

Subject	Subject	French
Group		Year 7

	Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	
		Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/S	
	Unit Title	Introduction & Greetings				Identity & Relationships				Ed	
	Knowledge / Skills	<p>Knowledge: Phonics and pronunciation; cognates; greetings; alphabet; numbers 1-31; days; months – the date; age and date of birth; opinions</p> <p>Skills: First person verb forms Understanding classroom instructions Using classroom language</p>				<p>Knowledge: Colours; describing hair and eyes; countries, nationalities and languages; family members; describing others; Christmas</p> <p>Skills: Adjective agreement Possessive adjectives: mon, ma, mes Using avoir and être (je, tu, il/elle) Negative structures (ne...pas)</p>				<p>Knowledge: Stationery subjects; school subject uniform, exams and tea</p> <p>Describe weekly routine activities in school, including activities and clubs.</p> <p>Skills: Expressing and negative opinions Present tense</p>	
	Lit / Num	Spelling and sound patterns Oracy: pronunciation and intonation Developing breadth of vocabulary Counting, number sequences and calculating				Sentence structure and word order Using connectives and qualifiers				Producing short paragraphs Justifying points of view Creative writing (design)	
	Enrichment	European Day of Languages Origins of the French language Learning about Francophone countries				Winter and Christmas festivities				International Mother To Learn about French schools Film project: Le Petit N	
	British Vals	Mutual respect, tolerance				Mutual respect, tolerance				Mutual respect, tolerance	
	Character	Vocabulary learning strategies for independence and to equip students to be self-led learners				Resilience - learning from mistakes by redrafting of marked written work				Perseverance - embracing	
Year 7	Careers	Importance of languages around the world and their link to the world of work				Skills for the future workplace: good oral and written communication skills				Skills for the future workplace speakers and justifying	

Subject	Subject	MFL
Group		Year 8

	Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1
		Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/S
Unit Title	Travel & Tourism				Media & Technology				Healthy living at	
Knowledge / Skills	<p>Knoweldge: Country names, holiday locations (beach, mountains, etc.), means of transport; accommodation & facilities; activities; weather; problems</p> <p>Skills:Passé composé introduced</p>				<p>Knoweldge: Music, film & TV genres and preferences; uses of internet; social media; mobile technology, including computers, phones, tablets and other devices</p> <p>Types of music; films/programmes on TV/at the cinema - basic plot; opinions on actors/writers/singers.</p> <p>advantages and disadvantages on watching films at home/at cinema; reading activities, including preferences.</p> <p>Skills: Negative structures (ne...pas, jamais) Passé composé reinforced</p>				<p>Knowledge: Food and smoking/vaping, drugs mental well-being, reas consequences of not st activities, and ways to k present lifestyle choice:</p> <p>Skills: partitive articles Preceding direct object: Reflexive verb (s'inquié Il faut/il ne faut pas</p>	
Lit / Num	<ul style="list-style-type: none"> • Regular activities encouraging pupils to identify patterns, sentence structures and work out rules of language • Understanding key language terms (adjective, pronoun, verb, tense etc.) • Reading aloud to build confidence and knowledge of pronunciation and phonics • Developing key vocab and learning spellings with regular vocabulary tests • Regular assessment opportunities to embed writing timed tasks to develop independent writing • Quantities, amounts and measurements 									
Enrichment	European Day of Languages Film unit: Les vacances du Petit Nicolas				Learning about landmarks and places of interest in French speaking countries				Dishes from around the	
British Vals	Mutual respect, tolerance				Mutual respect, tolerance				Mutual respect, toleran	
Character	Throughout the year students are encouraged to share and learn from mistakes (for example through self- and peer-assessm independence and to equip students to be self-led learners.									
Year 8 Careers	Students will be made aware of the importance of languages around the world and their link to the world of work and various									

Subject Group	Subject	MFL
		Year 9

	Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	
		Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/S	
	Unit Title	Environment				Work and future plans				Loc	
	Knowledge / Skills	<p>Knowledge: Local environment, including environmental issues; Activities to help/protect local area/environment in the past, present and future; Opinions on wider global issues, eg climate change and environmental damage.</p> <p>Skills: Conditional (je/tu voudrais, il/elle voudrait) Imperatives (2nd person singular and plural) Imperfect tense Modal verbs (pouvoir, devoir, savoir, vouloir – je/on)</p>				<p>Knowledge: education post-16, future intentions and plans; jobs; personal qualities, qualifications; ideal job/personal ambitions and skills required</p> <p>Skills:Conditional tense (je/tu voudrais, il/elle voudrait) Jobs (no article) Questions (qu'est-ce que)</p>				<p>Knowledge: Town/village residence; local area; b facilities in area; advan Describe town/village/n advantages/disadvanta future intentions on whe</p> <p>Skills: Conditional tense (je vc Prepositions + places</p>	
	Lit / Num	<ul style="list-style-type: none"> Regular activities encouraging pupils to identify patterns, sentence structures and work out rules of language Understanding key language terms (adjective, pronoun, verb, tense etc.) Reading aloud to build confidence and knowledge of pronunciation and phonics Developing key vocab and learning spellings with regular vocabulary tests Regular assessment opportunities to embed writing timed tasks to develop independent writing 									
	Enrichment									Film Project: Neuilly sa	
	British Vals	Mutual respect, tolerance				Mutual respect, tolerance				Mutual respect, toleran	

Year 9	Character	<ul style="list-style-type: none"> • Resilience - Students happy to make mistakes with new verb conjugations and persevere - Growth Mindset • Confidence – Students actively contribute to class discussion in agree/disagree giving opinions in TL • Resilience - Students will re-draft to make progress, especially around use of three tenses • Independence – students can identify their own areas for development, revision and improvement • Learning about different habits, religions, cultures • Develop Curiosity, understanding and respect for different cultures and traditions. • Face challenges in learning new/different concepts 		
	Careers	Looking at the job/role of teacher	Roles and responsibilities of a number of careers; importance of languages for work; exploring career choices and ambitions; usefulness of work experience	Skills for the workplace teamwork, independence

Subject Group	Subject	French
		Year 10

		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1
		Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/S	
	Unit Title	Identity and relationship with others				Healthy living + Festivals and celebrations				Free time activ	

Knowledge: Describe a person's nationality, character, personality and physical appearance.

Describe a person's sexual orientation.

Describe relationships with friends and family.

Describe qualities of a good friend.

Describe ideal partners and why.

Describe different types of partnerships - pros and cons.

Skills:

Avoir/Être (present tense)

Reflexive verbs in the present tense (je m'appelle, il/elle s'appelle, je m'entends bien avec, on s'entend bien)

Regular present tense verb endings (er/ir/re verbs)

Simple future tense

Knowledge: Give preferences for food and drink, attitudes to fast-food, cooking, smoking/vaping, drugs, alcohol, including consequences.

Refer to physical and mental well-being, reasons for staying healthy and consequences of not staying healthy.

Describe sporting activities and ways of keeping fit.

Compare past and present lifestyle choices and future intentions.

Learn about local and national festivals in the UK and in French-speaking countries/communities.

Refer to and give opinions on festivals and celebrations with family and friends such as birthday parties, weddings, religious events.

Refer to food on special occasions and at celebrations.

Refer to nationally renowned events such as sports (eg Tour de France, 14 juillet).

Country traditions/customs focus, eg Senegal, Morocco.

Skills: Present tense

Imperfect tense (1st, 2nd, 3rd person singular)

Perfect tense (with avoir and être)

Modal verbs (present tense - pouvoir, vouloir, savoir, devoir)

Negatives (ne... rien)

Reflexive verbs (1st, 2nd, 3rd person singular present and imperfect - s'inquiéter de, s'intéresser...)

Avoir phrases (j'ai faim/soif)

Imperatives (2nd person singular and plural, including aller and faire)

Impersonal verb forms (il me faut)

Infinitive used as a noun, ie as equivalent of -ing (gerund) in English (eg vapoter n'est pas bon pour la santé...)

Preverbal singular direct object pronouns (me, te, vous, le, la)

Pour + infinitive

Higher tier only

Aucun(e)

Negative (ne... ni... (ni...))

Modal verbs (perfect tense - pouvoir, vouloir, savoir, devoir)

Preposition en + present participle (regular verbs + faire)

Knowledge: Express opinions about own and others.

Extend sentences with relative clauses. Add details regarding who with.

Use a variety of adjectives. Include opinions and judgements about direct objects.

Use comparatives to compare preferences.

Refer to past activities

Refer to sporting event personalities/teams.

Refer to internet, describe importance to young people. Refer to use, preferences, advantages/disadvantages.

Refer to social media, frequency of use, differences.

Describe mobile technologies: phones, tablets and other devices.

Describe personal use with advantages.

Skills: Present tense (

Jouer au, à la, à l', aux

Jouer du, de la, de l', de

Aller (present)

Partitive article with un/une, de la, de l', des + hobbies

Perfect tense (with avoir verbs: je/on form)

Perfect tense (with être verbs: être allé)

Imperfect (c'était)

Periphrastic future (ne... aller)

Negatives (ne... personne)

Modal verbs (je veux, etc.)

Adverbs of time and frequency (souvent, d'habitude)

Prepositions of place (à, devant, derrière, au centre, cinéma, etc.)

Pour + infinitive

Comparatives (plus... que, aussi... que)

Interrogatives (avec qui, etc.)

Year 10	Lit / Num	<ul style="list-style-type: none"> Develop extended writing through timed tasks: 40/90 words Weekly tests on vocabulary and spelling 	<ul style="list-style-type: none"> Develop extended writing through timed tasks: 40/90/150 words Weekly tests on vocabulary and spelling 	<ul style="list-style-type: none"> Develop extended writing through timed tasks: 40/90/150 words Weekly tests on vocabulary and spelling
	Enrichment	<ul style="list-style-type: none"> Opportunities to speak with the French FLA Film project: <i>La famille Bélier</i> Celebrating European Day of Languages 	<ul style="list-style-type: none"> Opportunities to speak with the French FLA Pen pal exchange with partner school in Paris Talking about French films and actors 	<ul style="list-style-type: none"> Opportunities to speak with the French FLA Talking about different speaking countries Celebrating International Day of Languages
	British Vals	Mutual respect, tolerance	Mutual respect, tolerance	Mutual respect, tolerance
	Character	<ul style="list-style-type: none"> Resilience - Students happy to make mistakes with new verb conjugations and to persevere in the face of difficulty Resilience - Students will re-draft timed tasks to make progress, especially around use of three tenses Confidence – Students actively contribute to class discussion in agree/disagree giving opinions in TL Confidence- Grow in confidence by practising speaking skills with FLA Face challenges in learning new/different concepts Independence – students can identify their own areas for development, revision and improvement using self-assessment Independence - Engage with CORNETTOS criteria and GCSE mark scheme in order to self assess Learning about different habits, religions, cultures Develop Curiosity, understanding and respect for different cultures and traditions. 		
	Careers	<ul style="list-style-type: none"> Number of languages spoken and used in world of work Specific reference to the importance of languages in the business world as well as other sectors, and in applications to top universities Specific lessons in the Jobs unit about the relevance and application of language skills in the world of work Travel and tourism 		

Subject Group	Subject	French
		Year 11

	Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1
Curriculum/Syllabus Coverage					Curriculum/Syllabus Coverage					Curriculum/S



Unit Title

Education and work

Where people live

Env

Knowledge: Express opinions about school subjects, homework, school rules, uniform, exams and teachers.

Describe weekly routine including school day, activities in school including timetable, sporting activities and clubs.

Refer to primary school days.

Refer to education post-16: options available, advantages and disadvantages, future intentions and plans.

Give opinions on different jobs, including advantages and disadvantages.

Describe personal qualities, qualifications.

Refer to ideal job/personal ambitions and skills required.

Recognise opportunities to work abroad/use language skills and give opinions.

Skills: Irregular (eg écrire) and regular (eg entendre, traduire) -RE verbs (past, present, periphrastic (near future))

Present tense

Perfect tense

Modal verbs revision (present tense)

Reflexive verbs (1st, 2nd, 3rd person singular present and perfect - daily routine: se lever, se laver, se coucher)

Impersonal verbs (il est interdit/essentiel/important de, il (ne) faut (pas), Il y a/il n'y a pas de)

Impersonal verbs (il est + time)

Imperfect tense (1st, 2nd, 3rd person singular)

Preverbal singular direct object pronouns (me, te, vous, le, la)

Adverbs of sequence

Conditional (je voudrais, il/elle/on voudrait)

Avoir phrases (avoir l'occasion de...)

Interrogatives (pourquoi... ?)

Higher tier only

Prepositions (avant de + infinitive, après avoir + past participle)

Inflectional (simple) future (1st, 2nd, 3rd singular, regular and irregular verbs: avoir, faire, être)

Inflectional (simple) future (je serai, ce sera)

Present participle of irregular verbs (étant

Knowledge: Describe town/village/neighbourhood of residence.

Refer to period of time in residence.

Describe local area, buildings.

Describe activities and facilities in area.

Give opinions including advantages/disadvantages for young people/tourists.

Describe an ideal home and area, future intentions on where to live with reasons.

Understanding/giving directions

Skills: Aller (present, perfect, near future)

Faire (present, perfect, near future)

Être (present, past, near future)

Prepositions of place (towns, areas, neighbourhoods, countries eg devant, derrière)

Adverbs of place (loin/près)

Imperatives (eg allez, tournez, prenez, continuez)

Imperfect (il y avait) Interrogatives (où... ?)

Higher tier only

Depuis

Il y en a, il y en avait

Negatives (ne...plus, ne... ni... (ni...), ne... pas encore, ne que)

Impersonal verbs (Il manque)

Inflectional (simple) future (regular -ER verbs, 1st, 2nd, 3rd person singular and plural, irregular verbs in 1st, 2nd, 3rd person singular - aller, avoir, faire, être)

Être (inflectional (simple) future - ce sera, conditional - ce serait)

Emphatic pronouns (chez nous, vous)

Relative pronoun (où)

Knowledge: Describe environmental issues.

Refer to activities to be done in the area/environment in the future.

Refer to and express opinions on environmental issues eg climate change.

Skills: Conditional tense (1st person singular)

Present tense

Perfect tense

Imperfect tense

Negatives

Reflexive verbs (1st, 2nd person singular present and perfect) revision of present, perfect and introduction of periphrastic forms

Modal verbs

Imperative (2nd person singular and plural including aller and faire)

Impersonal verb forms (il faut, il y a)

Preverbal singular indirect object pronouns (me, te, vous, lui)

Pour + infinitive

Plus de, moins de + noun

Interrogatives (quoi... ?)

Higher tier only

Conditional tense (regular -ER verbs, 1st, 2nd, 3rd person singular and plural, irregular verbs in 1st, 2nd, 3rd person singular - aller, avoir, faire, être)

Être (inflectional (simple) future - ce sera, conditional - ce serait)

Emphatic pronouns (chez nous, vous)

Relative pronoun (où)

Prepositions (avant de + infinitive, après avoir + past participle)

Conditional (je voudrais, il/elle/on voudrait)

Avoir phrases (avoir l'occasion de...)

Interrogatives (pourquoi... ?)

Higher tier only

Prepositions (avant de + infinitive, après avoir + past participle)

Inflectional (simple) future (1st, 2nd, 3rd singular, regular and irregular verbs: avoir, faire, être)

Inflectional (simple) future (je serai, ce sera)

Present participle of irregular verbs (étant

Year 11	Lit / Num	Extended writing Time	Extended writing Redrafting written work	Oracy: giving argument debating
	Enrichment	Visit to Paris and French partner school to inform cross-cultural understanding		
	British Vals	Mutual respect, tolerance	Mutual respect, tolerance	Mutual respect, toleran
	Character	Resilience, independence, curiosity	Citizenship and contributing effectively to society Ambition and self-motivation	Citizenship and being a
	Careers	Importance of languages in the workplace Skills for the workplace: communication, teamwork, independence, time-management	Explicit reference to jobs and career choices for the future Writing application letters and understanding job adverts	Skills for the workplace teamwork, independen

Subject Group	Subject	French
		Year 12

	Term	Aut 1			Unit	Aut 2			Unit
		Curriculum/Syllabus Coverage				Curriculum/Syllabus Covera			
Unit Title	Cultural heritage	Music			Cinema	Changing families			Book: Kiffe kiffe demain

Year 12	Knowledge / Skills	<p>Knowledge:</p> <ol style="list-style-type: none"> Understanding heritage and heritage preservation on national scale Marketing of cultural sites Impact of heritage on culture <p>Skills:</p> <p>Adjective agreements Comparatives and superlatives Using if with present and future Subjunctive of verbs of doubt, uncertainty</p>	<p>Knowledge:</p> <ol style="list-style-type: none"> Diversity of contemporary Francophone music Audience mediums of Francophone music Threats to Francophone music <p>Skills:</p> <p>Questions and commands Subjunctive with possibility and emotions Conditional</p>	<p>Knowledge:</p> <ol style="list-style-type: none"> Aspects of French cinema Developments and evolution of French cinema to the present day Continuing popularity of French cinema <p>Skills:</p> <p>Infinitive constructions If with pluperfect and past conditionals Connectives followed by the subjunctive</p>	<p>Knowledge:</p> <ol style="list-style-type: none"> Merits and problems of different family structures Intergenerational problems and solutions Trends in marriage and other forms of partnerships <p>Skills:</p> <p>Recognising the past historic Imperfect tense Perfect tense</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Socio-historical context of the novel - North African migrant communities in the Parisian suburbs Use of slang, verlan and words in Arabic Popular culture references Chapter by chapter comprehension and analysis
	Lit / Num	Translation skills En>Fr, Fr>En; summary writing skills. Oracy: developing extended answers			Essay writing language, structure and skills; translation summary writing skills. Oracy: developing extended ar	
	Enrichment				British Film Institute Study Day to develop understand context of <i>La haine</i>	
	British Vals	Mutual respect, tolerance			Mutual respect, tolerance	
	Character	Resilience, independence, curiosity			Resilience, independence, curiosity	
	Careers	Improve career prospects by speaking languages; Build skills for the workplace: effective oral and written communication, teamwork, meeting deadlines			Improve career prospects by speaking languages; Bui effective oral and written communication, teamwork, r	

Subject Group	Subject	French
		Year 13

	Term	Aut 1		Unit	1	Term	Aut 2		Unit
Curriculum/Syllabus Coverage						Curriculum/Syllabus Covera			

Year 13	Unit Title	Module 1: Diversity + IRP	Module 3.1: Criminality + Kiffe kiffe demain	Module 2: Marginalisation + La Haine	Module 4: Young people and politics + IRP	Module 3.2 & 3.3: Criminality + Kiffe kiffe demain
	Knowledge / Skills	<p>Knowledge:</p> <ol style="list-style-type: none"> Benefits of an ethnically diverse society Need for tolerance and respect of diversity Promoting diversity to create a richer world <p>Skills:</p> <p>Present tense Future tense Conditional tense</p>	<p>Knowledge:</p> <ol style="list-style-type: none"> Examining different attitudes to crime <p>KKD: representation of immigration, love, generational conflict</p> <p>Skills:</p> <p>Recognising and using past historic</p>	<p>Knowledge:</p> <ol style="list-style-type: none"> Examining groups who are socially marginalised Measures to help those who are marginalised Contrasting attitudes to those who are marginalised <p>La haine: cinema techniques</p> <p>Skills:</p> <p>Imperfect tense Perfect tense Pluperfect tense</p>	<p>Knowledge:</p> <ol style="list-style-type: none"> For or against the right to vote Engagement levels of young people What future for politics? <p>Skills:</p> <p>Passive voice Subjunctive: doubt and uncertainty</p>	<p>Knowledge:</p> <ol style="list-style-type: none"> Prison: its merits and problems Alternative forms of punishment <p>KKD: literary form - diary, use of humour, conflict between traditions & modern life</p> <p>Skills: Using 'if' with different tenses Infinitive constructions</p>
	Lit / Num	Essay writing language, structure and skills; translation skills En>Es, Es>En; summary writing skills. Oracy: developing extended answers			Essay writing language, structure and skills; translation summary writing skills. Oracy: developing extended ar	
	Enrichment					
	British Vals	Democracy, rule of law, mutual respect, tolerance			Democracy, rule of law, mutual respect, tolerance	
	Character	Resilience, independence, curiosity			Resilience, independence, curiosity	
	Careers	Improve career prospects by speaking languages; Build skills for the workplace: effective oral and written communication, teamwork, meeting deadlines			Improve career prospects by speaking languages; Bui effective oral and written communication, teamwork, r	

.A (Southwark) Curriculum Map - French

Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2
Syllabus Coverage		Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage	
Education		Free time Activities				Free time and Where people live				Where people live	
<p>; classroom items; school items, homework, school rules, teachers.</p> <p>e including school day, including timetable, sporting activities.</p> <p>justifying positive and negative opinions.</p>		<p>Knowledge: Express positive and negative opinions about hobbies using opinions plus the infinitive.</p> <p>Instruments and sports. Technology.</p> <p>Skills: Use a negative phrase. Comparatives to compare activities/give preference.</p>				<p>Knowledge: Talking about future plans; weather; activities for future trips to France</p> <p>Skills: Near future tense Using present and future tenses together</p>				<p>Knowledge: Town/village; residence; local area; a advantages and disadvantages.</p> <p>Skills: Impersonal verb (il y a/ il y a pas) Modal verb (pouvoir – je peux)</p>	
<p>aphs in French</p> <p>M</p> <p>n a new uniform, describe your school.</p>						Tense: using future tense to speak and write about plans				Tense: combining tenses	
<p>ngue Day</p> <p>hool system</p> <p>licolas</p>						Sports popular in France Examples of places in French speaking world				Film project: Adele Blarney	
ce		Mutual respect, tolerance				Mutual respect, tolerance				Mutual respect, tolerance	
ing new challenges		Concern for the needs of others				Resilience - learning from the good example set by sports personalities				Resilience & perseverance	
place: becoming confident speakers and justifying points of view		Skills for the future workplace: becoming confident speakers and justifying points of view				Sports personalities and the role that languages have played in their careers (e.g. British footballers in France)				Tourist guide	

Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2
Syllabus Coverage	Curriculum/Syllabus Coverage		Curriculum/Syllabus Coverage		Curriculum/Syllabus Coverage		Curriculum/Syllabus Coverage				
and free time activities	Food and Drink		Customs, festivals and celebrations		Family						
<p>I drink, fast-food, cooking, and alcohol; physical and sports for staying healthy and staying healthy.; sporting keep fit; compare past and present and future intentions.</p> <p>- du, de l', de la, des) s (le, la) ter)</p>	<p>Knowledge: Variety of food and drinks; food for celebrations; ordering in a restaurant</p> <p>Skills: Imperfect tense (c'était, j'étais) Impersonal verb (il faut/il ne faut pas) Modal verb (pouvoir + activities) Present tense irregular verbs (-IR, -RE and stem changing verbs)</p>		<p>Knowledge: Local and national festivals in the UK and in French speaking countries/communities; Give opinions on festivals and celebrations with family and friends; Food on special occasions and at celebrations; National events such as sports (eg Tour de France).</p> <p>Skills: Imperfect tense (c'était, j'étais) Impersonal verb (il faut/il ne faut pas) Modal verb (pouvoir + activities) Present tense irregular verbs (-IR, -RE and stem changing verbs)</p>		<p>Knowledge: Jobs & hobbies Describe friends and family Describe qualities of a person Use possessive adjectives Ask and answer questions about personality/physical appearance</p> <p>Skills: Reflexive verbs Adjective agreement Present tense</p>						

French-speaking world	Learning about festivals in Francophone countries and traditions in France	French music, film and TV clips and extracts	Reading simplified maps towns Day trip to Boulogne
ce	Mutual respect, tolerance	Mutual respect, tolerance	Mutual respect, tolerance

ment tasks and redrafting of written work), to build resilience and show perseverance when faced with new challenges. Homework, especially vocabulary lea

industries

Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2
Curriculum/Syllabus Coverage		Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage	
Local area		Celebrity Culture				School life				Exam Skills	
<p>ge/neighbourhood of buildings; activities and stages and disadvantages; neighbourhood of residence; ages; ideal home and area, are to live with reasons.</p> <p>udrais)</p>		<p>Knowledge: Opinions of celebrities/famous people; personal details on celebrities/famous people; celebrity magazines/articles /reviews, podcasts, social media, reality TV involving famous people and influencers; celebrities' activities/ influences on young people and wider society; events involving famous people eg music, film, TV, fashion, culture and technology; sporting events and favourite sports personalities/teams.</p> <p>Skills: Adjectival endings (al – aux/if – ive) Demonstrative adjectives (ce, cet, cette, ces) -RE verbs (lire, écrire, suivre) Negative (ne... personne) Preceding direct object pronouns (le/la)</p>				<p>Knowledge: Describe weekly routine including school day, activities in school, including timetable, sporting activities and clubs; Refer to primary school days.</p> <p>Skills: Imperfect tense (1st and 3rd person singular) Impersonal verbs (Il est interdit de) Preceding indirect object pronouns (me, te)</p>				<p>Reviewing and recalling (and skills)</p>	

mere; Francophone country	Trip to British Film Institute		Film project: Les choristes
ce	Mutual respect, tolerance	Mutual respect, tolerance	Mutual respect, tolerance

: communication, ce, time-management	Skills for the workplace: communication, teamwork, independence, time-management	Skills for the workplace: communication, teamwork, independence, time-management	Skills for the workplace: independence, time-ma
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Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2
Syllabus Coverage		Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/	
ities & Technology		Celebrity Culture				Travel and tourism, including places of interest				Travel and tourism,	

<p>positive and negative of other people's hobbies. justified reasons. when, where, how often and as and connectives. justifications with preceding compare activities/give and future plans. is and favourite sports describe how it is used/its people and society, frequency advantages/disadvantages. including reasons for and ent apps/platforms, ges. ology, including computers, ier devices, reasons for ntages/disadvantages. -ER regular verbs) + sports activities les + instruments countable nouns (faire du, es) ir, regular and irregular à - je suis allé(e), on est ar future tense - je vais nne) on veut) quency (demain, hier, à) with activity locations (eg ark) que, moins... que, ii, qu'est-ce que... ?)</p>	<p>Knowledge: Give opinions and personal details on a variety of celebrities/famous people. Refer to celebrity magazines/articles/reviews, podcasts, social media, reality TV involving famous people and influencers, with opinions. Give opinions about celebrities' activities/influences on young people and wider society. Refer to events involving famous people eg music, film, TV, fashion, culture and technology.</p> <p>Skills: Present tense (-ER regular verbs) Perfect tense (auxiliary of avoir, je + regular verbs) Impersonal verb phrases (il y a, il existe) Relative clauses using qui Preverbal singular direct object pronouns (le, la) Demonstrative adjectives (ce, cette, ces) Indefinite adjectives (chaque, plusieurs, autres, tout, quelques) 24 hour clock (à 18 heures) Possessive adjectives (son, sa, ses) Interrogatives (qui, quel...?) Higher tier only Time expressions (venir de, être en train de) Relative clauses using que and quand Preverbal plural direct object pronoun (les) Relative pronoun (quand) Modal verbs (pouvoir – full paradigm)</p>	<p>Knowledge: Refer to and give opinions on: • holiday destinations • holiday locations • means of transport for holidays • weather • holiday activities • holiday accommodation. Refer to recent and future holidays. Places of interest locally and elsewhere, including descriptions and preferences.</p> <p>Skills: Present tense Perfect tense Imperfect tense Periphrastic future (near future tense) Reflexive verbs (1st, 2nd, 3rd person singular perfect tense – daily routine) Modal verbs (present tense) Faire + activities (past, perfect) Faire + weather phrases Prepositions (countries) - à with masculine and plural countries, en with feminine countries Prepositions (en + transport) Use of article with dans; omission of article with en (eg dans les Alpes/en France) Position of adverbs of time (l'année dernière, tous les jours) Position of adverbs of manner (lentement, facilement, vite, rapidement) Pronoun (y) Interrogatives: que...? Impersonal verbs (il fait + adjective for weather) Higher tier only Inflectional (simple) future tense (ce sera) Reflexives in the conditional tense and inflectional (simple) future (Regular -ER verbs in 1st, 2nd, 3rd person singular and plural)</p>	<p>Knowledge: Refer to a • holiday destinations • holiday locations • means of transport for • weather • holiday activities • holiday accommodation. Refer to recent and future Places of interest local descriptions and preferences</p> <p>Skills: Present tense Perfect tense Imperfect tense Periphrastic future (near future tense) Reflexive verbs (1st, 2nd person singular perfect tense – daily routine) Modal verbs (present tense) Faire + activities (past, perfect) Faire + weather phrases Prepositions (countries) Prepositions (en + transport) Use of article with dans; omission of article with en (eg dans les Alpes/en France) Position of adverbs of time (l'année dernière, tous les jours) Position of adverbs of manner (lentement, facilement, vite, rapidement) Pronoun (y) Interrogatives: que...? Impersonal verbs (il fait + adjective for weather) Higher tier only Inflectional (simple) future tense (ce sera) Reflexives in the conditional tense and inflectional (simple) future (Regular -ER verbs in 1st, 2nd, 3rd person singular and plural)</p>
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writing through timed tasks: vocabulary and spelling	<ul style="list-style-type: none"> • Develop extended writing through timed tasks: 40/90/150 words • Weekly tests on vocabulary and spelling 	<ul style="list-style-type: none"> • Develop extended writing through timed tasks: 40/90/150 words • Weekly tests on vocabulary and spelling 	<ul style="list-style-type: none"> • Develop extended writing through timed tasks: 40/90/150 words • Weekly tests on vocabulary and spelling
work with the French FLA cultural traditions in French National Mother Tongue Day	<ul style="list-style-type: none"> • Opportunities to speak with the French FLA • Talking about French regions • Discussing about differences between accents in French 	<ul style="list-style-type: none"> • Opportunities to speak with the French FLA • Learning about a Moroccan souk • Hosting penpal partners from Paris 	<ul style="list-style-type: none"> • Opportunities to speak with the French FLA • Trip to Paris and visit • Film project: <i>Nos jours</i>
Outcome	Mutual respect, tolerance	Mutual respect, tolerance	Mutual respect, tolerance

universities


Unit	3	Term	Spr 2	Unit	Revision 1	Term	Sum 1	Unit	Revision 2	Term	Sum 2
Syllabus Coverage		Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage	

ironment

Exam Skills & Revision

Exam Skills & Revision



<p>local environment, including</p> <p>help/protect local</p> <p>past, present and future.</p> <p>opinions on wider global</p> <p>age, environmental damage.</p> <p>se (vouloir – 1st, 2nd, 3rd</p> <p>nd, 3rd person singular -</p> <p>fect, imperfect tense +</p> <p>stic (near) future)</p> <p>1 singular and plural,</p> <p>)</p> <p>(il faut)</p> <p>irect object pronouns (me,</p> <p>oun</p> <p>)</p> <p>ular</p> <p>d person singular and</p> <p>1 1st, 2nd, 3rd person</p> <p>re, être)</p> <p>ure (regular verbs, 1st, 2nd,</p> <p>1 plural, irregular verbs:</p> <p>en aura)</p> <p>e + verb, rien ne... verb)</p> <p>tense)</p>	<p>Reviewing and recalling prior learning (knowledge and skills)</p>	<p>Reviewing and recalling prior learning (knowledge and skills)</p>	
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Arguments for and against and	Extended answers orally and in writing	Extended answers orally and in writing	
Confidence	Mutual respect, tolerance	Mutual respect, tolerance	
Responsible citizen	Motivation Self-efficacy and self-confidence in approach to revision and exams Developing oral communication skills	Motivation Self-efficacy and self-confidence in approach to revision and exams Developing oral communication skills	
Skills for the workplace: communication, teamwork, independence, time-management	Skills for the workplace: communication, teamwork, independence, time-management	Skills for the workplace: communication, teamwork, independence, time-management	

2	Term	Spr 1	Unit	3	Term	Spr 2	Unit
Curriculum/Syllabus Coverage	Curriculum/Syllabus Coverage			Curriculum/Syllabus Coverage			
Film: La haine	Cyberspace		Kiffe kiffe demain	La haine	Voluntary work		Kiffe kiffe demain

<p>Knowledge:</p> <ul style="list-style-type: none"> - Socio-historical context of the film - Analysis of the film scene by scene - Use of slang, verlan <p>Skills: Essay writing vocab and structures</p>	<p>Knowledge:</p> <ol style="list-style-type: none"> 1. How technology has transformed everyday life 2. Dangers of digital technology 3. Different users of technology and the future <p>Skills:</p> <p>Infinitive constructions Object pronouns Present tense of regular & irregular verbs</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> - Chapter by chapter comprehension and analysis - Use of exaggeration for comic effect <p>Skills: Essay writing vocab and structures</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> - Main characters - Saïd, Vinz, Hubert - and character development - Cinematographic techniques used to portray characters <p>Skills:</p> <ul style="list-style-type: none"> - Essay writing language and skills 	<p>Knowledge:</p> <ol style="list-style-type: none"> 1. The voluntary sector in France 2. Benefits and beneficiaries of volunteer work 3. Benefits to society as a whole of volunteering <p>Skills:</p> <p>Temporal and causal connectives If with imperfect and conditional Future tense</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> - Chapter by chapter comprehension and analysis <p>Skills: Essay writing vocab and structures</p>
<p>n skills En>Es, Es>En; answers</p>	<p>Essay writing language, structure and skills; translation skills En>Es, Es>En; summary writing skills. Oracy: developing extended answers</p>			<p>Essay writing language, structure and skills; translation ; summary writing skills. Oracy: developing extended answers</p>	
<p>ing around socio-historical</p>				<p>Visit to the National Gallery to view important works by F students' understanding and appreciation of French art</p>	
	<p>Mutual respect, tolerance</p>			<p>Mutual respect, tolerance</p>	
	<p>Resilience, independence, curiosity</p>			<p>Resilience, independence, curiosity</p>	
<p>ld skills for the workplace: meeting deadlines</p>	<p>Improve career prospects by speaking languages; Build skills for the workplace: effective oral and written communication, teamwork, meeting deadlines</p>			<p>Improve career prospects by speaking languages; Build effective oral and written communication, teamwork, me</p>	

2	Term	Spr 1	Unit	3	Term	Spr 2	Unit
Curriculum/Syllabus Coverage				Curriculum/Syllabus Covera			

Module 2: Marginalisation + La Haine	Module 5: Politics & Activism + IRP	Module 6.3 Political engagement among immigrants + Kiffe kiffe demain	Module 6.1 & 6.2: Politics & Immigration + La haine	Topic revision - speaking focus	Kiffe kiffe demain
<p>Knowledge:</p> <ol style="list-style-type: none"> Examining groups who are socially marginalised Measures to help those who are marginalised Contrasting attitudes to those who are marginalised <p>La haine: banlieue</p> <p>Skills:</p> <p>Imperfect tense Perfect tense Pluperfect tense</p>	<p>Knowledge:</p> <ol style="list-style-type: none"> The role of unions in French society Strikes and protests and their effectiveness Political tensions <p>Skills:</p> <p>Subject and object pronouns</p>	<p>Knowledge:</p> <ol style="list-style-type: none"> Immigrants' viewpoints and issues of racism <p>KKD:</p> <p>marginalisation, education, vision of banlieues</p>	<p>Knowledge:</p> <ol style="list-style-type: none"> Political issues concerning immigration in Francophone countries Viewpoints of political parties concerning immigration <p>La haine: racism, comic aspect</p> <p>Skills:</p> <p>Imperfect & perfect tenses Future & conditional perfect tenses</p>		
<p>Writing skills En>Es, Es>En; answers</p>	<p>Essay writing language, structure and skills; translation skills En>Es, Es>En; summary writing skills. Oracy: developing extended</p>		<p>Essay writing language, structure and skills; translation skills; summary writing skills. Oracy: developing extended answers</p>		
	<p>Democracy, rule of law, mutual respect, tolerance</p>		<p>Democracy, rule of law, mutual respect, tolerance</p>		
	<p>Resilience, independence, curiosity</p>		<p>Resilience, independence, curiosity</p>		
<p>Workplace skills for the workplace: meeting deadlines</p>	<p>Improve career prospects by speaking languages; Build skills for the workplace: effective oral and written communication, teamwork, meeting deadlines</p>		<p>Improve career prospects by speaking languages; Build effective oral and written communication, teamwork, meeting deadlines</p>		

Curriculum Map

Unit	6
Syllabus Coverage	
e people live	
ge/neighbourhood of ctivities and facilities in area; antages;	
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Curriculum Map

Unit	6
Syllabus Coverage	
relationships	
household chores family and relationships. good friend. ives. ons on describing pearance.	
is of famous French cities and	
ce	
arning, is designed to build	

: communication, teamwork, inagement

Curriculum Map

Unit	6
Syllabus Coverage	
including places of interest	

and give opinions on:

for holidays

on.
future holidays.
locally and elsewhere, including
circumstances.

for future tense)
and, 3rd person singular
(future)
tense)
(perfect)
as
) - à with masculine and
1 feminine countries
sport)
s; omission of article with en
France)
time (l'année dernière, tous

manner (lentement,
moment)

t + adjective for weather)

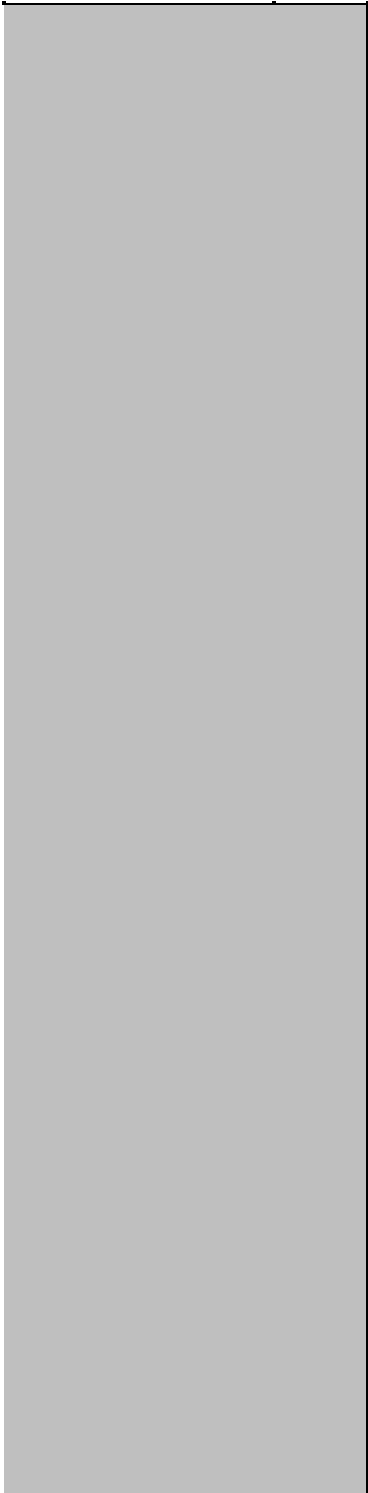
future tense (ce sera)
conditional tense and inflectional
-ER verbs in 1st, 2nd, 3rd
plural)

<p>ting through timed tasks:</p> <p>ocabulary and spelling</p>
<p>work with the French FLA to partner school s <i>heureux</i></p>
<p>ce</p>

Curriculum Map

Unit	
Syllabus Coverage	





Curriculum

4	Term	Sum 1	Unit	5	Term	Sum 2	Unit
Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage			
La haine	Year 1 Modules Revision		Kiffe kiffe demain	La haine	IRP		Kiffe kiffe demain

<p>Knowledge:</p> <ul style="list-style-type: none"> - Youth, violence, estates - Representations of the police and the rule of law - Social exclusion - immigration, diversity and racism <p>Skills: Essay writing vocab and structures</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> - Consolidate topic content - Strengthen exam writing skills - summaries, translations <p>Skills: Improve grammar application to translations & extended writing</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> - Portrait of Muslim masculinity - Representation of social integration and life as an immigrant in France - How the main character, Doria, develops throughout the novel - Portrait of education <p>Skills: Essay writing vocab and structures</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> - Director's inspirations and influences; references to American cinema - Structure of the film - Cinematographic techniques: shots, cuts, soundtrack <p>Skills: Essay writing vocab and structures</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> - Exploring potential topics & - Selecting topic for independent research <p>Skills: Building research skills; selecting reliable and appropriate sources; defining manageable research project scope</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> - Importance of female solidarity; exploration of female characters - Representation of poverty
skills En>Es, Es>En; wers	Essay writing language, structure and skills; translation skills En>Es, Es>En; summary writing skills. Oracy: developing extended answers		Essay writing language, structure and skills; tra Es>En; summary writing skills. Oracy: developi		
French artists & deepen					
	Mutual respect, tolerance		Mutual respect, tolerance		
	Resilience, independence, curiosity		Resilience, independence, curiosity		
skills for the workplace: eting deadlines	Improve career prospects by speaking languages; Build skills for the workplace: effective oral and written communication, teamwork, meeting deadlines		Improve career prospects by speaking languag workplace: effective oral and written communic meeting deadlines		

Curriculum

4	Term	Sum 1	Unit	5	Term	Sum 2	Unit
Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage			

La haine	Topic revision - listening & reading focus	Kiffe kiffe demain	La haine		
skills En>Es, Es>En; wers	Essay writing language, structure and skills; translation skills En>Es, Es>En; summary writing skills. Oracy: developing extended answers				
	Democracy, rule of law, mutual respect, tolerance				
	Resilience, independence, curiosity				
skills for the workplace: eting deadlines	Improve career prospects by speaking languages; Build skills for the workplace: effective oral and written communication, teamwork, meeting deadlines				

um Map

6
age
La haine

Knowledge:
Revision and consolidation of *La haine* - plot, characters, themes, cinematographic techniques

translation skills En>Es,
writing extended answers

...; Build skills for the
...ation, teamwork,

Summary Map

