

GCSE (Y9-11) French Curriculum Plan							
Unit	Core		Hinterland		NC Coverage	Assessment	Whole Education Opportunities
	Knowledge	Skills	Knowledge	Skills			
Module 1: Qui suis-je? Year 9	<ul style="list-style-type: none"> Vocabulary to describe family members Vocabulary related to places in town, activities in town and timings Vocabulary to say what makes a good/bad friend Vocabulary to describe family relationships Vocab for making arrangements to go out Describing a day out / outing in the past Vocab to discuss what makes a good role model 	<ul style="list-style-type: none"> Using regular 'er' verbs in the present tense Using reflexive verbs in the present tense Conjugating the verb 'aller' in all forms Using 'aller' as part of the formation of the near future tense Conjugating the verb 'avoir' Using 'avoir' as an auxiliary verb Forming the perfect tense with regular verbs Combining the present and perfect tenses together to talk about the life of a role model. Roleplaying conversations about family relationships Roleplaying talking about their role model Writing a longer, more interesting 90 word text (150 at Higher level) using 3 tense together Using questions to form answers Translating short sentences into Spanish on this topic 	<ul style="list-style-type: none"> Finding out about role models of people in the UK and France Knowledge of how to extend justifications to longer than just an adjective 	<ul style="list-style-type: none"> Not just using adjectives to describe why you (don't) get on with someone, but extending this to a clause e.g. car elle me crie tout le temps 	3FA1, 3FA2, 3FA3, 3FA4 3FG1, 3FG2 3FG4 3FL1, 3FL2, 3FL3 3FL4, 3FL5, 3FL6, 3FL7, 3FL8	<ul style="list-style-type: none"> Formative assessment through reading and listening activities and assessments for each subtopic Formative assessment of speaking cards and role plays at the end of the module Formative 40 and 90 word writing assessments and Golden Answers exercises at the end of the module 	<p><i>SMSC:</i></p> <ul style="list-style-type: none"> Link to discussion of why does that make a god/bad friend? Case study on a famous French-speaking role model
Module 2: Le temps des loisirs Year 9	<ul style="list-style-type: none"> Vocab for leisure activities Vocab for discussing different film genres Talking about sporting activities Vocab to talk about how often you do the activities Range of opinion phrases Vocab to talk about the uses of technology Vocab to describe the advantages and disadvantages of technology Talking about reading habits Vocab to talk about different types of music Vocab relating to different TV programme genres Discussing arrangements for a night out with friends 	<ul style="list-style-type: none"> Using a dictionary to find out gender of a noun Changing adjective endings to agree with noun gender and number Using the verbs aller and faire to describe doing activities Using depuis + the present tense Using irregular verbs in the present tense, like faire Writing a longer, more interesting 90 word text (150 at Higher level) using 3 tenses together Transforming sentences into negatives Comparing nouns using 'plus/moins + adj + que' Again using the perfect tense and consolidating this skill Roleplaying a discussion about what film you would like to see and when Translating short sentences into French on this topic 	<ul style="list-style-type: none"> Different kinds of social networks and what they are used for Learning about some famous French TV programmes Mention of some famous French-speaking singers Finding out about which sports are most popular in France Festival de Cannes 	<ul style="list-style-type: none"> Using the superlatives to describe Luc Besson's most famous / best films produced Wider variety of opinion phrases e.g. j'ai horreur de.... Using imperative to describe what you used to do compared with now Discussing the pros and cons of e-books / paper books Giving and recognising simple arguments for and against social networks 	3FA1, 3FA2, 3FA3, 3FA4 3FG1, 3FG2 3FG4 3FL1, 3FL2, 3FL3 3FL4, 3FL5, 3FL6, 3FL7, 3FL8	<ul style="list-style-type: none"> Formative assessment through reading and listening activities and assessments for each subtopic Formative assessment of speaking cards and role plays at the end of the module Formative 40 and 90 word writing assessments and Golden Answers exercises at the end of the module <p>Summative PR1 assessment incorporating modules 1 and 2 (Writing and Listening Skills)</p>	<p><i>SMSC:</i></p> <ul style="list-style-type: none"> Watching a French film – what are the differences / similarities to an American blockbuster? Case study on French singer / actor
Module 3: Jours ordinaires, jours de fête Year 9	<ul style="list-style-type: none"> Discussing clothes and what to wear Talking about food and meals Vocab to say what is healthy and unhealthy 	<ul style="list-style-type: none"> Changing adjective endings to agree with noun gender and number when describing clothing items 	<ul style="list-style-type: none"> Learning about Le Carnaval en Guadeloupe Timetable of festivals in France Talking about a typical French diet 	<ul style="list-style-type: none"> Using what you already know to help you figure out the meaning of new words in a text (clues, cognates, context and common sense) 	3FA1, 3FA2, 3FA3, 3FA4 3FG1, 3FG2 3FG4 3FL1, 3FL2, 3FL3 3FL4, 3FL5, 3FL6, 3FL7, 3FL8	<ul style="list-style-type: none"> Formative assessment through reading and listening activities and assessments for each subtopic 	<ul style="list-style-type: none"> Discussing the differences between a civil partnership and marriage / PACS – advs / disavds?

	<ul style="list-style-type: none"> Describing your daily routine in the morning and going to school Vocabulary to describe problems with clothes in shops Talking about festivals and celebrations in different countries Vocab to describe shopping for a special meal Describing family celebrations 	<ul style="list-style-type: none"> Using modal verbs 'pouvoir' and 'devoir' followed by an infinitive Using the correct form of 'quel' and 'ce' to match clothing items Using the question starters 'est-ce que' and 'qu'est-ce que' and talking about the dummy English verb 'do' Consolidation of the present and near future tenses. Writing a 90 word (or 150) text using all three tenses Translating short sentences into French on this topic Roleplaying a discussion of trying clothes on in shops Describing a photo card 	<ul style="list-style-type: none"> Discussing a typical traditional French wedding 	<ul style="list-style-type: none"> Ability to distinguish correctly between 'tu' and 'vous' 		<ul style="list-style-type: none"> Formative assessment of speaking cards and role plays at the end of the module Formative 40 and 90 word writing assessments and Golden Answers exercises at the end of the module <p>PR2 Year 9 (Writing and Reading skills)</p>	<ul style="list-style-type: none"> Case study on a festival in France or French-speaking country
<p>Module 4: De la ville à la campagne</p> <p>Year 10 Term 1</p>	<ul style="list-style-type: none"> Vocabulary for describing where you live Vocab to ask and give directions Vocabulary for what you can do in your area Adjectives for advantageous and undesirable aspects of your local area Question words to find out tourist information Use and conjugation of the perfect tense Discussing plans and how the weather might affect them 	<ul style="list-style-type: none"> Using the superlative Asking questions using the appropriate question word and/or phrase Using 'si' clauses, especially combined with weather phrases Using negative phrases more extensively Translating short sentences accurately into French Recognising and using the perfect tense to talk about what you have done in your region Listening for clues in listening passages To use prior knowledge from module 3, alongside the perfect tense, to describe your local area Roleplaying find out tourist information on holiday Beginning to write longer texts between 90 and 150 words (higher level) 	<ul style="list-style-type: none"> Learning basic information about the French regions of Bretagne and Provence Learning about the pros and cons of the city of Montréal in Canada Learning about tourist attractions in France Different weather conditions in regions of France Learning about Service Civique / Community Service and what it entails 	<ul style="list-style-type: none"> Using timephrases to identify the correct tense Using scientific knowledge to describe climatic effects in French 	<p>3FA1, 3FA2, 3FA3, 3FA4 3FG1, 3FG2 3FG4 3FL1, 3FL2, 3FL3 3FL4, 3FL5, 3FL6, 3FL7, 3FL8</p>	<ul style="list-style-type: none"> Formative assessment through reading and listening activities and assessments for each subtopic Formative assessment of speaking cards and role plays at the end of the module Formative 40 and 90 word writing assessments and Golden Answers exercises at the end of the module 	<ul style="list-style-type: none"> Cross curricular with Geography – case study on a French-speaking city? Research into Service Civique and what you can do for it in France
<p>Module 5: Le grand large</p> <p>Year 10 Term 2</p>	<ul style="list-style-type: none"> Vocabulary for countries Vocabulary for different modes of transport Vocabulary for describing hotels and its amenities Vocabulary for different kinds of souvenirs and presents Vocabulary for saying what you did in the past on holiday Knowledge of the near future tense to talk about future holiday plans Vocab for ordering food and drink in a restaurant Vocabulary for describing disasters on holidays 	<ul style="list-style-type: none"> Using the 'nous' and 'o' form of verbs, as well as their respective possessive pronouns Using 'plus' and 'moins' to compare Consolidation of all 3 tenses for F Introducing the conditional tense to describe what would you do on your ideal holiday Using reflexive verbs in the perfect tense Using 'en' plus the present participle Using 'avant de' + infinitive Consolidating 'avoir' and expressions associated with this verb 	<ul style="list-style-type: none"> Learning basic information about a typical Moroccan souk Analysis of a typical French menu and how it is different to the typical British cuisine 	<ul style="list-style-type: none"> Discussing the advs/disadv of using different modes of transport to go to certain places Discussing the pros and cons of different kinds of shopping 	<p>3FA1, 3FA2, 3FA3, 3FA4 3FG1, 3FG2 3FG4, 3FG3 3FL1, 3FL2, 3FL3 3FL4, 3FL5, 3FL6, 3FL7, 3FL8</p>	<ul style="list-style-type: none"> Formative assessment through reading and listening activities and assessments for each subtopic Formative assessment of speaking cards and role plays at the end of the module Formative 40, 90 and 150 word writing assessments and Golden Answers exercises at the end of the module 	<ul style="list-style-type: none"> Cross curricular with Geography regarding different places? Case study on a city / country where they speak French and find out what you can do there etc Asking their e-pal about their local area as a holiday destination

		<ul style="list-style-type: none"> • Introduction of other demonstrative pronouns and adjectives • Using the pluperfect tense • H – text using all 6 tenses 					
<p>Module 6: Au collège</p> <p>Year 10 Term 3</p>	<ul style="list-style-type: none"> • Vocab for school subjects, school uniform items, school facilities, rules, teachers, extra curricular activities and a school exchanges • Vocab for colours and patterns • Expressions to express negative ideas • Near future tense verb conjugations (and most common and relevant infinitive verbs) • Range of opinion phrases • Range of adjectives most positive and negative • Rules for adjective endings in singular, plural, masculine and feminine • Vocab for rules and regulations • Vocab for describing differences in English and French school systems • Vocab for discussing healthy and unhealthy living 	<ul style="list-style-type: none"> • Understanding and using direct object pronouns • Using the 'ils' form of the verb • Using 'il faut' and 'il est interdit de' plus infinitives • Using adverbs • Recognising and using the imperfect tense • Using the imperative – H • Using timeframes in all 3 tenses, and using background knowledge to expand these for all 6 tenses when writing a longer text 	<ul style="list-style-type: none"> • Learning about daily school life in France • Learning about the stages of the French Education System • Maybe change focus from school in France to French-speaking Africa...How does this differ? • The idea of laïcité in French schools and the effects of this 	<ul style="list-style-type: none"> • Using what you already know to help you figure out the meaning of new words in a text (clues, cognates, context and common sense) • Expressing opinion on laïcité 	<p>3FA1, 3FA2, 3FA3, 3FA4 3FG1, 3FG2 3FG4 3FL1, 3FL2, 3FL3 3FL4, 3FL5, 3FL6, 3FL7, 3FL8</p>	<ul style="list-style-type: none"> • Formative assessment through reading and listening activities and assessments for each subtopic • Formative assessment of speaking cards and role plays at the end of the module • Formative 40 , 90 and 150 word writing assessments and Golden Answers exercises at the end of the module <p>PPEs Year 10 July (all 4 skills tested)</p>	<p>SMSC:</p> <ul style="list-style-type: none"> • Comparison between school life in UK and another TL country? Oracy – debate on which is better? • Discussion of negative consequences of drugs and smoking on health and exam performance
<p>Module 7 Bon travail</p> <p>Year 11 Term 1</p>	<ul style="list-style-type: none"> • Vocabulary for different jobs • Vocabulary for different personality traits / qualities / skills • Vocabulary for work experience • Talking about future plans / hopes / work prospects • Talking about how you earn money • Applying for jobs • Understanding case studies 	<ul style="list-style-type: none"> • Correctly using the perfect and imperfect to describe work experience placement • Using the present tense to explain our responsibilities in our part-time jobs • Discussing job preferences • Using the present tense to discuss how you earn money • Using the 24 hour clock • Recognising and using the perfect tense • Writing a formal job application letter • Using a variety of expressions to discuss plans for the future • Using the present and future tense together in if clauses • Using correct adjectival agreement to describe our skills and personal qualities and those of others in the workplace • Using the simple future tense (will) • Using infinitive verb structures followed by 'de' or 'à' 	<ul style="list-style-type: none"> • The idea of le baccalauréat style of taking exams and how that leads to careers • How different skills can lead directly to help you in the job market / job applications 	<ul style="list-style-type: none"> • Recognising and using subjunctive • Practising letter writing conventions • Thinking about our strengths and weaknesses in terms of a job application 	<p>3FA1, 3FA2, 3FA3, 3FA4 3FG1, 3FG2 3FG4 3FL1, 3FL2, 3FL3 3FL4, 3FL5, 3FL6, 3FL7, 3FL8</p>	<ul style="list-style-type: none"> • Formative assessment through reading and listening activities and assessments for each subtopic • Formative assessment of speaking cards and role plays at the end of the module • Formative 40 , 90 and 150 word writing assessments and Golden Answers exercises at the end of the module <p>PPEs and PR1 Year 11 – (summative assessment of all 4 skills)</p>	<ul style="list-style-type: none"> • Tie in the page on how languages benefit careers with European Day of Languages activities • Could link gap years text to finding out about French-speaking Africa? Why do they speak French? Links with history and geography?
<p>Module 8: Un oeil sur le monde</p> <p>Term 2 Year 11</p>	<ul style="list-style-type: none"> • Vocabulary for types of natural disasters • Vocab to describe what concerns you in today's world • Vocab for protecting the environment 	<ul style="list-style-type: none"> • Giving examples of things you do to protect the environment in the present tense • Using the near future tense to explain how you are going to change the world in the future 	<ul style="list-style-type: none"> • Finding out about healthy living • Finding out about ways of protecting the environment on a local and global level • Finding out about the risks of alcohol and drug consumption 	<ul style="list-style-type: none"> • Giving examples of ways you can protect the environment on a local and global level • Listening for detail in listening passages 	<p>3FA1, 3FA2, 3FA3, 3FA4 3FG1, 3FG2 3FG4, 3FG3 3FL1, 3FL2, 3FL3 3FL4, 3FL5, 3FL6, 3FL7, 3FL8</p>	<ul style="list-style-type: none"> • Formative assessment through reading and listening activities and assessments for each subtopic • Formative assessment of speaking cards and role plays at the end of the module 	<p>Links with geography to discuss these global humanitarian and environmental issues in TL country? PHSE?</p>

	<ul style="list-style-type: none">• Vocabulary for discussing ethical shopping• Vocabulary for global issues (drought, homelessness etc)• Vocab to discuss volunteering• Vocab for big world events	<ul style="list-style-type: none">• Using the modal verbs 'devoir' and 'pouvoir' in the conditional and present tenses• Understanding the passive• Using emphatic pronouns• Using arguments for and against opinion phrases				<ul style="list-style-type: none">• Formative 40 , 90 and 150 word writing assessments and Golden Answers exercises at the end of the module <p>PR2 Year 11 (summative assessment of all 4 skills)</p>	
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