



French Curriculum Plan (long term)

Year Group					
7	My World Greetings and giving information about myself, friends and family.	My School Giving information and <i>opinions</i> about school subjects, school facilities, school rules, school uniform and timetables (includes telling the time).	Where I Live Giving information and opinions about my house and my town, including asking the way and weather.	Food and Eating Out Naming common foods and understanding menus. Restaurant role plays.	
8	Talking About Others Using the verbs “avoir” and “être” to talk in detail about other people’s appearance and personality.	Technology in Everyday Life Giving information and opinions about social media and use of technology including frequency adverbs. Looking at advantages and disadvantages.	Healthy and Unhealthy Lifestyles Describing sports and activities that I do and how often. Saying what I eat and what I do not eat, naming body parts and illnesses and roleplaying a visit to the doctor, talking about bad and good habits.	Travel and Tourism Talking about holidays using three tenses . Describing transport, weather, places, activities and opinions.	
Year 9 GCSE - Theme 1 Identity and Culture					
9	Revision of general structures and vocabulary including numbers, time, dates, articles, gender and number of nouns, regular present tense verb endings.	Relationships with Family and Friends Talking about different types of family, disputes with family and friends, use of direct object pronouns and reflexive verbs. Celebrating Christmas in French speaking countries and communities.	Mobile Technology and Social Media Discussing opinions on mobile technology and social media. Describing functionalities of different devices and comparing devices. Discussing dangers of social media and the Internet in general. Using the comparative and superlative, using negatives.	Free Time Activities Describing and giving detailed information on free time activities including TV, film, cinema, eating out, sport and music. Celebrating Easter in French speaking countries and communities. Using more complex opinion structures, adverbs of frequency.	Celebrations in French speaking countries and communities La fête de la Bastille, Ramadan and Eid, Diwali, Hanukah...

Year 10 GCSE - Theme 2: Local, National and International Issues

10	<p align="center">Home, Town, Neighbourhood and Region</p> <p>Describing in detail where your town is and what there is to see and do.</p> <p>Comparing your town with another town. Describing your house and local area. Using the object pronoun “y”, using “depuis” with present tense.</p>	<p align="center">Travel and Tourism</p> <p>Describing holidays in three tenses. Describing in detail weather, activities, accommodation, travel...</p> <p>Introduce simple future and recap passé composé.</p> <p>MRS VAN DE TRAMP verbs, use of imperfect for giving opinions in the past, prepositions of place.</p>	<p align="center">Charity and Voluntary Work</p> <p>Discussing different types of charity and voluntary work</p> <p>Using modal verbs and the conditional mode.</p>	<p align="center">Revision and preparation for Y10 exam, lessons will focus on revision of Theme 1 and content covered in theme 2 via exam type tasks and activities</p>	<p align="center">Healthy and Unhealthy Living</p> <p>Talking about sport and physical activity, describing diet and giving advantages and disadvantages of different dietary choices/restrictions (vegetarianism, veganism, allergies, intolerances) on health.</p> <p>Talking about addictions and bad habits.</p> <p>Frequency adverbs, negatives.</p>
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Year 11 GCSE - Theme 2: Global Issues

Theme 3 Current and Future Study and Employment

11	<p align="center">The Environment (Theme 2)</p> <p>Describing problems facing the environment and discussing what should be done on an individual and national level to address this using key modal verbs.</p> <p align="center">Poverty and Homelessness (Theme 2)</p> <p>Describing the causes and effects of poverty and homelessness on society and on the individual. Using modal verbs to state what should be done to address these issues.</p>	<p align="center">My Studies</p> <p>Describing subjects (compulsory and optional) that you do and giving complex opinions on them.</p> <p align="center">(This unit runs alongside MOCK preparation)</p> <p align="center">Life at School or College</p> <p>Describing your school and your timetable in detail and talking about pressures of school. Debating a school rule in French.</p>	<p align="center">Education Post-16</p> <p>Talking about your plans for education post-16. Sixth form colleges, apprenticeships, universities etc. Use of near future and simple future.</p> <p align="center">Jobs, Career Choices and Ambitions</p> <p>Talking about different types of job and workplace and describing your own ambitions and career choices</p>	<p align="center">Revision/Exam Preparation</p> <p>The rest of the course will be used to revisit any areas/question types which have shown up as a weakness in the December exams. The content of this will depend on fine examination data.</p>	
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