/traditional food; buying souvenirs in Souks.</p> <p><b>Culture</b> – schools in the French speaking world; days and subjects; meals and canteen.</p> <p><b>Literacy</b> – spellings, accents and grammar</p>	<p><b>Culture</b> – the importance of learning languages and where languages can take you; <b>career</b> plans and how to apply for jobs.</p> <p><b>Literacy</b> – spellings, accents and grammar</p>	<p><b>Culture</b> – Ethical shopping and the process; discussing global warming and what we can do to protect the environment; positive and negative impacts of tourism and global events – <b>Sociology, Geography, Life Skills.</b></p> <p><b>Literacy</b> – spellings, accents and grammar</p>	<p><b>Review of all cultural knowledge from topics 1 to 8.</b></p>	<p><b>Review of all cultural knowledge from topics 1 to 8.</b></p>	
<b>ASSESSMENTS</b> Summative and Formative as applicable	<p><b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p>	<p><b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p> <p><b>December MOCK Assessments:</b> Content: Topics 1-8</p> <p><b>Skills:</b> listening, speaking, reading and writing</p>	<p><b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p>	<p><b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p> <p><b>GCSE exam:</b> Content: Topics 1-8</p> <p><b>Skills:</b> speaking examination.</p>	<p><b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p> <p><b>GCSE exam:</b> Content: Topics 1-8</p> <p><b>Skills:</b> listening, reading and writing examinations.</p>	
<b>FEEDBACK SUPPORTS LEARNING</b>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <p>✓</p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <p>✓</p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <p>✓</p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <p>✓</p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <p>✓</p>	
<b>SPECIALIST VOCABULARY</b>	<p>See GCSE topic 5 and 6 vocabulary sheet.</p>	<p>See GCSE topic 7 vocabulary sheet.</p>	<p>See GCSE topic 8 vocabulary sheet.</p>	<p>See GCSE topics 1-8 vocabulary sheet.</p>	<p>See GCSE topics 1-8 vocabulary sheet.</p>	
<b>QUALITY FIRST TEACHING</b>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>					



## YEAR 12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<b>UNIT OF WORK</b>	<b>UNIT OF WORK</b>	<b>UNIT OF WORK</b>	<b>UNIT OF WORK</b>	<b>UNIT OF WORK</b>	<b>UNIT OF WORK</b>
	<b>Theme1:</b> Aspects of French-Speaking Society. Unit 1 (Family) <b>Theme 2:</b> Artistic culture in the French-Speaking World. Unit 5 (Music)	<b>Theme1:</b> Aspects of French-Speaking Society. Unit 1 (Family) / start Unit 2 (Cyber-society) <b>Theme 2:</b> Artistic culture in the French-Speaking World. Unit 5 (Music) / start Unit 6 (Cinema) <b>Film study:</b> La Haine <i>Revision of skills – January exams.</i>	<b>Theme1:</b> Aspects of French-Speaking Society. Unit 2 (Cyber-society) <b>Theme 2:</b> Artistic culture in the French-Speaking World. Unit 6 (Cinema) <b>Film study:</b> La Haine	<b>Theme1:</b> Aspects of French-Speaking Society. Unit 3 (Volunteering) <b>Theme 2:</b> Artistic culture in the French-Speaking World. Unit 4 (Heritage) <b>Film study:</b> La Haine	<b>Theme1:</b> Aspects of French-Speaking Society. Unit 3 (Volunteering) <b>Theme 2:</b> Artistic culture in the French-Speaking World. Unit 4 (Heritage) <b>Film study:</b> La Haine <i>Revision of all topics, skills.</i>	Revision of all topics, skills. IRP started. Speaking mock. <i>Mock exams</i>
KEY SKILLS	<ul style="list-style-type: none"> <li>Content is delivered through lessons incorporating varied activities (listening, speaking, reading, writing and grammar) and learning tasks which reflect A-level exam style questioning.</li> <li>Advanced grammar is taught both explicitly as well as discretely embedded in most learning tasks and through teacher feedback. Grammar practice and consolidation is incorporated throughout the course.</li> <li>Higher level skills are taught through text analysis and summary. Discussion and debate is incorporated into every lesson. The course helps students to develop their intercultural competency through constant focus on the society and culture of target language countries.</li> <li>Fluency in the target language is encouraged through teaching in the target language.</li> <li>Oral and written presentation are key elements to the course and students receive constant opportunity to develop their speaking and written skills.</li> </ul>					
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<b>NEW: THEME 1 - family</b> <b>Content:</b> Trends in marriage and other forms of partnership; the merits and problems of different family structures (1/2). <b>THEME 2 - music</b> <b>Content:</b> consider popularity of contemporary francophone music (diversity and style); who listens to francophone music, how often and how (1/2). <b>Grammar:</b> Imperfect tense, perfect tense, recognise past historic, question forms and command forms, subjunctive, conditional.	<b>NEW: THEME 1 - family</b> <b>Content:</b> consider relationships between generations and discuss problems that can arise (2/2) <b>THEME 1 - technology</b> describe and discuss how technology has transformed everyday life (1/2). <b>THEME 2 - music</b> <b>Content:</b> threats to contemporary francophone music and how it might be safeguarded. (2/2) <b>THEME 2 - cinema</b> <b>Content:</b> consider a variety of aspects of French cinema; major developments in the evolution of French cinema	<b>NEW: THEME 1 - technology</b> dangers of digital technology; different uses and possible future development (2/2). <b>THEME 2 - cinema</b> <b>Content:</b> consider the continuing popularity of French cinema and film festivals. (2/2) <b>Grammar:</b> infinitive constructions, object pronouns, present tense of all verbs, infinitive constructions, si clauses, connectives followed by subjunctive. <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.	<b>NEW: THEME 1 - Volunteering</b> <b>Content:</b> examine the voluntary sector in France and the range of work volunteers provide; benefits of voluntary work: for those that are helped and how beneficiaries request help + for those that do it and for society as a whole. <b>THEME 2 - heritage</b> <b>Content:</b> understanding the notion of heritage and heritage preservation on a regional and national scale; consider ways in which some of the country's most famous heritage sites market themselves; comprehend how	<b>NEW: THEME 1 - Volunteering</b> <b>Content:</b> examine the voluntary sector in France and the range of work volunteers provide; benefits of voluntary work: for those that are helped and how beneficiaries request help + for those that do it and for society as a whole. <b>THEME 2 - heritage</b> <b>Content:</b> understanding the notion of heritage and heritage preservation on a regional and national scale; consider ways in which some of the country's most famous heritage sites market themselves; comprehend how	<b>NEW: THEME 1 and Theme 2</b> <b>Content:</b> all Y12 topics. <b>Grammar:</b> all Y12 grammar. <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.





	<p><b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p> <p><b>Learning Journey (REVISED):</b>            1. Building on KS4 vocabulary on family, friends, relationships + music.            2. Introducing A-level questions and building on GCSE skills.            3. Introducing content/statistics and how to talk about them and use them in answers.            4. Recap of key KS4 grammar and tenses.</p>	<p>from its beginning to now (1/2).  <b>Grammar:</b> infinitive constructions, object pronouns, present tense of all verbs, infinitive constructions, si clauses, connectives followed by subjunctive.  <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p> <p><b>Learning Journey (REVISED):</b>            1. Building on KS4 vocabulary on technology + cinema.            2. Extending answers using statistics and using data and examples to back up your arguments.            3. Specific focus on questions in French and how to tackle different tasks -&gt; from lifting words at GCSE level to forming full answers.</p>	<p><b>Learning Journey (REVISED):</b>            1. Building on KS4 vocabulary on all topics covered.            2. Looking at sociological and cultural aspects more in depth.            3. Introducing the concept of the subjunctive mood.            4. Strategies to deal with more complex vocabulary, authentic texts and articles.</p>	<p>heritage impacts upon and is guided by culture in society.  <b>Grammar:</b> using connectives (temporal and causal), conditional combined with si clauses, future tense, adjectival agreements review, using subjunctive to express doubt, uncertainty and necessity.  <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p> <p><b>Learning Journey (REVISED):</b>            1. Building on KS4 vocabulary on heritage and volunteering work.            2. Recapping and building on si clauses learnt at KS4.            3. More use of the subjunctive and how to use it in different contexts.            4. Strategies to deal with summarising questions in reading and listening.</p>	<p>heritage impacts upon and is guided by culture in society.  <b>Grammar:</b> using connectives (temporal and causal), conditional combined with si clauses, future tense, adjectival agreements review, using subjunctive to express doubt, uncertainty and necessity.  <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p> <p><b>Learning Journey (REVISED):</b>            1. Analysing trends and more work on using data to back up arguments.            2. Essay writing skills on all themes and topics and in time limit.</p>	<p><b>Learning Journey (REVISED):</b>            1. More practice of speaking skills for the card element of the exam.            2. Starting the IRP – using topics and facts studied in the year to decide on a topic and coming up with a question to debate.            3. Research skills and understanding the concept of the IRP.</p>
<p><b>LINKS TO THE WORLD</b>            i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects</p>	<p><b>Sociology</b> - Family relations and celebrations, trends in French speaking countries.  <b>English, media and literacy</b> - film analysis and essay writing  <b>Arts</b> – French music, trends, style.  <b>Geography</b> – the French speaking world – where/culture/history.  <b>Career</b> – successful musicians and their career path.  <b>Numeracy</b> – talking about statistics and analysing trends.</p>	<p><b>Arts</b> – French cinema and music.  <b>IT</b>- technology  <b>English, media and literacy</b> - film analysis and essay writing  <b>Career</b> – successful actors and their career path.  <b>Numeracy</b> – talking about statistics and analysing trends.</p>	<p><b>Arts</b> – French cinema.  <b>IT</b>- technology  <b>English, media and literacy</b> - film analysis and essay writing  <b>Numeracy</b> – talking about statistics and analysing trends.</p>	<p><b>History and Culture</b> – the notion of heritage and key sites in France.  <b>English, media and literacy</b> - film analysis and essay writing  <b>Career</b> – possible jobs in technology and in the developing world (IT, social media, heritage and tourism).  <b>Numeracy</b> – talking about statistics and analysing trends.</p>	<p><b>History and culture</b> – the notion of heritage and key sites in France.  <b>English, media and literacy</b> - film analysis and essay writing  <b>Numeracy</b> – talking about statistics and analysing trends.</p>	<p><b>Debating Skills</b> – researching and presenting on a topic. Questioning and backing arguments up with facts.  <b>English, Media and Literacy</b> - film analysis and essay writing  <b>Numeracy</b> – talking about statistics and analysing trends.</p>



ASSESSMENTS Summative and Formative as applicable	<p><b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular folder marking with specific targets; target setting following assessments.</p> <p><b>OCTOBER ASSESSMENTS: PAPER 1 AND PAPER 3</b></p>	<p><b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular folder marking with specific targets; target setting following assessments.</p>	<p><b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular folder marking with specific targets; target setting following assessments.</p> <p><b>JANUARY MOCKS: PAPER 1, 2 AND 3</b></p>	<p><b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular folder marking with specific targets; target setting following assessments.</p>	<p><b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular folder marking with specific targets; target setting following assessments.</p> <p><b>AS LEVEL mock exams</b></p>	<p><b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular folder marking with specific targets; target setting following assessments.</p>
SPECIALIST VOCABULARY	Vocab lists 1.1 and 2.2 from the French AQA A-level text book + vocabulary for literature analysis provided to students at the start of the course.	Vocab lists 1.1 and 2.2 from the French AQA A-level text book + vocabulary for literature analysis provided to students at the start of the course.	Vocab lists 1.1 and 2.2 from the French AQA A-level text book + vocabulary for literature analysis provided to students at the start of the course.	Vocab lists 1.3 and 2.1 from the French AQA A-level text book + vocabulary for literature analysis provided to students at the start of the course.	Vocab lists 1.3 and 2.1 from the French AQA A-level text book + vocabulary for literature analysis provided to students at the start of the course.	All vocab from Y12 course.
FEEDBACK SUPPORTS LEARNING	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <p><input checked="" type="checkbox"/></p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <p><input checked="" type="checkbox"/></p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <p><input checked="" type="checkbox"/></p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <p><input checked="" type="checkbox"/></p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <p><input checked="" type="checkbox"/></p>	
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>					



## YEAR 13

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<b>UNIT OF WORK</b>	<b>UNIT OF WORK</b>	<b>UNIT OF WORK</b>	<b>UNIT OF WORK</b>	<b>UNIT OF WORK</b>	<b>UNIT OF WORK</b>
	<p><b>Theme 3:</b> Aspects of French-Speaking Society: current issues. Unit 1 (Diversity)</p> <p><b>Theme 4:</b> Political life in the French-Speaking World. Unit 4 (Political engagement)</p> <p><b>Literature Study:</b> Un sac de billes</p> <p><b>Film Study:</b> La Haine</p>	<p><b>Theme 3:</b> Aspects of French-Speaking Society: current issues. Unit 2 (socially marginalised)</p> <p><b>Theme 4:</b> Political life in the French-Speaking World. Unit 5 (demonstrations and strikes)</p> <p><b>Literature Study:</b> Un sac de billes</p> <p><i>Revision of skills – January exams.</i></p>	<p><b>Theme 3:</b> Aspects of French-Speaking Society: current issues. Unit 3 (criminality)</p> <p><b>Theme 4:</b> Political life in the French-Speaking World. Unit 6 (immigration and politics)</p> <p><b>Literature Study:</b> Un sac de billes</p> <p><b>Film Study:</b> La Haine</p>	<p><b>Revision of all themes 1-4.</b></p> <p><b>Literature Study:</b> Un sac de billes</p> <p><b>Film Study:</b> La Haine</p> <p><i>Revision of all topics, skills.</i></p>	<p><b>Revision of all themes 1-4.</b></p> <p><b>Literature Study:</b> Un sac de billes</p> <p><b>Film Study:</b> La Haine</p> <p><i>Revision of all topics, skills.</i></p>	
KEY SKILLS	<ul style="list-style-type: none"> <li>Content is delivered through lessons incorporating varied activities (listening, speaking, reading, writing and grammar) and learning tasks which reflect A-level exam style questioning.</li> <li>Advanced grammar is taught both explicitly as well as discretely embedded in most learning tasks and through teacher feedback. Grammar practice and consolidation is incorporated throughout the course.</li> <li>Higher level skills are taught through text analysis and summary. Discussion and debate is incorporated into every lesson. The course helps students to develop their intercultural competency through constant focus on the society and culture of target language countries.</li> <li>Fluency in the target language is encouraged through teaching in the target language.</li> <li>Oral and written presentation are key elements to the course and students receive constant opportunity to develop their speaking and written skills.</li> </ul>					
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p><b>NEW:</b></p> <p><b>THEME 3 - diversity</b></p> <p><b>Content:</b> consider the benefits of living in an ethnically diverse society; need for tolerance and respect of diversity; how to promote diversity.</p> <p><b>THEME 4 – political engagement</b></p> <p><b>Content:</b> discuss arguments relating to the vote and examine the French political system; discuss engagement levels of young people and their influence on politics; discuss the future of politics and political engagement.</p> <p><b>Grammar:</b> present, future, conditional tenses, passive voice and subjunctive recap.</p>	<p><b>NEW:</b></p> <p><b>THEME 3 – socially marginalised</b></p> <p><b>Content:</b> examine different groups who are socially marginalised; discuss measures to help those who are marginalised; contrasting attitudes to people who are marginalised.</p> <p><b>THEME 4 – unions, protests and strikes</b></p> <p><b>Content:</b> understand the important role of unions; talk about strikes and consider different methods of protesting; different attitudes towards strikes, protests and other political tensions.</p> <p><b>Grammar:</b> the perfect and imperfect tense, the pluperfect, subject and object pronouns, relative pronouns, demonstrative adjectives and pronouns.</p>	<p><b>NEW:</b></p> <p><b>THEME 3 – criminality</b></p> <p><b>Content:</b> examine different attitudes to crime; discuss prison and its merits and problems; consider alternative forms of punishment.</p> <p><b>THEME 4 – politics and immigration</b></p> <p><b>Content:</b> discuss some of the political issues concerning immigration in francophone countries; consider the viewpoints of political parties regarding immigration; consider immigration from the standpoint of immigrants, as well as aspects of racism.</p> <p><b>Grammar:</b> recognise and identify the past historic, using different tenses with si clauses, using infinitive constructions, combination of tenses (imperfect and</p>	<p><b>Revision of Themes 1 – 4!</b></p> <p><b>Content:</b> all Y12 and Y13 topics.</p> <p><b>Grammar:</b> all Y12 and Y13 grammar</p> <p><b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>Revision of Themes 1 – 4!</b></p> <p><b>Content:</b> all Y12 and Y13 topics.</p> <p><b>Grammar:</b> all Y12 and Y13 grammar.</p> <p><b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	



	<p><b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p> <p><b>Learning Journey (REVISED):</b></p> <ol style="list-style-type: none"> <li>1. Building on facts and statistics to now look at politics and social aspects of the French society.</li> <li>2. Carrying on practising exam style questions.</li> <li>3. Essay writing techniques and analysis now applied to literature.</li> <li>4. Recap of key Y12 grammar and tenses.</li> </ol>	<p><b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p> <p><b>Learning Journey (REVISED):</b></p> <ol style="list-style-type: none"> <li>1. Building on vocabulary of themes 3.1 and 4.1 to further discuss social issues in France.</li> <li>2. Linking young people political engagement with unions and strikes.</li> <li>3. Literature essay planning skills.</li> </ol>	<p>perfect), form and use the future and conditional perfect, choose the right tenses.</p> <p><b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p> <p><b>Learning Journey (REVISED):</b></p> <ol style="list-style-type: none"> <li>1. Building on vocabulary from 3.1/2 and 4.1/2 to further discuss politics and link it to immigration.</li> <li>2. Building on key tenses to introduce more complex ones, and use more complex si clauses.</li> <li>3. Carrying on using statistics, knowledge and facts to debate issues.</li> </ol>			
<p><b>LINKS TO THE WORLD</b> i.e. links to careers; equality: gender, class, ethnicity, etc.; different subjects</p>	<p><b>Sociology/politics</b> – immigration trends and practical aspects. Political parties in France. Engagement of young people in politics. <b>English, Media and Literacy</b> – film and novel analysis and essay writing <b>Career</b> – successful politicians and potential careers linked to current immigration trends. <b>Numeracy</b> – talking about statistics and analysing trends.</p>	<p><b>Sociology/politics</b> – views and engagement in law, unions, protests. Views on criminality and punishments. <b>English, Media and Literacy</b> – film and novel analysis and essay writing <b>Career</b> – jobs related to dealing with volunteering and helping the marginalised and importance of/role of unions in the work place. <b>Numeracy</b> – talking about statistics and analysing trends.</p>	<p><b>Sociology/politics</b> – immigration trends and positive/challenges for the society. Political parties’ views and legal systems in the French speaking countries. <b>English, Media and Literacy</b> – film and novel analysis and essay writing <b>Career</b> – jobs related to dealing with criminality. Potential career paths linked to current immigration patterns, law, rights, ... <b>Numeracy</b> – talking about statistics and analysing trends.</p>	<p><b>All as listed in Y12 and Y13 curriculum maps.</b></p>	<p><b>All as listed in Y12 and Y13 curriculum maps.</b></p>	



<b>ASSESSMENTS</b> Summative and Formative as applicable	<b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular folder marking with specific targets; target setting following assessments.  <b>OCTOBER ASSESSMENTS: PAPER 1, 2 AND 3</b>	<b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular folder marking with specific targets; target setting following assessments.	<b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular folder marking with specific targets; target setting following assessments.  <b>JANUARY MOCKS: PAPER 1, 2 AND 3</b>	<b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular folder marking with specific targets; target setting following assessments.  <b>MARCH MOCKS: PAPER 1, 2 AND 3</b>	<b>A LEVEL exams</b>	N/A
<b>SPECIALIST VOCABULARY</b>	Vocab lists 3.1 and 4.1 from the French AQA A-level text book + vocabulary for film/literature analysis provided to students at the start of the course.	Vocab lists 3.2 and 4.2 from the French AQA A-level text book + vocabulary for film/literature analysis provided to students at the start of the course.	Vocab lists 3.3 and 4.3 from the French AQA A-level text book + vocabulary for film/literature analysis provided to students at the start of the course.	All vocab lists from themes 1 to 4 from the French AQA A-level text book + vocabulary for film/literature analysis provided to students at the start of the course.	All vocab lists from themes 1 to 4 from the French AQA A-level text book + vocabulary for film/literature analysis provided to students at the start of the course.	N/A
<b>FEEDBACK SUPPORTS LEARNING</b>	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> <input checked="" type="checkbox"/>	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> <input checked="" type="checkbox"/>	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> <input checked="" type="checkbox"/>	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> <input checked="" type="checkbox"/>	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> <input checked="" type="checkbox"/>	
<b>QUALITY FIRST TEACHING</b>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>					