



## French Curriculum Plans 2021 - 22

By studying a language at Dane Court, we believe that students will develop their ability to communicate with other people from around the world. Our main purpose is to equip students with the skills, knowledge and confidence to enable them to thrive, communicate and interact in today's global society. We aim to create caring and open-minded students by encouraging an appreciation and understanding of other cultures and traditions.

Year 7	Enquiry Statement/Aim	Knowledge and Skills
<b>Term 1</b> Sept 2021 onwards	Module 1 - La rentrée <i>Who am I?</i>	Be able to: -use the French alphabet - introduce myself in French -use numbers from 1 - 20 -talk about my family -describe what I can see in a photo of a classroom -talk about what I like/dislike & give simple opinions  Skills: Listening, reading, speaking, writing & translation - French to English + English to French
<b>Term 2</b>	Module 1 - La rentrée <i>Who am I?</i>	Be able to: -give simple descriptions of myself and others using a range of adjectives -understand adjective agreement -learn the months of the year and say when my birthday is and give my age  Skills: Listening, reading, speaking, writing & translation - French to English + English to French
<b>Term 3</b>	Module 2 - En classe <i>What is my school life like?</i>	Be able to: -use colours and adjective agreement of colours -use simple expressions of location -tell the time -talk about school subjects and give personal opinions -talk about school uniform and say what I wear to school -talk about school daily routine -talk about food at school -give opinions on school  Skills: Listening, reading, speaking & writing
<b>Term 4</b>	Module 2 - En classe <i>What is my school life like?</i>	Be able to: -use colours and adjective agreement of colours -use simple expressions of location -tell the time -talk about school subjects and give personal opinions -talk about school uniform and say what I wear to school -talk about school daily routine -talk about food at school -give opinions on school Skills: Listening, reading, speaking & writing



	<p>Module 3 - Mon temps libre <i>What do I like to do?</i></p>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>-talk about the weather and seasons</li> <li>-say what I wear depending on the weather</li> <li>-talk about sport using <i>jouer au/à la/aux</i></li> <li>-describe a picture</li> <li>-talk about hobbies using <i>faire du/de la/des</i></li> <li>-say how often I do different activities</li> <li>-understand about sport in French-speaking countries</li> <li>-say what I like/don't like doing using <i>aimer + infinitive</i></li> <li>-use a range of opinion adjectives</li> </ul> <p>Skills: Listening, reading, speaking &amp; writing</p>
<b>Term 5</b>	<p>Module 3 - Mon temps libre <i>What do I like to do?</i></p> <p>Module 4 - Ma vie de famille <i>Where do I come from?</i></p> <p>Prep for yr 7 summer exams</p>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>-talk about the weather and seasons</li> <li>-say what I wear depending on the weather</li> <li>-talk about sport using <i>jouer au/à la/aux</i></li> <li>-describe a picture</li> <li>-talk about hobbies using <i>faire du/de la/des</i></li> <li>-say how often I do different activities</li> <li>-understand about sport in French-speaking countries</li> <li>-say what I like/don't like doing using <i>aimer + infinitive</i></li> <li>-use a range of opinion adjectives</li> </ul> <p>Skills: Listening, reading, speaking &amp; writing</p> <p>Be able to:</p> <ul style="list-style-type: none"> <li>-talk about animals and give simple descriptions</li> <li>-use higher numbers 20 - 100</li> <li>-give a detailed description of my family</li> <li>-use possessive adjectives</li> <li>-describe my house and where I live</li> <li>-talk about my breakfast</li> <li>-understand the importance of Bastille Day in France</li> </ul> <p>Skills: Listening, reading, speaking &amp; writing</p>
<b>Term 6</b>	<p>Module 4 - Ma vie de famille <i>Where do I come from?</i></p>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>-talk about animals and give simple descriptions</li> <li>-use higher numbers 20 - 100</li> <li>-give a detailed description of my family</li> <li>-use possessive adjectives</li> <li>-describe my house and where I live</li> <li>-talk about my breakfast</li> </ul> <p>-understand the importance of Bastille Day in France</p> <p>-watch a French film - Boules et Bill / le Petit Nicolas</p> <p>Skills: Listening, reading, speaking &amp; writing</p>



Year 8	Enquiry Statement/Aim	Knowledge and Skills
<b>Term 1</b> Sept 2021 onwards	Module 1 - Vive les vacances! <i>Where have I been on holiday?</i>	Be able to: -talk about school holidays -revise the present tense of regular -er, -ir & -re verbs -revise the verbs <i>être, avoir, aller &amp; faire</i> (present tense) -say what you did during the holidays -use the perfect tense of regular -er, -ir & -re verbs with <i>avoir</i> -describe a visit to a theme park -use the perfect tense of irregular verbs with <i>avoir</i>  Skills: Listening, reading, speaking & writing
<b>Term 2</b>	Module 1 - Vive les vacances! <i>Where have I been on holiday?</i>	Be able to: -say where you went and how -use the perfect tense of verbs that take <i>être</i> -listen for negatives in the perfect tense -recognise and understand the perfect tense in a text -ask and answer questions -use the present and perfect tenses together  Skills: Listening, reading, speaking & writing
<b>Term 3</b>	Module 2 - J'adore les fêtes! <i>How do I celebrate?</i>	Be able to: -know the names of festivals in French speaking countries -talk about festivals and celebrations -say what you like and dislike -describe festivals and special days -use the present tense of regular -ir and -re verbs -buy food at a market -use transactional language  Skills: Listening, reading, speaking & writing
<b>Term 4</b>	Module 2 - J'adore les fêtes! <i>How do I celebrate?</i>  Module 3 - À loisir <i>How do I spend my free-time?</i>	Be able to: -use pre-listening activities to help predict what you might hear in longer passages of spoken French -answer questions in French for a reading task -talk about a future trip -use the near future tense ( <i>futur proche</i> ) -combine the present and near future tenses -describe a photo Be able to: -talk about celebrities and TV programmes -use singular and plural adjective agreements -talk about digital technology -forming and answering a range of questions -arranging to go to the cinema -buying cinema tickets  Skills: Listening, reading, speaking & writing
<b>Term 5</b>	Module 3 - À loisir <i>How do I spend my free-time?</i>  Prep for yr 8 exams	Be able to: -talk about leisure activities -use negatives - <i>ne...pas / ne...jamais/ne...rien</i> -use possessive adjectives -spot synonyms

Our whole school curriculum aims to give our students the knowledge and skills to succeed in the world as it is, and the wisdom, empathy and courage to fashion the world as it should be.



		<ul style="list-style-type: none"> <li>-recognise the perfect tense in longer texts</li> <li>-use three tenses - present, perfect &amp; future</li> </ul> <p>Skills: Listening, reading, speaking &amp; writing</p>
<b>Term 6</b>	Module 4 - Le monde est petit <i>Where do I come from?</i>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>-talk about where you live using <i>dans, en, au, à la, aux</i></li> <li>-discuss the weather</li> <li>-describe where you live</li> <li>-use <i>pouvoir</i> + infinitive</li> <li>-use <i>devoir</i> + infinitive to say what I do to help at home</li> <li>-talk about daily routine</li> <li>-use reflexive verbs</li> <li>-use irregular adjectives - <i>beau, nouveau + vieux</i></li> <li>-use past, present + future tenses in writing</li> <li>-watch a French film - Le petit Nicolas</li> </ul> <p>Skills: Listening, reading, speaking &amp; writing</p>

Year 9	Enquiry Statement/Aim	Knowledge and Skills
<b>Term 1</b> Sept 2021 onwards	Studio AQA GCSE French <b>Foundation</b> Module 1 - <i>Qui suis-je?</i> <i>Who am I?</i>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>- describe my family + other people</li> <li>- understand places in town + say where places are (prepositions)</li> <li>- talk about activities in the town</li> <li>- use + understand different times</li> <li>- talk about friends and what makes a good friend</li> <li>- use regular <i>-er</i> verbs in the present tense</li> <li>-talk about family relationships</li> <li>-use reflexive verbs in the present tense</li> </ul> <p>Skills: Listening, reading, speaking &amp; writing</p>
<b>Term 2</b>	Module 1 - <i>Qui suis-je?</i> <i>Who am I?</i>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>-make arrangements to go out</li> <li>-use the near future tense</li> <li>-describe a day out</li> <li>-use the perfect tense with <i>avoir + être</i></li> <li>-discuss role models</li> <li>-use the present + perfect tenses together</li> </ul> <p>Skills: Listening, reading, speaking &amp; writing</p>
<b>Term 3</b>	Module 2 - <i>Le temps des loisirs</i> <i>How do I spend my free time?</i>	<p>Be able to:</p> <ul style="list-style-type: none"> <li>- talk about leisure activities</li> <li>- talk about films and going to the cinema</li> <li>- talk about sport and different leisure activities. Using <i>jouer à + jouer de</i></li> <li>-Use <i>aimer, adorer, préférer + détester</i></li> <li>- use <i>depuis</i> + the present tense</li> <li>- talk about using technology</li> </ul>

Our whole school curriculum aims to give our students the knowledge and skills to succeed in the world as it is, and the wisdom, empathy and courage to fashion the world as it should be.



		Skills: Listening, reading, speaking & writing
<b>Term 4</b>	Module 2 - <i>Le temps des loisirs</i> <i>How do I spend my free time?</i>	Be able to:  - use irregular verbs in the present tense - discuss reading habits and music - use negatives - describe a photo  Skills: Listening, reading, speaking & writing
<b>Term 5</b>	Module 2 - <i>Le temps des loisirs</i> <i>How do I spend my free time?</i>  <b>Prep for yr 9 exams</b>	Be able to:  - talk about television programmes - describe a photo + answer questions on it  Skills: Listening, reading, speaking & writing
<b>Term 6</b>	Module 2 - <i>Le temps des loisirs</i> <i>How do I spend my free time?</i>  <b>Year 9 Summer exams</b>	Be able to:  - use the comparative  - talk about a night out with friends  - retrieval + further practise of the perfect tense with <i>avoir + être</i>

Year 10	Enquiry Statement/Aim	Knowledge and Skills
<b>Term 1</b> Sept 2021 onwards	<i>"Qui suis-je?"</i>  <i>Who am I?</i>  (Studio <b>Higher</b> GCSE red <b>Module 1</b> )	<b>vocab:</b> re-visit and extend "Me, my family and friends" (higher tier) <b>Weekly vocab tests /20 on Module 1 vocab</b>  <b>skills:</b> - revise + consolidate present tense (regular), present tense (irregular) + adjectives - extend knowledge of prepositions - retrieval of places in the town - re-visit and extend reflexive verbs on relationships - retrieval of reflexive verbs in present tense - retrieval of making arrangements to go out - re-visit near future tense <i>aller</i> + infinitive - re-visit and extend perfect tense ( <i>avoir &amp; être</i> ) - learn to use the imperfect tense to talk about my life when I was younger - learn to use the perfect/imperfect together - learn to discuss role models - extend range of opinion phrases  <b>exam prep:</b> - Preparation & writing of Module 1 speaking questions



<p><b>Term 2</b></p>	<p><i>“Le temps de loisirs”</i></p> <p><i>How do I spend my free time?</i></p> <p>(Studio GCSE red <b>Module 2</b>)</p>	<p><b>vocab:</b> re-visit and extend “Leisure/free-time” (higher tier)  <b>Weekly vocab tests /20 on Module 2 vocab</b></p> <p><b>skills:</b></p> <ul style="list-style-type: none"> <li>- retrieval + extension of sport and music vocab</li> <li>- use <i>jouer à/au+ jouer de</i> accurately</li> <li>- use <i>depuis</i> + present tense to say how long I have been practising different sports /hobbies</li> <li>-re-visit + extend film vocab</li> <li>-retrieve + extend vocab to be able to give a range of opinions on different types of film</li> <li>-re-visit + extend knowledge of adjectives + position of adjectives</li> <li>-re-visit + extend talking about technology</li> <li>- re-visit how to use comparative adjectives</li> <li>- learn how to use relative pronouns <i>qui &amp; que</i></li> <li>- re-visit + extend vocab to describe books + reading</li> <li>- retrieval of imperfect tense</li> <li>- re-visit + extend vocab to describe tv programmes</li> <li>- learn to use direct object pronouns</li> <li>- learn to talk about actors + films in greater depth</li> <li>- re-visit how to use superlative adjectives</li> <li>- extend range of opinion phrases</li> </ul> <p><b>exam prep:</b></p> <ul style="list-style-type: none"> <li>- Preparation &amp; writing of Module 2 speaking questions</li> </ul>
<p><b>Term 3</b></p>	<p><i>“Jours ordinaires, jours de fête”</i></p> <p><i>How do we celebrate different festivals in different countries?</i></p> <p>(Studio GCSE red <b>Module 3</b>)</p>	<p><b>vocab:</b> Free-time, family &amp; francophone festivals  <b>Weekly vocab tests /20 on Module 3 vocab</b></p> <p><b>skills:</b></p> <ul style="list-style-type: none"> <li>- re-visit partitive article</li> <li>- retrieval and extend vocab to talk about food + meals</li> <li>- learn to use <i>il faut</i> + infinitive</li> <li>- revise + extend adjectives of colour + vocab to describe types of fabric/clothing</li> <li>- retrieval of adjectival agreement + position of adjectives</li> <li>- learn modal verbs - <i>devoir, pouvoir + vouloir</i></li> <li>- learn pronoun <i>en</i></li> <li>- learn how to describe family celebrations</li> <li>- learn to use <i>venir de</i> + infinitive</li> <li>- learn about key French festivals</li> <li>- learn how to describe festivals + traditions</li> <li>- learn how to use a combination of tenses - present, imperfect, near future + perfect</li> <li>- learn how to include a range of opinions in spoken + written work.</li> </ul> <p><b>exam prep:</b></p> <ul style="list-style-type: none"> <li>- Preparation &amp; writing of Module 3 speaking questions</li> </ul>
<p><b>Term 4</b></p>	<p><i>“De la ville à la campagne”</i></p> <p><i>Where do I come from?</i></p> <p>(Studio GCSE red <b>Module 4</b>)</p>	<p><b>vocab:</b> Home, town, neighbourhood and region  <b>Weekly vocab tests /20 on Module 4 vocab</b></p> <p><b>skills:</b></p> <ul style="list-style-type: none"> <li>- retrieval of how to say where I live using <i>à / dans/ en / à la / au / aux</i></li> <li>- re-visit and extend vocab to describe weather</li> <li>- learn to describe different types of transport</li> </ul>



	<p><b>Prep of yr 10 summer exams</b></p>	<ul style="list-style-type: none"> <li>- retrieval + extension of places in the town</li> <li>- learn how to ask the way</li> <li>- learn the imperative</li> <li>- learn how to use the pronoun y</li> <li>- re-visit and extend negatives - <i>ne ... rien, ne ... jamais, ne ... personne, ne ... plus, ne ... que, ne ... aucun(e), ne ... ni ... ni</i></li> <li>- learn to describe where I live + be able to say what there is to see + do</li> <li>- learn to ask questions using: <i>quel/quelle/ quels/ quelles</i></li> <li>- learn how to use the simple future tense with regular + irregular verbs</li> <li>- retrieval + extension - further practice of using the present, perfect + future tenses together</li> </ul> <p><b>exam prep:</b></p> <ul style="list-style-type: none"> <li>- Preparation &amp; writing of Module 4 speaking questions</li> <li>- Revision of Modules 1 - 3 in prep of yr 10 exams</li> </ul>
<p><b>Term 5</b></p>	<p><i>“Le grand large...”</i></p> <p><i>Where do I spend my holidays?</i></p> <p>(Studio GCSE red <b>Module 5</b>)</p> <p>Prep of yr 10 summer exams</p>	<p><b>vocab:</b> Travel and tourism</p> <p><b>Weekly vocab tests /20 on Module 5 vocab</b></p> <p><b>skills:</b></p> <ul style="list-style-type: none"> <li>- re-visit and extend reflexive verbs in present and perfect tense</li> <li>- learn vocab for different countries</li> <li>- learn to talk about what I like to do on holiday</li> <li>- learn to talk about holidays in past, present + future tense</li> <li>- learn a range of past, present + future time phrases</li> <li>- learn to use conditional tense</li> <li>- learn to describe my ideal holiday</li> <li>- learn to make hotel bookings (role play)</li> <li>- learn to order food in a restaurant (role play)</li> <li>- learn to use <i>en</i> + present participle</li> <li>- retrieval of <i>il faut</i> + infinitive</li> <li>- learn to use <i>avant de</i> + infinitive</li> <li>- learn to talk about holiday shopping + buying souvenirs</li> <li>- retrieve and extend demonstrative adjectives + pronouns</li> <li>- learn to use the pluperfect tense</li> <li>- extend range of opinion phrases</li> </ul> <p><b>exam prep:</b></p> <ul style="list-style-type: none"> <li>- Preparation + writing of Module 5 speaking questions</li> </ul> <p><b>Year 10 Summer exams:</b> listening, reading + writing</p>
<p><b>Term 6</b></p>	<p><i>“Le grand large...”</i></p> <p><i>Where do I spend my holidays?</i></p>	<p>See above</p> <p><b>Weekly vocab tests /20 on Module 5 vocab</b></p> <p>Module 5 to be completed by the end of year 10.</p> <p>Year 10 Speaking exams in Term 6</p>

Year 11	Enquiry Statement/Aim	Knowledge and Skills
<p><b>Term 1</b> Sept 2021 onwards</p>	<p><i>“Le grand large...”</i></p> <p><i>Where do I spend my holidays?</i></p>	<p><b>vocab:</b> Travel and tourism</p> <p><b>Weekly vocab tests /20 on Module 5 vocab</b></p> <p><b>skills:</b></p>



	<p>(Studio <b>Higher</b> GCSE red <b>Module 5</b>)</p>	<ul style="list-style-type: none"> <li>- re-visit and extend reflexive verbs in present and perfect tense</li> <li>- learn vocab for different countries</li> <li>- learn to talk about what I like to do on holiday</li> <li>- learn to talk about holidays in past, present + future tense</li> <li>- re-visit and extend a range of past, present + future time phrases</li> <li>- learn to use conditional tense</li> <li>- learn to describe my ideal holiday</li> <li>- learn to make hotel bookings (role play)</li> <li>- learn to order food in a restaurant (role play)</li> <li>- learn to use <i>en</i> + present participle</li> <li>- retrieval of <i>il faut</i> + infinitive</li> <li>- learn to use <i>avant de</i> + infinitive</li> <li>- learn to talk about holiday shopping + buying souvenirs</li> <li>- retrieve and extend demonstrative adjectives + pronouns</li> <li>- learn to use the pluperfect tense</li> <li>- extend range of opinion phrases</li> </ul> <p><b>exam prep:</b></p> <ul style="list-style-type: none"> <li>- Preparation + writing of Module 5 speaking questions</li> </ul>
<p><b>Term 2</b></p>	<p>“Au collège”</p> <p><i>What is my school like?</i></p> <p>(Studio GCSE red <b>Module 6</b>)</p>	<p><b>vocab:</b> School &amp; healthy living <b>Weekly vocab tests /20 on Module 6 vocab</b></p> <p>skills:</p> <ul style="list-style-type: none"> <li>- revise definite article</li> <li>- retrieve and extend school subject + timetable vocab</li> <li>- learn to talk about my school</li> <li>- re-visit + extend comparatives + superlative adjectives.</li> <li>- revise present tense of regular + irregular verbs</li> <li>- learn to make comparisons about UK schools + schools in French-speaking countries</li> <li>- re-visit + extend <i>il faut</i> + <i>il est interdit de</i> to discuss school rules</li> <li>- introduction to the subjunctive mood in relation to school rules</li> <li>- learn how to discuss healthy living</li> <li>- re-visit + extend use of the imperative to give instructions + advice</li> <li>- revise + extend use of adverbs</li> <li>- learn to discuss vices</li> <li>- retrieve + extend <i>future simple</i> to express ideas for keeping healthy in the future</li> <li>- learn to talk about a school exchange</li> <li>- revise use of pronoun <i>on</i></li> <li>- revise + extend use of past, present + future time frames</li> <li>- extend range of opinion phrases</li> </ul> <p><b>exam prep:</b></p> <ul style="list-style-type: none"> <li>- Preparation + writing of Module 6 speaking questions</li> </ul>
<p><b>Term 3</b></p>	<p>“Bon travail!”</p> <p><i>What are my future career aspirations?</i></p> <p>(Studio GCSE red <b>Module 7</b>)</p>	<p><b>vocab:</b> The world of work <b>Weekly vocab tests /20 on Module 7 vocab</b></p> <p>skills:</p> <ul style="list-style-type: none"> <li>- retrieve + extend job vocabulary</li> <li>- learn to discuss work preferences</li> <li>- consolidation + further practice of the conditional tense</li> </ul>





	<p>Begin weekly exam style in class translations. Modules 1 - 7</p>	<ul style="list-style-type: none"> <li>- learn to discuss career choices</li> <li>- retrieve + extend use of the superlative - better/worse + the best thing/the worst thing</li> <li>- learn to use a range of complex structures to talk about future plans, hopes + wishes</li> <li>- revise + extend the perfect infinitive: <i>après avoir / après être / avant de + infinitive</i></li> <li>- re-visit + extend use of the subjunctive mood</li> <li>- learn how to apply for jobs</li> <li>- review use of direct object pronouns in the present tense</li> <li>- learn to use direct object pronouns in the perfect tense</li> <li>- learn to use complex structures - <i>dont</i></li> <li>- learn to use verbs followed by <i>à</i> or <i>de</i></li> <li>- learn to use verbs followed by <i>à</i> or <i>de</i> with the future tense</li> <li>- retrieve + extend use of <i>quand + lorsque</i> with the future tense</li> <li>- extend range of opinion phrases</li> </ul> <p><b>exam prep:</b></p> <ul style="list-style-type: none"> <li>- Preparation + writing of Module 7 speaking questions</li> </ul>
<p><b>Term 4</b></p>	<p>“Un œil sur le monde”</p> <p><i>How can I protect the environment for future generations?</i></p> <p>(Studio GCSE red <b>Module 8</b>)</p> <p>Weekly exam style in class translations. Modules 1 - 8.</p>	<p><b>vocab:</b> Social and global issues</p> <p><b>Weekly vocab tests /20 on Module 8 vocab</b></p> <p><b>skills:</b> listening, reading, <b>speaking</b> + writing</p> <ul style="list-style-type: none"> <li>- learn to talk about issues that are important to you</li> <li>- re-visit how to use <i>avoir besoin de + infinitive</i></li> <li>- learn vocabulary to discuss environmental + global issues</li> <li>- learn to make connections between word types</li> <li>- learn how to talk about environmental protection</li> <li>- review and extend use of modal verbs <i>pouvoir + devoir</i> in the conditional tense to mean ‘could’ or ‘should’</li> <li>- learn to discuss ethical shopping</li> <li>- introduction to the passive in the present, perfect + future tense</li> <li>- learn how to talk about volunteering</li> <li>- introduction to indirect object pronouns</li> <li>- learn how to talk about big events</li> <li>- learn to give arguments for + against using complex expressions - <i>d’un côté + d’un autre côté</i></li> <li>- extend range of opinion phrases</li> </ul> <p><b>exam prep:</b></p> <ul style="list-style-type: none"> <li>- Preparation of <b>speaking exam</b> - role play / photo card / general conversation (nominated topic)</li> </ul>
<p><b>Term 5</b></p>	<p>“Un œil sur le monde”</p> <p><i>How can I protect the environment for future generations?</i></p> <p>Weekly exam style in class translations. Modules 1 - 8.</p> <p>Revision, exam practice, <b>final speaking preparation</b></p>	<p>Complete Module 8</p> <p><b>exam prep:</b></p> <p>Complete Module 8 speaking questions</p> <p><b>vocab:</b> Revise all GCSE vocab in AQA specification</p> <p><b>Weekly vocab tests /20, timed essays + translations on all GCSE themes</b></p> <p><b>skills:</b> listening, reading, speaking + writing</p> <p>Listening: Exam pro, Active Learn + weekly vocab tests</p> <p>Reading: Exam pro, Active Learn + weekly vocab tests</p>

Our whole school curriculum aims to give our students the knowledge and skills to succeed in the world as it is, and the wisdom, empathy and courage to fashion the world as it should be.



		<p>Speaking: in class + with FLA. Role play, photo card, general conversation practice for the speaking exam - TBC following AQA guidance</p> <p>Writing: in class timed essays + translations</p> <p>Practice exam technique in all skills using past and specimen papers</p> <p><b>GCSE exams start: May 2022</b></p>
<b>Term 6</b>	Study leave begins	<b>Final exams in listening, reading + writing: May / June 2022</b>

Year 12 ab initio	Enquiry Statement/Aim	Knowledge and Skills
<b>Term 1</b> Sept 2021 onwards	<p><b>Thème: Identités</b></p> <p><i>De quelle façon est-ce que je me présente aux autres?</i></p> <p><i>How do I present myself to others?</i></p> <p>Introduction: Bienvenue en francophonie</p> <p>1. Je me présente</p> <p>2. Tu es comment?</p> <p>Textbook: Panorama francophone</p>	<p><b>vocab:</b> French speaking countries, the alphabet, greetings, name, age, language, nationality, family, pets, numbers 0 - 31, months, dates + birthdays. Physical descriptions, parts of the body, personality, clothes, colours + tastes.</p> <p><b>skills:</b></p> <ul style="list-style-type: none"> <li>- learn to use adjectives: masculine / feminine</li> <li>- learn to use avoir + etre</li> <li>- learn to use regular ER/IR/RE verbs</li> <li>- learn to use possessive adjectives</li> <li>- learning about the plural of nouns</li> <li>- extend use of adjectives: masculine / feminine + singular / plural</li> <li>- develop understanding of position of adjectives</li> <li>- learn to use simple negatives: <i>ne . . . pas</i></li> <li>- learn to use the verb <i>aimer</i> to express likes/dislikes</li> </ul>
<b>Term 2</b>	<p><b>Thème: Organisation sociale</b></p> <p><i>En quoi ma vie serait-elle différente si je vivais dans un pays francophone ?</i></p> <p><i>How different would my life be if I lived in a French speaking country?</i></p> <p>3. La vie quotidienne</p>	<p><b>vocab:</b> time, days of the week, home, routine at home + numbers 32 - 69.</p> <p><b>skills:</b></p> <ul style="list-style-type: none"> <li>- learn to use irregular verbs in present tense: <i>aller, faire + prendre</i></li> <li>- develop use of negative expressions: <i>ne . . . jamais</i></li> <li>- learn how to formulate questions</li> <li>- learn how to use the near future: <i>aller + infinitive</i></li> <li>- learn how to use reflexive verbs in present tense</li> <li>- learn how to use pronoun <i>on</i></li> </ul>
<b>Term 3</b>	<p><b>Thème: Identités</b></p> <p><i>De quelle façon est-ce que je parviens à un mode de vie sain et équilibré ?</i></p> <p><i>How do I ensure that I maintain a healthy and balanced lifestyle?</i></p> <p>4. Bon appétit!</p>	<p><b>vocab:</b> meals, shopping for food, shops, the market, at the restaurant, recipes, culinary traditions + numbers 70 - 1 000.</p> <p><b>skills:</b></p> <ul style="list-style-type: none"> <li>- learn to use the partitive: <i>du, de la, de l', des</i></li> <li>- learn to use the perfect tense with <i>avoir</i></li> <li>- learn to make perfect tense sentences with <i>avoir</i> negative</li> <li>- learn to use common irregular past participles with <i>avoir</i></li> <li>- learn to use <i>à</i> with the definite article: <i>au, à la, à l', aux</i></li> </ul>

Our whole school curriculum aims to give our students the knowledge and skills to succeed in the world as it is, and the wisdom, empathy and courage to fashion the world as it should be.



<p><b>Term 4</b></p>	<p><b>Thème: Organisation sociale</b></p> <p><i>Quels sont les effets des sciences et de la technologie sur ma vie ?</i></p> <p><i>What are the effects of science and technology on my life?</i></p> <p>5. En ville</p>	<p><b>vocab:</b> town, services, directions + public transport</p> <p><b>skills:</b></p> <ul style="list-style-type: none"> <li>- learn to use a range of prepositions to express where things are</li> <li>- learn to use prepositions <i>à/en</i> + transport</li> <li>- develop understanding of irregular past participles</li> <li>- learn to use the imperative to give directions</li> <li>- learn to use adverbs of intensity: <i>assez, beaucoup (de), bien, très, trop + vraiment.</i></li> </ul>
<p><b>Term 5</b></p>	<p><b>Thème: Expériences</b></p> <p><i>En quoi les voyages élargissent-ils notre horizon?</i></p> <p><i>How does travelling broaden our horizons?</i></p> <p>6. Mon paradis sur terre</p>	<p><b>vocab:</b> countries/regions, maps, countryside, customs, festivals + travel stories.</p> <p><b>skills:</b></p> <ul style="list-style-type: none"> <li>- learn to use the pronoun - <i>où</i></li> <li>- learn to use comparative adjectives</li> <li>- learn to use impersonal verbs</li> <li>- learn to use adverbs ending in <i>-ment</i></li> <li>- learn to use the perfect tense with <i>être</i></li> </ul> <p><b>Year 12 exam</b>            Paper 1 - writing            Paper 2 - listening + reading</p>
<p><b>Term 6</b></p>	<p><b>Thème: Partage de la planète</b></p> <p><i>A quels enjeux environnementaux faisons-nous face aujourd'hui? Comment les résoudre?</i></p> <p><i>What environmental challenges are we faced with today? How can they be resolved?</i></p> <p>6. Mon paradis sur terre</p>	<p><b>vocab:</b> climate + weather forecast.</p> <p><b>skills:</b> see Term 5</p> <ul style="list-style-type: none"> <li>- extend vocabulary for giving opinions</li> <li>- learn to discuss local + global environmental issues</li> <li>- learn to suggest actions + solutions to environmental problems</li> </ul> <p><b>Year 12 speaking exam:</b>            Individual oral -            description of a photo + questions on at least one other IB theme.</p>

Year 12 HL	Enquiry Statement/Aim	Knowledge and Skills
<p><b>Term 1</b> Sept 2021 onwards</p>	<p><b>Thème: Identités</b></p> <p><i>De quelle façon exprimons-nous notre identité ?</i></p> <p><i>In what way do we express our identity?</i></p> <p>Textbook: Le monde en français - French B</p>	<p><b>vocab:</b> talking about identity, family, ethnicity, nationality, discrimination, expressing feelings + opinions, aspirations + different ways of living.</p> <p><b>skills:</b></p> <ul style="list-style-type: none"> <li>- learn to talk about my identity + that of others</li> <li>- develop use of more complex adjectives</li> <li>- develop knowledge of possessive pronouns</li> <li>- develop use of demonstrative adjectives + pronouns</li> <li>- retrieve + extend use of present tense - regular + irregular verbs</li> <li>- retrieve + extend use of gerund - <i>en + participe présent</i></li> </ul>



	<p>1.1 Je suis, tu es, nous sommes</p> <p>1.2 Vivre autrement</p>	<p><b>types of text:</b></p> <ul style="list-style-type: none"> <li>- letter to the editor - <i>une lettre au courrier des lecteurs</i></li> <li>- article - <i>un article</i></li> <li>- guide - <i>un guide de recommandations</i> (healthy living)</li> <li>- email - <i>un courriel</i> pg 19 IB workbook</li> </ul> <p><b>literature:</b> <i>le Petit Prince</i> by Antoine de Saint-Exupéry</p> <p><b>film:</b> <i>Bienvenue chez les Ch'tis</i> <i>le Petit Prince</i></p>
<p><b>Term 2</b></p>	<p><b>Thème: Identités</b></p> <p><i>Quelles idées et quelles images associons-nous à un mode de vie sain?</i></p> <p><i>What ideas and images do we associate with a healthy lifestyle?</i></p> <p>1.3 En pleine forme !</p> <p>1.4 Langues et langages</p>	<p><b>vocab:</b> talking about healthy living, giving advice, feelings, vices - alcohol/smoking/drug abuse + legalisation of cannabis. talking about links between language + identity + expressing aims + objectives.</p> <p><b>skills:</b></p> <ul style="list-style-type: none"> <li>- learn to talk about healthy living + images associated with a healthy lifestyle</li> <li>- introduction to the past historic - <i>le passé simple</i></li> <li>- retrieve + develop use of <i>il faut/il ne faut pas</i> + infinitive</li> <li>- retrieve + develop use of the subjunctive to give advice (introduced to subjunctive in yr 11)</li> </ul> <p><b>types of text:</b></p> <ul style="list-style-type: none"> <li>- email - <i>un courriel</i></li> <li>- web page - <i>une page d'accueil pour un site web</i></li> <li>- speech - <i>un discours</i></li> </ul> <p><b>literature:</b> <i>le Petit Prince</i> by Antoine de Saint-Exupéry</p>
<p><b>Term 3</b></p>	<p><b>Thème: Expériences</b></p> <p><i>En quoi les voyages élargissent-ils notre horizon ?</i></p> <p><i>How does travelling broaden our horizons?</i></p> <p>2.1 Les voyages forment la jeunesse</p> <p>2.2 Je me souviens</p>	<p><b>vocab:</b> talking about travelling, holiday activities + tourism. talking about your past and that of others, childhood memories + family memories.</p> <p><b>skills:</b></p> <ul style="list-style-type: none"> <li>- learn to use simple relative pronouns</li> <li>- learn to use personal pronouns</li> <li>- retrieve + extend use of direct + indirect object pronouns with present tense</li> <li>- retrieve + extend use of perfect tense with <i>avoir + être</i></li> <li>- retrieve + extend use of perfect tense with reflexive verbs</li> <li>- learn to use indirect speech</li> </ul> <p><b>types of text:</b></p> <ul style="list-style-type: none"> <li>- diary entry - <i>une page de journal intime</i></li> <li>- blog - <i>une page de blog</i></li> <li>- formal letter - <i>une lettre officielle</i></li> </ul> <p><b>literature:</b> <i>le Petit Prince</i> by Antoine de Saint-Exupéry</p>



		<b>Activité orale:</b> présentation d'un pays francophone
<b>Term 4</b>	<p><b>Thème: Expériences</b></p> <p><i>Comment et pourquoi différentes cultures marquent-elles les moments importants de notre vie?</i></p> <p><i>How and why do different cultures mark/celebrate important moments in our life?</i></p> <p>2.3 Je veux être adulte !</p> <p>2.4 À la recherche d'une vie meilleure</p>	<p><b>vocab:</b> talk about the passage from childhood to adulthood, rites of passage, le baccalauréat, what it means to be an adult. talk about migration, immigration, illegal immigrants, asylum seekers + refugees.</p> <p><b>skills:</b></p> <ul style="list-style-type: none"> <li>- retrieve + extend use of indefinite adjectives - <i>chaque, plusieurs, autre, même, certain</i></li> <li>- learn to use indefinite pronouns - <i>aucun(e), chacun(e), nul ...</i></li> <li>- learn different ways to formulate questions</li> <li>- extend use of temporary connectors - <i>d'abord, ensuite, enfin, après ...</i></li> </ul> <p><b>types of text:</b></p> <ul style="list-style-type: none"> <li>- blog - <i>une page de blog</i></li> <li>- email - <i>un courriel</i></li> <li>- interview - <i>une interview</i></li> <li>- email - <i>un courriel</i></li> </ul> <p><b>literature:</b> <i>un sac de billes</i> by Joseph Joffo</p>
<b>Term 5</b>	<p><b>Thème: Ingéniosité humaine</b></p> <p><i>Quels sont les effets des progrès scientifiques et technologiques sur nos vies?</i></p> <p><i>What effect does scientific and technological progress have on our lives?</i></p> <p>3.1 Science, technologie et société</p> <p>3.2 Les arts et nous</p>	<p><b>vocab:</b> talk about science + technology, identify + express cause + effect, scientific disciplines, scientific research, the aims of science, scientific controversy, genetically modified crops + animal testing. talk about the role of the arts in society, cultural heritage, street art, museums, theatre, music + poetry.</p> <p><b>skills:</b></p> <ul style="list-style-type: none"> <li>- retrieve + develop use of the subjunctive</li> <li>- review demonstrative pronouns - <i>celui, celui-ci, celui-là/celle, celle-ci, celle-là</i></li> <li>- review + develop use of simple relative pronouns - <i>qui, que, dont, où</i></li> <li>- learn to use demonstrative pronouns followed by simple relative pronouns - <i>ce qui, ce que, ce dont, ceux qui, ceux que, ceux dont</i></li> </ul> <p><b>types of text:</b></p> <ul style="list-style-type: none"> <li>- job application letter - <i>une lettre de candidature</i></li> <li>- report - <i>un rapport</i></li> <li>- leaflet - <i>un tract</i></li> <li>- blog - <i>un blog</i></li> <li>- interview - <i>une interview</i></li> <li>- email - <i>un courriel</i></li> </ul> <p><b>literature:</b> <i>un sac de billes</i> by Joseph Joffo</p> <p><b>Yr 12 exams</b> Paper 1 - writing Paper 2 - listening + reading</p>

Our whole school curriculum aims to give our students the knowledge and skills to succeed in the world as it is, and the wisdom, empathy and courage to fashion the world as it should be.



<b>Term 6</b>	<p><b>Thème: Ingéniosité humaine</b></p> <p><i>En quoi les médias modifient-ils les rapports que nous entretenons avec les autres?</i></p> <p><i>How does the media influence our relationships with others?</i></p> <p>3.3 Les arts, miroir des sociétés francophones</p> <p>3.4 Le monde vu par les médias</p>	<p><b>vocab:</b> talk about francophone art, French cinema, traditional beliefs + folklore.</p> <p>talk about the media, press freedom of speech, paparazzi, different types of newspaper/magazines, advertising + publicity campaigns.</p> <p><b>skills:</b></p> <ul style="list-style-type: none"> <li>- review + extend use of adjectives + agreement</li> <li>- recognise + develop use of different language register</li> <li>- learn how to use the passive in present, past + future tense</li> </ul> <p><b>types of text:</b></p> <ul style="list-style-type: none"> <li>- film review - <i>une critique de film</i></li> <li>- protest letter - <i>une lettre de protestation</i></li> <li>- publicity brochure - <i>une brochure publicitaire</i></li> </ul> <p><b>literature:</b></p> <p><i>un sac de billes</i> by Joseph Joffo</p> <p><b>film:</b></p> <p><i>Intouchables</i></p> <p><b>Yr 12 speaking exam</b> - presentation + discussion of literary text + general questions on one other IB theme</p>
---------------	--	--

Year 13 ab initio	Enquiry Statement/Aim	Knowledge and Skills
<b>Term 1</b> Sept 2021 onwards	<p><b>Thème: Expériences</b></p> <p><i>En quoi les voyages nous aident-ils à élargir nos horizons?</i></p> <p><i>How does travelling help us to broaden our horizons?</i></p> <p>7. Temps libre</p> <p>8. Projets de vacances</p>	<p><b>vocab:</b> leisure activities, television, music + sport. holidays, countries, transport, accommodation + holiday activities.</p> <p><b>skills:</b></p> <ul style="list-style-type: none"> <li>- learn to use relative pronouns - <i>qui, que</i></li> <li>- retrieve + extend use of <i>depuis</i></li> <li>- extend use of verbs with prepositions</li> <li>- review + extend use of reflexive verbs in the perfect tense</li> <li>- learn to use the imperfect tense</li> <li>- learn to use a range of connectives</li> <li>- review + extend use of prepositions</li> <li>- develop use of comparative adjectives</li> <li>- learn to use superlative adjectives</li> <li>- learn to use the simple future - regular verbs</li> <li>- learn to use the simple future - irregular verbs</li> </ul>
<b>Term 2</b>	<p><b>Thème: Organisation sociale</b></p> <p><i>Quels sont mes options dans le monde du travail?</i></p> <p><i>What options do I have in the world of work?</i></p> <p>9. Au lycée</p> <p>10. Faites la fête!</p>	<p><b>vocab:</b> school life, school subjects, school day + year, school buildings + equipment, extra curricular activities, school rules, school staff + numbers. national festivals, family celebrations, outings/invitations, recipes + typical dishes.</p> <p><b>skills:</b></p> <ul style="list-style-type: none"> <li>- learn about laïcité in French schools + related issues</li> <li>- learn to use relative pronouns - <i>ce qui, ce que</i></li> <li>- learn to use the conditional</li> <li>- learn to use modal verbs in present tense: <i>pouvoir, devoir, vouloir</i></li> <li>- learn to use <i>être en train de + infinitive</i></li> </ul>

Our whole school curriculum aims to give our students the knowledge and skills to succeed in the world as it is, and the wisdom, empathy and courage to fashion the world as it should be.



		<p>- review + extend use of modal verbs with conditional tense: <i>pouvoir, devoir, vouloir</i></p> <p>PPEs - Paper 1 - writing Paper 2 - listening + reading Individual oral</p>
<b>Term 3</b>	<p><b>Thème: Identités</b></p> <p><i>Le corps façonne-t-il notre identité?</i></p> <p><i>Do our bodies shape our identity?</i></p> <p>11. La santé pour tous 13. Nous, les jeunes</p> <p><b>Individual oral exam Feb 2022</b></p>	<p><b>vocab:</b> health, body, illnesses, medical jobs, physical fitness, diet, at the doctors + accidents. young people in society, rights + responsibilities, friendships/relationships, prejudice + stereotypes.</p> <p><b>skills:</b></p> <ul style="list-style-type: none"> <li>- review + extend use of the imperfect</li> <li>- develop use of expressions with <i>avoir</i></li> <li>- learn to use <i>venir de + infinitive</i></li> <li>- review + extend use of negatives - <i>ne ... pas / ne ... jamais / ne ... rien / ne ... plus.</i></li> <li>- learn to decide whether to use the perfect or imperfect tense</li> <li>- learn to use the pronoun <i>y</i> (see Chapter 12)</li> <li>- learn to use direct object pronouns (see Chapter 12)</li> <li>- extend use of expressions with <i>avoir</i></li> <li>- develop use of verbs followed by an infinitive</li> <li>- learn to use indirect object pronouns</li> <li>- further extend use of negatives - <i>ne ... personne, ne ... que.</i></li> <li>- learn to use the conjunction <i>si</i></li> </ul>
<b>Term 4</b>	<p><b>Revision</b></p> <p>Final preparation for Papers 1 &amp; 2</p> <p>Listening, reading &amp; writing practice</p> <p>Past paper practise, revise all ab types of text</p>	<p><b>vocab:</b> Review all IB topic related vocabulary Weekly topic specific vocabulary tests Review of key grammar points + tenses</p> <p><b>skills:</b> IB past paper practice Exam pro practice for listening + reading BBC bitesize for listening</p>
<b>Term 5</b>	Exam skills + final revision	Final revision + past paper practice.

Year 13 HL	Enquiry Statement/Aim	Knowledge and Skills
<b>Term 1</b> Sept 2021 onwards	<p><b>Thème: Organisation sociale</b></p> <p><i>Quelles occasions et quelles difficultés le monde du travail présente-t-il au XXI<sup>e</sup> siècle?</i></p> <p><i>What opportunities and difficulties does the world of</i></p>	<p><b>vocab:</b> talk about close relationships, voluntary work, school, work, law + order.</p> <p><b>skills:</b></p> <ul style="list-style-type: none"> <li>- learn about laïcité in French schools + related issues</li> <li>- retrieve + develop use of the imperative</li> <li>- develop use of the conditional with present + past tense</li> <li>- learn to use hypothetical sentences - <i>si +</i></li> <li>- learn to distinguish between formal + informal register</li> </ul>



	<p><i>work present in the 21 century?</i></p> <p>Textbook: Le monde en français - French B</p> <p>4.1 Moi et mes proches 4.2 Moi et les autres 4.3 Etudes et emploi 4.4 L'ordre public</p>	<ul style="list-style-type: none"> <li>- develop use of the comparative + superlative adjectives</li> <li>- review + develop use of negatives</li> <li>- review + develop use of adverbs ending in -ment</li> <li>- learn to use the future perfect tense</li> <li>- retrieve + extend use of the subjunctive to express incertitude</li> </ul> <p><b>types of text:</b></p> <ul style="list-style-type: none"> <li>- diary entry - <i>une page de journal intime</i></li> <li>- brochure - <i>une brochure</i></li> <li>- formal letter - <i>une lettre officielle</i></li> <li>- email - <i>un courriel</i></li> <li>- proposal - <i>une proposition</i></li> <li>- blog page - <i>une page de blog</i></li> <li>- job application letter - <i>une lettre de candidature</i></li> <li>- report - <i>un rapport</i></li> </ul> <p><b>literature:</b> <i>le Petit Prince</i> by Antoine de Saint-Exupéry - prepare extracts + questions</p> <p><b>Film:</b> <i>Tanguy</i></p>
<p><b>Term 2</b></p>	<p><b>Thème: Partage de la planète</b></p> <p><i>A quels enjeux environnementaux faisons-nous face?</i></p> <p><i>What environmental challenges do we face?</i></p> <p>5.1 Planète bleue, planète verte 5.2 Nos droits à tous</p>	<p><b>vocab:</b> talk about environmental challenges, pollution, ecological gestures, eco-warriors, nuclear + recycling. talking about our rights + responsibilities + equality of the sexes.</p> <p><b>skills:</b></p> <ul style="list-style-type: none"> <li>- review + develop knowledge of past participle agreement</li> <li>- learn how to present an argument - opposition + concession</li> <li>- develop use of time expressions</li> <li>- learn to recognise + form the past historic</li> </ul> <p><b>types of text:</b></p> <ul style="list-style-type: none"> <li>- article - <i>un article</i></li> <li>- speech - <i>un discours</i></li> <li>- formal letter - <i>une lettre officielle</i></li> <li>- report - <i>un rapport</i></li> </ul> <p><b>literature:</b> <i>le Petit Prince</i> by Antoine de Saint-Exupéry - prepare extracts + questions</p> <p><b>film:</b> <i>le Petit Prince</i></p> <p>PPEs: Paper 1 - writing Paper 2 - listening + reading Individual oral</p>
<p><b>Term 3</b></p>	<p><b>Thème: Partage de la planète</b></p> <p><i>Quel est l'impact des guerres sur les jeunes?</i></p>	<p><b>vocab:</b> talk about the impact of war on children + young people, child soldiers + Algerian independence. talk about ethical challenges, organ donation, surrogacy, terminal illness + euthanasia.</p> <p><b>skills:</b></p>



Our whole school curriculum aims to give our students the knowledge and skills to succeed in the world as it is, and the wisdom, empathy and courage to fashion the world as it should be.



	<p>What is the impact of war on young people?</p> <p>5.3 Conflits et paix 5.4 Quel dilemme!</p> <p><b>Final individual oral exam - Feb 2022</b></p>	<p>- learn to use compound relative pronouns - <i>lequel, laquelle, lesquels, lesquelles</i></p> <p>- learn a range of complex structures to express opinions + concerns</p> <p><b>types of text:</b></p> <p>- interview - <i>une interview</i></p> <p>- article - <i>un article</i></p> <p>- diary entry - <i>une page de journal intime</i></p> <p>- essay - <i>une dissertation</i></p> <p><b>film:</b> <i>Le Scaphandre et le Papillon</i></p> <p><b>Oral exam</b> - final preparation of individual oral exam</p>
<p><b>Term 4</b></p>	<p>Revision of 5 themes + exam prep</p>	<p>Complete Module 5</p> <p><b>vocab:</b> review all topic based vocab from the 5 IB themes weekly vocab + grammar tests</p> <p><b>skills:</b> writing: retrieve + reinforce complex grammar, tenses, idioms + other sophisticated structures. reading: IB past paper practice + exercises from textbook writing: IB past paper practice, review all HL types of text + key vocab</p>
<p><b>Term 5</b></p>	<p>Final exam practice + vocab/grammar revision</p>	<p>Final revision + past paper practice</p>