



**THE BROMFORDS SCHOOL**  
ACHIEVE ENRICH PREPARE

# The Bromfords School

## French Department.

### Intent of Curriculum



The Bromfords School

French Department.

## The intent of French at Bromfords is

The intent of French at Bromfords is to ensure that students have the opportunities to develop and practice their knowledge of French, whilst following an engaging and culturally enriching curriculum plan that incorporates the different skills required for learning a Modern Foreign Language in Speaking, Listening, Reading and Writing. Learning French should encourage students to develop their ambition and ability to converse with French speakers. Students will be able to broaden their horizons and develop new ways of seeing the world by studying French.

### Achieve:

Students will study different topic areas which include up to date cultural references and an awareness of the French Speaking world. Students will develop the ability to communicate effectively and accurately in French. Students will also widen their knowledge of how language works for both immediate and future use. Students will be able to express themselves fluently and spontaneously with increasing accuracy. Students will be supported and challenged in French lessons to make outstanding progress over time.

### Enrich:

Students will be given a variety of opportunities to study the different topic areas through authentic materials such as French films and literature and to enhance their cultural awareness and awareness of the French-speaking world. Students will broaden their horizons and realise the importance of learning a modern foreign language. Students will discover a range of written authentic materials and also use a variety of grammatical structures to improve their written skills over time.

### Prepare:

The curriculum plan uses a skills-based approach to prepare students for the AQA SOW for Languages. The curriculum incorporates grammar and vocabulary as well as linguistic competence, students will, in their lessons, use the 4 skills assessed to improve their knowledge and communication in Listening, Reading, Writing and Speaking. All skills and topics will allow students to continue to improve their proficiency and understanding of the language. The curriculum will allow students to become independent, resourceful and passionate language learners.

Department: FRENCH	Curriculum Map What does French at Bromfords look like?					
Entry KS2	Year 7	Year 8	Year 9	Year 10	Year 11	Post-16
<p>Primary schools can choose any modern foreign language to study and therefore some students may/may not have studied French before arriving to secondary school. The teaching of MFL at KS2 is often inconsistent and taught by non-specialists.</p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li><u>Numbers</u></li> <li><u>Greetings</u></li> <li><u>Family members</u></li> <li><u>Pets</u></li> <li><u>House and Home</u></li> <li><u>School</u></li> <li><u>Sports and Games</u></li> <li><u>Town</u></li> <li><u>Future Arrangements</u></li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><u>Nouns</u></li> <li><u>Numbers</u></li> <li><u>Definite articles</u></li> <li><u>Indefinite articles</u></li> <li><u>Partitive articles</u></li> <li><u>Adjectival agreement</u></li> <li><u>Possessive adjectives</u></li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li><u>Food and Drink</u></li> <li><u>Quantities, Amounts and Prices</u></li> <li><u>Holidays</u></li> <li><u>Parts of the Body</u></li> <li><u>Illnesses/Injuries</u></li> <li><u>Characteristics</u></li> <li><u>Paris</u></li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><u>Nouns</u></li> <li><u>Numbers</u></li> <li><u>Definite Articles</u></li> <li><u>Indefinite Articles</u></li> <li><u>Partitive Articles</u></li> <li><u>Adjectival Agreement</u></li> <li><u>Verbs – regular and irregular</u></li> <li><u>Possessive Adjectives</u></li> <li><u>The Present Tense</u></li> <li><u>Intensifiers</u></li> <li><u>Connectives</u></li> <li><u>Infinitives</u></li> <li><u>Going to Future</u></li> <li><u>Time Phrases</u></li> <li><u>Question Formation</u></li> <li><u>Opinions</u></li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li><u>Fashion and Clothes</u></li> <li><u>Celebrations and Customs</u></li> <li><u>Relationships and Friends</u></li> <li><u>Global Problems</u></li> <li><u>Travel and Tourism</u></li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><u>Nouns</u></li> <li><u>Numbers</u></li> <li><u>Definite Articles</u></li> <li><u>Indefinite Articles</u></li> <li><u>Partitive Articles</u></li> <li><u>Adjectival Agreement</u></li> <li><u>Verbs – regular and irregular</u></li> <li><u>Possessive Adjectives</u></li> <li><u>The Present Tense</u></li> <li><u>Intensifiers</u></li> <li><u>Connectives</u></li> <li><u>Infinitives</u></li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li><u>School and College</u></li> <li><u>Work and Career Choices</u></li> <li><u>Technology and Social Media</u></li> <li><u>Healthy and Unhealthy Lifestyles</u></li> <li><u>Charity and Volunteering</u></li> <li><u>Social Issues</u></li> <li><u>Town and Local Area</u></li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><u>Nouns</u></li> <li><u>Numbers</u></li> <li><u>Definite Articles</u></li> <li><u>Indefinite Articles</u></li> <li><u>Partitive Articles</u></li> <li><u>Adjectival Agreement</u></li> <li><u>Verbs – regular and irregular</u></li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li><u>Themes 1-3 from AQA GCSE COURSE</u></li> <li><u>Recap of key tenses, and vocab knowledge from Year 10</u></li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><u>Nouns</u></li> <li><u>Numbers</u></li> <li><u>Definite Articles</u></li> <li><u>Indefinite Articles</u></li> <li><u>Partitive Articles</u></li> <li><u>Adjectival Agreement</u></li> <li><u>Verbs – regular and irregular</u></li> <li><u>Possessive Adjectives</u></li> <li><u>The Present Tense</u></li> <li><u>Intensifiers</u></li> <li><u>Connectives</u></li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li><u>Students studying French post 16 will continue to learn the language to an advanced level:</u></li> <li><u>Culture and society of France and French-speaking countries</u></li> <li><u>Literature</u></li> <li><u>Cinema</u></li> </ul>

	<ul style="list-style-type: none"> <li>• <u>Verbs – regular and irregular</u></li> <li>• <u>The Present Tense</u></li> <li>• <u>Intensifiers</u></li> <li>• <u>Connectives</u></li> <li>• <u>Infinitives</u></li> <li>• <u>The Going to Future</u></li> <li>• <u>Time Phrases</u></li> <li>• <u>The articles à + de</u></li> <li>• <u>Modal verbs</u></li> <li>• <u>Question Formation</u></li> <li>• <u>Opinions</u></li> <li>• <u>Reasons</u></li> <li>• <u>Reflexive Verbs</u></li> <li>• Skills:</li> <li>• Listening – developing understanding of spoken French with items and short sentences with familiar language. Understanding phonics to link the spoken and written word</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Reasons</u></li> <li>• <u>Reflexive Verbs</u></li> <li>• <u>The Past Tense – irregular and regular verbs</u></li> <li>• <u>The Past Tense – avoir</u></li> <li>• <u>The Past Tense – être</u></li> <li>• <u>Conditional “Je voudrais”</u></li> <li>• Skills:</li> <li>• Listening – developing understanding of spoken French by listening to longer spoken passages containing some unknown vocabulary</li> <li>• Speaking – answering questions in French giving personal information with developed answers. Learning to develop role-play skills</li> <li>• Reading – developing understanding of longer passages of familiar and</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Going to Future</u></li> <li>• <u>WILL Future</u></li> <li>• <u>Imperfect Tense</u></li> <li>• <u>Time Phrases</u></li> <li>• <u>Question Formation</u></li> <li>• <u>Opinions</u></li> <li>• <u>Reasons</u></li> <li>• <u>Reflexive Verbs</u></li> <li>• <u>The Past Tense – irregular and regular verbs</u></li> <li>• <u>The Past Tense – avoir</u></li> <li>• <u>The Past Tense – être</u></li> <li>• <u>Conditional “Je voudrais”</u></li> <li>• Skills:</li> <li>• Listening – developing understanding of spoken French by listening to longer spoken passages in more than one tense, containing some unknown vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Possessive Adjectives</u></li> <li>• <u>The Present Tense</u></li> <li>• <u>Intensifiers</u></li> <li>• <u>Connectives</u></li> <li>• <u>Infinitives</u></li> <li>• <u>Going to Future</u></li> <li>• <u>WILL Future</u></li> <li>• <u>Imperfect Tense</u></li> <li>• <u>Time Phrases</u></li> <li>• <u>Question Formation</u></li> <li>• <u>Opinions</u></li> <li>• <u>Reasons</u></li> <li>• <u>Reflexive Verbs</u></li> <li>• <u>The Past Tense – irregular and regular verbs</u></li> <li>• <u>The Past Tense – avoir</u></li> <li>• <u>The Past Tense – être</u></li> <li>• <u>Conditional Tense – regular and irregular verbs</u></li> <li>• <u>Conditional Perfect “would have/should have”</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Infinitives</u></li> <li>• <u>Going to Future</u></li> <li>• <u>WILL Future</u></li> <li>• <u>Imperfect Tense</u></li> <li>• <u>Time Phrases</u></li> <li>• <u>Question Formation</u></li> <li>• <u>Opinions</u></li> <li>• <u>Reasons</u></li> <li>• <u>Reflexive Verbs</u></li> <li>• <u>The Past Tense – irregular and regular verbs</u></li> <li>• <u>The Past Tense – avoir</u></li> <li>• <u>The Past Tense – être</u></li> <li>• <u>Conditional Tense – regular and irregular verbs</u></li> <li>• <u>Conditional Perfect “would have/should have”</u></li> <li>• <u>The Passive</u></li> <li>• <u>Si clauses</u></li> <li>• <u>Après avoir/Après être</u></li> </ul>	
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	<ul style="list-style-type: none"> <li>• Reading - developing understanding of short paragraphs of mainly familiar vocabulary. Deducing the meaning of unknown vocabulary from context.</li> <li>• Writing – communicating personal information in written French with increasing accuracy and applying grammatical rules correctly</li> <li>• Speaking- Answering questions in French giving personal information in short sentences. Developing an awareness of phonics to ensure pronunciation is understandable</li> </ul>	<ul style="list-style-type: none"> <li>• unfamiliar vocabulary</li> <li>• Writing – communicating personal information in written French by developing ideas through the use of clear paragraphs. Pupils apply a wider range of grammatical rules correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking – answering questions in French giving personal information with developed answers, in more than one tense. Learning to develop role-play skills, giving more detailed answers. Apply a range of phonics accurately to ensure correct pronunciation of the different tenses</li> <li>• Reading – developing understanding of longer passages of familiar and unfamiliar vocabulary in more than one tense.</li> <li>• Writing - communicating detailed</li> </ul>	<ul style="list-style-type: none"> <li>• <u>The Subjunctive</u></li> <li>• <u>Si clauses</u></li> <li>• <u>Après avoir/Après être</u></li> <li>• Listening – further developing understanding of spoken French by listening to a range of different types of spoken passages to practise exam style questions</li> <li>• Speaking – developing more detailed speaking skills through a range of different tasks, e.g. roleplay, picture-based, conversation. Developing confidence and spontaneity in the spoken language</li> <li>• Reading - further developing understanding of</li> </ul>	<ul style="list-style-type: none"> <li>• <u>The Subjunctive</u></li> <li>• Listening – consolidate the understanding of spoken French by listening to a range of different types of spoken passages to practise exam style questions</li> <li>• Speaking – consolidate speaking skills through a range of different tasks, e.g. role-play, picture-based, conversation. Increasing confidence and spontaneity in the spoken language</li> </ul>	
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			information across a range of topics in written French. Applying the knowledge of the formation of different tenses with some degree of accuracy	<p>written French by reading a range of different texts to practise exam style questions</p> <ul style="list-style-type: none"> <li>• Writing – further developing writing skills to produce a range of written passages using a range of tenses, grammatical structures and vocabulary effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Reading – consolidating the understanding of written French by reading a wider range of different texts to practise exam style questions</li> <li>• Writing – consolidating writing skills to produce a wider range of written passages, using a range of tenses, grammatical structures and vocabulary with increasing success</li> </ul>	
<b>Enrichment, Careers, Real-world Experience.</b>		<p><b>Enrichment:</b> Students of French are given a number of opportunities to hone their skills by practising vocabulary, grammar and phonics. In lessons, we look at cultural texts and films to enrich students understanding of French culture and give context to the subject they are studying.</p> <p><b>Careers:</b> Studying French would be useful for students considering University study in a written subject as it builds extensive analytical, evaluative and critical thinking skills. It would benefit those with an interest in a future career pathway in Translation, Linguistics or International Relations but the skills gained are transferrable into a wide-ranging number of careers which require an analytical mind. An additional language is highly sought within private businesses and within public corporations, for example: interpreting or teaching. These roles are currently among the skills shortages in the UK. We have past students who have continued their studies into A-Level and further at university level.</p>				

**Real World Experiences:** The French curriculum enables students to engage with a number of real-world issues such as poverty, charity and the environment. We also offer a residential overseas trip to Paris for students in Years 8-10 – students will be encouraged to immerse themselves into Parisian life, appreciate the architecture and history of famous Parisian landmarks and practice their French speaking skills.

**Year 7 – Intent:** to apply language learning skills and to learn basic French; to build an understanding of phonetical awareness of the French language and to recognise key French sounds; to develop basic grammar and vocabulary skills around the topics of Introduction to French, House and Home, School, Sports and Games, Town and Local Area and Future Plans. Students will be introduced to a variety of authentic texts, discovering gist and meaning as well as beginning to write a French text at varying length. Students will begin to listen to a variety of spoken materials which will enable students to better communicate and respond with simple statements/questions.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b><u>Scheme of Work</u></b></p> <ul style="list-style-type: none"> <li>• Meeting/Greeting/</li> <li>• Numbers 0-60 and Ages</li> <li>• Classroom Objects and Instructions</li> <li>• Family members</li> <li>• Dates/Months of the Year and Birthdays</li> <li>• Pets &amp; Colours</li> <li>• Assessment and Feedback</li> </ul> <p><b><u>Learning Intent:</u></b> Introduction to French- to apply language learning skills and to learn basic</p>	<p><b><u>Scheme of Work:</u></b></p> <ul style="list-style-type: none"> <li>• Regions/areas</li> <li>• My house and home</li> <li>• My Bedroom/Furniture +adjectives</li> <li>• Describing a daily routine</li> <li>• The Present Tense – ER verbs</li> <li>• Assessment and Feedback</li> <li>• Christmas in French-speaking countries</li> </ul> <p><b><u>Learning Intent:</u></b> to gain grammatical awareness and vocabulary</p>	<p><b><u>Scheme of Work:</u></b></p> <ul style="list-style-type: none"> <li>• Description of school including facilities</li> <li>• School Subjects &amp; Opinions/Teachers</li> <li>• School routines (Times)</li> <li>• Uniform (Present Tense of porter)</li> <li>• School Rules – modal verbs</li> <li>• Assessment and Feedback</li> </ul> <p><b><u>Learning Intent:</u></b> to gain grammatical awareness and vocabulary around the topic of School. Introduction to telling the time in French and to analyse differences</p>	<p><b><u>Scheme of Work:</u></b></p> <ul style="list-style-type: none"> <li>• Sports and Games with “jouer” – apply opinions/reasons</li> <li>• Musical Instruments with « jouer » - apply opinions and reasons</li> <li>• Sports and Games with “faire”- apply opinions/reasons</li> <li>• Present Tense – Regular and Irregular verbs</li> <li>• A famous French sports person/team sport – Research Project</li> <li>• Assessment and Feedback</li> </ul> <p><b><u>Learning Intent:</u></b></p>	<p><b><u>Scheme of Work:</u></b></p> <ul style="list-style-type: none"> <li>• Places in a Town</li> <li>• What you can do in town – Modal Verbs + Infinitives (On peut)</li> <li>• Pocket money and shopping in town</li> <li>• Directions</li> <li>• French Town: Discovery of a famous French town/city</li> <li>• Assessment and Feedback</li> </ul>	<p><b><u>Scheme of Work:</u></b></p> <ul style="list-style-type: none"> <li>• Making Future Arrangements – aller</li> <li>• Accepting/Declining Invitations</li> <li>• Making Excuses and Asking Questions</li> <li>• Organising an event/surprise party</li> <li>• Assessment</li> <li>• Summer Film Project (Le Petit Nicolas)</li> <li>• Summer Film Project (Le Petit Nicolas)</li> </ul>

French, improve phonetical awareness of the French language, develop basic grammar and vocabulary skills	around the topic of House & Home. Introduction to the French-speaking world and to learn about French culture	between French and British school systems	Students will gain grammatical understanding and vocabulary awareness on the topic of Sports/Games/Music and also improve phonetical awareness of the French language, develop basic grammar.	<b>Learning Intent:</b> Students will continue to gain understanding of grammar, vocab and phonics on the topic of Town and Local area. Students will be exposed to differences between French towns/cities and British towns/cities	<b>Learning Intent:</b> Students will gain grammatical understanding and vocabulary awareness on the topic of future arrangements.
Measuring Impact though: Assessment (Reading and Listening) Measure Impact: Feedback (DIRT Time)	Measuring Impact though: Assessment (Writing and Translation) Measure Impact : Feedback (DIRT Time)	Measuring Impact though: Assessment – Reading and Listening Measure Impact : Feedback (DIRT Time)	Measuring Impact though: Assessment (Writing and Translation) Measure Impact : Feedback (DIRT Time)	Measuring Impact though: Assessment (Reading and Listening) Measure Impact : Feedback (DIRT Time)	Measuring Impact though: Assessment (Speaking) Measure Impact : Feedback (DIRT Time)

**Year 8 – Intent:** to develop language learning skills and to gain grammatical awareness, vocabulary and increase phonetical knowledge around the topics of Food/Drink and Eating Out, Holidays, Healthy Lifestyles, Friends and Family, Paris, TV and Media. Students will develop their understanding of longer authentic texts exploring gist and meaning and develop their writing skills. Students will listen to a variety of spoken materials and students will be able to communicate with short statements and questions using reasons, opinions and some tenses.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Scheme of Work: <ul style="list-style-type: none"> <li>Food &amp; Drink – Likes and Dislikes</li> <li>Meals and Mealtimes</li> <li>Quantities/Amounts/Money</li> <li>Ordering at a café/in a restaurant</li> </ul>	Scheme of Work: <ul style="list-style-type: none"> <li>Holidays/Types of Holidays and Countries</li> <li>Activities on Holiday</li> <li>The Weather</li> </ul>	Scheme of Work: <ul style="list-style-type: none"> <li>Parts of the Body</li> <li>Illnesses and Injuries</li> <li>Visiting a doctor/pharmacy</li> <li>Healthy/Unhealthy Lifestyles</li> </ul>	Scheme of Work: <ul style="list-style-type: none"> <li>Emotional Characteristics (comparatives)</li> <li>Physical Characteristics (comparatives)</li> <li>être/avoir – key verbs</li> </ul>	Scheme of Work: <b><u>Summer 1:</u></b> <ul style="list-style-type: none"> <li>Paris Cultural Project –Monuments</li> <li>What you can see/do/visit in Paris</li> <li>A Future Trip to Paris</li> <li>Future Tense – extended</li> <li>Transport and the Parisian Metro System</li> </ul>	



<ul style="list-style-type: none"> <li>• Buying provisions at different types of shops</li> <li>• A special occasion at a restaurant</li> <li>• Assessment and Feedback</li> </ul> <p>Learning Intent: to gain grammatical awareness, vocabulary and increase phonetical knowledge around the topic of Food/Drink and Eating Out</p>	<ul style="list-style-type: none"> <li>• Describing a Past Holiday</li> <li>• The Past Tense – extended with negative (key phrases) (opinions/reasons)</li> <li>• Assessment and Feedback</li> <li>• A Traditional Francophone Christmas</li> </ul> <p>Learning Intent: to gain grammatical awareness, vocabulary and increase phonetical knowledge around the topic of Holidays</p>	<ul style="list-style-type: none"> <li>• Avoiding Obesity/Staying in shape – modal verbs</li> <li>• Assessment and Feedback</li> </ul> <p>Learning Intent: to gain grammatical awareness, vocabulary and increase phonetical knowledge around the topic of Healthy Lifestyles</p>	<ul style="list-style-type: none"> <li>• Past activity with family/friends (Past weekend)</li> <li>• A special weekend spent with friends/family</li> <li>• Assessment and Feedback</li> </ul> <p>Learning Intent: to gain grammatical awareness, vocabulary and increase phonetical knowledge around the topic of Family &amp; Friends</p>	<ul style="list-style-type: none"> <li>• A Parisian Murder Mystery</li> <li>• Assessment and Feedback</li> </ul> <p>Learning Intent: to gain grammatical awareness, vocabulary and increase phonetical knowledge around the cultural topic of Paris. Students will also be introduced to the culture of France’s capital.</p> <p><b>Summer 2:</b></p> <ul style="list-style-type: none"> <li>• TV Programmes</li> <li>• Films</li> <li>• Writing a Film Review</li> <li>• Spare Time/Leisure</li> <li>• Assessment and Feedback</li> <li>• Summer Film Project – les Choristes</li> <li>• Summer Film Project – les Choristes</li> </ul> <p>Learning Intent: to gain grammatical awareness, vocabulary and increase phonetical knowledge around the topic of TV &amp; Media.</p>
<ul style="list-style-type: none"> <li>• Measuring Impact though: Assessment (Reading and Listening)</li> <li>• Measure Impact: Feedback (DIRT Time)</li> </ul>	<ul style="list-style-type: none"> <li>• Measuring Impact though: Assessment (Writing and Translation)</li> <li>• Measure Impact : Feedback (DIRT Time)</li> </ul>	<ul style="list-style-type: none"> <li>• Measuring Impact though: Assessment – Reading and Listening</li> <li>• Measure Impact : Feedback (DIRT Time)</li> </ul>	<ul style="list-style-type: none"> <li>• Measuring Impact though: Assessment: Writing and Translation</li> <li>• Measure Impact : Feedback (DIRT Time)</li> </ul>	<ul style="list-style-type: none"> <li>• Summer 1: Measuring Impact through: Reading and Listening</li> <li>• Summer 2: Measuring Impact though: Assessment Speaking</li> <li>• Measure Impact : Feedback (DIRT Time)</li> </ul>



**Year 9 – Intent:** to extend language learning skills and to increase grammatical awareness, vocabulary and increase phonetical knowledge around the topics of Fashion and Culture, Customs and Celebrations, Relationships, Lifestyle and Free Time, the World around us and Travel and Tourism. Students will extend their understanding of a variety of source materials both spoken and written in order to communicate with extended pieces of information (be that verbal or written) using reasons, opinions, tenses and time frames.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Scheme of Work:</p> <ul style="list-style-type: none"><li>• Clothes and Fashion – inc. colours</li><li>• Clothes and Fashion – (styles/materials/patterns/opinions)</li><li>• A special occasion using the verbs porter/mettre</li><li>• Buying and Returning clothes in a shop – Role-Play</li><li>• Present Tense – porter/mettre/choisir (er/ir/re)</li><li>• Culture: Fashion in France – Research Project</li><li>• Assessment and Feedback</li></ul> <p>Learning Intent:</p> <p>to gain grammatical awareness, vocabulary and increase phonetical knowledge on Fashion and Culture within Francophone countries</p>	<p>Scheme of Work:</p> <ul style="list-style-type: none"><li>• Celebrations and Customs – fête</li><li>• Birthdays- what do you do/people do to celebrate ?</li><li>• Future Tense – ALLER</li><li>• Future Tense – WILL FUTURE</li><li>• Christmas – Future celebration (food and drink)</li><li>• Assessment and Feedback</li><li>• Christmas in France/French speaking countries</li></ul> <p>Learning Intent:</p> <p>to gain grammatical awareness, vocabulary and increase phonetical knowledge on Customs and Celebrations</p>	<p>Scheme of Work:</p> <p><b><u>Spring 1</u></b></p> <ul style="list-style-type: none"><li>• Describing ourselves and others (physical/emotional) using être and avoir (various tenses)</li><li>• A past event with family/friends (grammar of past tense)</li><li>• A past event with family/friends (continued practice)</li><li>• Reflexive verbs</li><li>• Relationships/Friendships</li><li>• Assessment and Feedback</li></ul> <p>Learning Intent:</p> <p>to gain grammatical awareness, vocabulary and increase phonetical knowledge on Identity and Relationships</p> <p><b><u>Spring 2</u></b></p> <ul style="list-style-type: none"><li>• Reading</li><li>• Music</li><li>• Celebrities (comparatives/superlatives)</li><li>• Going to a festival/concert – Future Tense</li><li>• A special occasion at a festival – Le Carnaval de Nice Advantages/Disadvantages</li><li>• Assessment/Feedback</li></ul>	<p>Scheme of Work:</p> <p><b><u>Summer 1:</u></b></p> <ul style="list-style-type: none"><li>• Problems with the Environment</li><li>• How we can help the environment -small and big actions</li><li>• What we did in the past/now in the future to help the environment – (Imperfect)</li><li>• An ideal world – Applying the Conditional Tense</li><li>• Fair Trade</li><li>• Assessment/Feedback</li></ul> <p>Learning Intent:</p> <p>to gain grammatical awareness, vocabulary and increase phonetical knowledge on the topic of issues within the world</p> <p><b><u>Summer 2:</u></b></p> <ul style="list-style-type: none"><li>• Holidays (Activities)</li><li>• Accommodation types</li><li>• Booking a room/pitch (Role-Play)</li><li>• Travelling + (the journey to and from destinations)</li><li>• A Future Holiday – using WILL and NEAR Future</li><li>• Assessment and Feedback</li></ul>		

		Learning: Intent: to gain grammatical awareness, vocabulary and increase phonetical knowledge around the topic of Lifestyle and Free Time	<ul style="list-style-type: none"> <li>Summer Film Project – Le Petit Nicolas en vacances</li> </ul> <p>Learning Intent: to gain grammatical awareness, vocabulary and increase phonetical knowledge around the topic of Travel and Tourism</p>
<ul style="list-style-type: none"> <li>Measuring Impact through: Assessment Reading and Listening</li> <li>Measure Impact: Feedback (DIRT TIME)</li> </ul>	<ul style="list-style-type: none"> <li>Measuring Impact through: Assessment Writing and Translation</li> <li>Measure Impact: Feedback (DIRT TIME)</li> </ul>	<ul style="list-style-type: none"> <li>Measuring Impact through: Assessment Reading and Listening</li> <li>Measure Impact: Feedback (DIRT TIME)</li> <li>Measuring Impact through: Assessment: Writing and Translation</li> </ul> <p>Measure Impact : Feedback (DIRT Time)</p>	<ul style="list-style-type: none"> <li>Measuring Impact through: Assessment: Writing and Translation</li> </ul> <p>Measure Impact : Feedback (DIRT Time)</p> <ul style="list-style-type: none"> <li>Measuring Impact through: Assessment Reading and Listening</li> <li>Measure Impact: Feedback (DIRT TIME)</li> </ul>

**Year 10– Intent:** to further develop and extend language learning skills and to increase grammatical awareness, vocabulary and increase phonetical knowledge around the topics of School and Work, Technology, Healthy Lifestyles, Social Issues and Home/Local area. Students will practise: exam-style questions by listening to different types of spoken passages; develop spontaneity in speaking and responding to questions/scenarios and further develop their writing skills on a range of passages.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Scheme of Work:</p> <ul style="list-style-type: none"> <li>School Subjects</li> <li>School Buildings</li> <li>British/Francophone schools</li> <li>School rules</li> <li>My ideal school</li> <li>My school uniform</li> <li>Future Study at Sixth Form/College</li> <li>Assessment and Feedback</li> </ul> <p>Learning Intent:</p> <ul style="list-style-type: none"> <li>to gain grammatical awareness, vocabulary and increase phonetical knowledge on School and School Life</li> </ul>	<p>Scheme of Work:</p> <ul style="list-style-type: none"> <li>Jobs</li> <li>Career paths + future options</li> <li>Future job hopes + wishes</li> <li>Applying for jobs/work experience</li> <li>Job – Fact File/Ideal Job</li> <li>Assessment and Feedback</li> <li>A Traditional Francophone Christmas</li> </ul> <p>Learning Intent:</p> <ul style="list-style-type: none"> <li>to gain grammatical awareness, vocabulary and increase phonetical knowledge on Jobs and Career Ambitions</li> </ul>	<p>Scheme of Work:</p> <ul style="list-style-type: none"> <li>Social Media</li> <li>Technology in everyday life</li> <li>Advantages/Disadvantages of Technology</li> <li>Dangers of Technology</li> <li>Evaluation of Technology</li> <li>Assessment and Feedback</li> </ul> <p>Learning Intent:</p> <ul style="list-style-type: none"> <li>to gain grammatical awareness, vocabulary and increase phonetical knowledge around the topic of new/online technologies</li> </ul>	<p>Scheme of Work:</p> <ul style="list-style-type: none"> <li>Heathy/Unhealthy Lifestyles</li> <li>Food/Drink (Health)</li> <li>Keeping fit (Sport)</li> <li>Extreme Sports</li> <li>Giving Advice</li> <li>Assessment and Feedback</li> </ul> <p>Learning Intent:</p> <ul style="list-style-type: none"> <li>to gain grammatical awareness, vocabulary and increase phonetical knowledge around the topic of Healthy Lifestyles</li> </ul>	<p>Scheme of Work:</p> <ul style="list-style-type: none"> <li>Problems within Society</li> <li>Rights and Responsibilities</li> <li>Charities and Volunteering</li> <li>Homelessness &amp; Unemployment – les restos du cœur</li> <li>Young people and the pressure they face within society</li> <li>Assessment/Feedback</li> </ul> <p>Learning Intent: to gain grammatical awareness, vocabulary and increase phonetical knowledge around the topic of Social Issues</p>	<p>Scheme of Work:</p> <ul style="list-style-type: none"> <li>My house + home</li> <li>My ideal home</li> <li>My local area</li> <li>Advantages and disadvantages of local area</li> <li>Changes/developments to my local area/region</li> <li>Assessment and Feedback</li> <li>Summer Film Project – La famille Bélier</li> </ul> <p>Learning Intent: to gain grammatical awareness, vocabulary and increase phonetical knowledge on the topic of Local Area</p>

<i>Measuring Impact through:</i> <ul style="list-style-type: none"> <li>Measuring Impact through: Assessment Writing</li> <li>Measure Impact: Feedback (DIRT TIME)</li> </ul>	<ul style="list-style-type: none"> <li>Measuring Impact through: Assessment Reading and Listening</li> <li>Measure Impact: Feedback (DIRT TIME)</li> </ul>	<ul style="list-style-type: none"> <li>Measuring Impact through: Assessment Writing and Translation</li> <li>Measure Impact: Feedback (DIRT TIME)</li> </ul>	<ul style="list-style-type: none"> <li>Measuring Impact through: Assessment Reading and Listening</li> <li>Measure Impact: Feedback (DIRT TIME)</li> </ul>	<ul style="list-style-type: none"> <li>Measuring Impact through: Assessment Writing and Translation</li> <li>Measure Impact: Feedback (DIRT TIME)</li> </ul>	<ul style="list-style-type: none"> <li>Measuring Impact through: Assessment Speaking</li> <li>Measure Impact: Feedback (DIRT TIME)</li> </ul>

**Year 11– Intent:** to consolidate language learning skills and to gain grammatical awareness, vocabulary and increase phonetical knowledge around all topics and a revision of all key skills in preparation for the GCSE Course. Students will practise all exam-style questions in all four language-learning skills (Reading, Writing, Speaking and Listening)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Scheme of Work: 1. Theme 1 – Identity and Culture  Learning Intent: to gain grammatical awareness, vocabulary and increase phonetical knowledge on Marriage and Partnership	Scheme of Work: Revision of all key skills Progress Exams  2. Theme 2 - Local, national, international, and global areas of interest	Scheme of Work: Revision of all key skills  3. Theme 3 - Current and future study and employment  Learning Intent: to gain grammatical awareness, vocabulary and	Scheme of Work: Revision of all key skills Progress Exams  Learning Intent: to gain grammatical awareness, vocabulary and increase phonetical knowledge on all topics (Revision of all key skills)	<b><u>END OF COURSE</u></b>	

		increase phonetical knowledge on all topics (Revision of all key skills)		
<i>Measuring Impact through: Progress Exams – Term 1a (Reading/Listening/Writing)</i>	<i>Measuring Impact through Progress Exams Term 1b- (Speaking):</i>	<i>Measuring Impact through: Term 2a – Progress Exams Term – Speaking</i>	<i>EXAMS</i>	<i>END OF COURSE</i>