

# Modern Languages Curriculum Overview

The Appleton School.

*Review July 2024*



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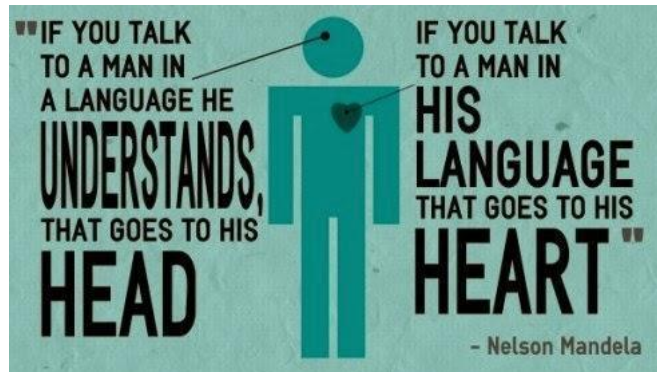
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## Curriculum Intent - Our Visions and Aims

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Our vision in the Modern Foreign Languages department is that all language learners develop the skills and confidence to consider themselves as 'World Citizens' who belong in a multicultural, mutually respectful world. We aim to foster students' curiosity and deepen their understanding of the world, and support students to understand other countries and cultures so that they can be more open and adaptable to new experiences; ensuring that each topic contains an element of cultural reference to not only the target language country, but the wider Francophone or Germanic spheres. The department is committed to developing strong, lifelong linguistic skills and to encourage students to become interested in the world. Ultimately, we want our students to have a love of languages, and aim to achieve this by nurturing a linguistic curiosity and an intrinsic motivation to explore and respect other cultures and people. We endeavour to inspire all MFL practitioners/peers through collaboration, support and modelling exceptional practice- no matter what stage of their career journey.

Schemes of Learning are carefully designed to ensure that all four skills (Reading, Writing, Speaking and Listening) are covered in every unit and opportunities to revisit key skills, in different ways, are built in to students' learning journeys. Grammar is the foundation for building language skills. Learning grammar enables students to speak and write more accurately, confidently and fluently. Consequently, grammar skills are taught explicitly through every unit of work, and regularly revisited; emphasis is on equipping students with the linguistic skills to unpick and decode unfamiliar language. We also aim to enable the students to express their ideas and thoughts in the Target Language and to understand and respond to its speakers, both in speech and in writing. Teaching and Learning is planned carefully to build the foundations for further



successful study of their language, whilst also regularly revisiting previously learnt skills, vocabulary as well as grammar to strengthen pupils' confidence and knowledge in the subject.

As a department we would like our students to understand the value of learning a foreign language and we aim to deliver an outstanding curriculum to achieve this. When planning our schemes of learning our focus has been on making students understand the 'why' of what they are learning. We also aim to enable the students to express their ideas and thoughts in French or German and to understand and respond to its speakers, both in speech and in writing. Teaching and Learning is planned carefully to build the foundations for further successful study of their language, whilst also regularly revisiting previously learnt skills, vocabulary and grammar to strengthen pupils' confidence and knowledge in the subject.

At The Appleton School, teachers of MFL want to promote a more spontaneous and accurate use of the target language.

- We want to develop our pupils' independence and communication in languages by developing these core skills:
- Vocabulary and sequencing (including verbs)
- Knowledge of phonics
- Explicit use and understanding of grammar
- Use of enriching and stimulating material, including reading of authentic resources, films and music.

Students need to be resilient language learners. Within the MFL classroom, we consistently emphasise that it is ok to make mistakes. We believe where students learn is in deciding how they move on from these errors. This open environment allows students to grow in confidence and not feel intimidated in speaking out in front of the class. Opportunities for reflection are built in at regular intervals, and the curriculum is designed to build students' independence.

With skilled linguists in the department, we endeavour to challenge our students by using a high ratio of target language. It is one of our department aims to expose students to authentic language use in real and practical situations through the classroom teacher, the use of videos and other authentic resources to emphasise the value of language as a communication tool. Using the target language ensures that students are hearing authentic language each time they are in the MFL classroom and by immersing them in the target language we aim to help them use it more independently and this will lead to increased confidence and wider vocabulary.



MFL at The Appleton School equates to a fantastic introduction to lifelong language learning. Echoing the Appleton ethos and in the ever changing face of the MFL learning landscape, we broaden our student's horizon to breed tolerance, empathy, adaptability and consideration for others within our local and wider communities.

## How is the **curriculum** delivered?

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Our curriculum is delivered through the teaching of topics, covering 4 topics per year in Key Stage 3 and 8 topics over the course of 2 years at key stage 4. In key stage 5, there are 2 themes studied each year (also divided into sub-themes, but we also make sure that time is left at the end of years 12 and 13 to consolidate the knowledge accumulated and revisit key vocabulary and grammar. Throughout years 7-13, although the curriculum is topic based we have also carefully planned the interleaving of key grammar and vocabulary throughout the curriculum, revisited high priority grammar and vocabulary which is needed to communicate effectively on a regular basis. At KS3 and KS4, we have carefully planned the study (and interleaving) of vocabulary and have a clear expectation that pupils are learning 15 key words each week. This will in most cases be a combination of completely new vocabulary as well as interleaving previously learnt vocabulary from different topics. Grammar and structures which are learnt are also revisited throughout a pupil's studies. Each piece of grammar will be revisited at least once more, but the frequency of revisiting grammar points is planned carefully based on our judgement about the necessity of that piece of grammar for efficacy of communication in the target language. Therefore key grammar points (such as tenses) will be revisited several times throughout a child's studies in their language. Since September 2022 year 7 have just learnt French, with some students picking up German in year 8. By 2025 we will potentially have the opportunity to teach dual linguists.

## How is the **curriculum** assessed?

- Peer and self-assessment
- On-going formative assessment during lessons by teacher
- Student/ Teacher on-to-one discussions
- Formal summative assessment
- End of Module assessment
- Departmental moderation

Across all year groups, some form of summative assessment takes place at least 3 times, testing students on the knowledge and skills they have developed not only in the topic they have just finished, but also previous topics in the course. Most exam assessment takes place in the classroom, but student work is



carefully moderated amongst teachers in the MFL team to ensure consistency of marking and grading. Our teachers also show great expertise in the use for formative assessment in their classrooms. Mini-whiteboards are used widely and are very popular with pupils and teachers as a method of gaining immediate feedback and giving teachers expert and timely knowledge of which pupils show understanding of the work that has just been covered. A 'no hands up' policy is also very popular amongst our teachers, ensuring that every pupil is expected to make a contribution in class, without fear of getting an answer wrong, teaching out pupils that making mistakes is a completely natural part of learning a new language.

## How is the curriculum **enriched** (through speakers/visits/clubs) to generate a love of learning?

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Our curriculum is designed so that there are numerous opportunities for students to learn, explore and engage with the subject outside of the classroom. Students who show exemplary effort can work towards their **MFL reward badge**. Additionally, we have recruited **language ambassadors** who have shown particular aptitude towards the subject, and they assist to raise the profile of our department and help us to organise our extra-curricular programme.

Every September we celebrate the **European Day of Languages**. Activities vary from year to year, but the focus is always on promoting a love of language learning and making pupils and staff aware of the breadth of languages which are already spoken in our school community, highlighting the fact that language learning is not only about learning French or German for an exam, but that language learning is about global communication and celebrating culture and diversity.

We also recognise that an element of competition can motivate students, particularly younger pupils, and we have incorporated this into our extra-curricular offer as well as our lessons. Year 7 pupils have the opportunity to take part in our annual **Spelling Bee**. We have recently launched a **Blooket Club** which brings languages and technology together in fast pace revision games. Many of our students excel in this competition, motivated by the competition between us and other schools around the world as well as competing against each other. We have always achieved great success, regularly achieving top 3 positions globally and we even won the competition in German in 2019. Although the pupils are motivated by the competition element, they will be spending 2 weeks intensively revising vocabulary which is an integral part of the curriculum, so this has extensive benefits for their success in learning their language.

We are continually looking for cross curricular opportunities to enhance learning and celebrate cultural activities. Every February some of our KS3 students will have the opportunity to make pancakes around the time of **Shrove Tuesday**, following a French or German recipe. We also have a calendar of French



and German festivals, which we have incorporated into our schemes of learning, recognising the importance of cultural awareness as an aspect of language learning in our global community.

In year 10, our top 10 performing students also have the opportunity to visit a Modern Languages department at **Cambridge University**. This gives them a taster of what it is like to study languages at one of the world's top performing universities. It is also aimed to encourage more students to study languages at A-level, and we are just beginning to reap the rewards from that now, with some of the pupils we took to the university in year 10 opting to study A-level French/German in September.

The trips we offer are also an integral part of our strategy to motivate the pupils we teach and promote an awareness of the benefits of being an effective communicator in a language other than their mother tongue. For students of both languages we offer 2 types of trip, which run on a rotation basis each year, giving pupils 2 completely different experiences of the language and culture of France/Germany, if they choose to participate in both trips.

For French we offer a **language immersion trip** at the **Château de la Baudonnière** in Normandy. The programme is run by 'animateurs' who only speak to the pupils in French, with an emphasis on total immersion in the culture and language of France whilst participating in a wide variety of activities such as archery, fencing and raft building. There is also a city trip to **Paris** every 2 years, again assisted by animateurs, but with more focus on enjoying the sights and attractions of Paris.

For German the **language immersion trip** takes place in **Hellenthal**. The programme is very similar to the French one, with the 'Betreuer' only speaking to our pupils in German whilst enjoying some physical activities in the rural location, as well as some sightseeing in the local area. Every 2 years we also offer a trip to the Christmas markets in either **Berlin or Cologne**, where pupils enjoy lots of sightseeing, as well as attending some immersion in the German language as they attend a local language school for 2 mornings during the trip.

## What skills and knowledge do students bring with them from Key Stage 2 to Year 7?

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Due to the provision for MFL varying in each of the Primary schools, pupils may not necessarily study the same language as they start KS3. However, the national curriculum for languages at KS2 has an emphasis on language learning skills, which we expect students to have developed in their language study in KS2. For students who have not developed those skills, we do continue to develop them in year 7.





These are some of the skills that we would expect students to have developed in their language students at KS2. Pupils should be able to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- present ideas and information orally
- read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

## What skills and knowledge do students bring with them from Year 7 to Year 8?

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In addition to the previous list of skills and knowledge (which will be continually revisited and reinforced), students should also now be able to:

- Demonstrate understanding of main points, opinions and some details in short passages which include reference to the present and the future. Transcribe short phrases. (LISTENING)
- Take part in simple conversations, referring to the present and the future. Exchange opinions and give simple reasons. Describe and give information in short dialogues using familiar vocabulary and common grammatical structures. (SPEAKING)
- Demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present and future. Understand short texts written for target-language learners (e.g. menus, short adverts, songs, simple poems). Use a bilingual dictionary or glossary to look up unfamiliar words. Translate simple sentences containing familiar vocabulary and grammar into English. (READING)
- Write short texts for different purposes using mainly memorised language, referring to the present and the future. Express opinions and give simple reasons. Translate simple sentences containing familiar words and structures into the target language. Generally accurate in using straightforward language and meaning is clear, but there may be errors with verbs. (WRITING)



## What skills and knowledge do students bring with them from Year 8 to Year 9?

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In addition to the previous list of skills and knowledge (which will be continually revisited and reinforced), students should also now be able to:

- Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to the present, the past, and the future, spoken clearly. Transcribe short sentences. (LISTENING)
- Take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons. Demonstrate spontaneity by asking some unsolicited questions. Refer to the past and future, as well as the present, using a range of familiar vocabulary and common grammatical structures. Use increasingly accurate pronunciation and intonation. (SPEAKING)
- Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past and future as well as the present. Use processes to work out meaning in short authentic texts (e.g. adapted adverts, poems and songs). Translate longer sentences into English, showing awareness of familiar grammar, especially tenses. (READING)
- Write short texts giving and seeking information and opinions, referring to the past and future as well as the present. Translate longer sentences into the target language. Mostly accurate and meaning is clear but some minor errors (e.g. spellings, genders, agreements) and some errors (e.g. with verbs and tenses). (WRITING)

## What skills and knowledge do students bring with them from Year 9 to Year 10?

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In addition to the previous list of skills and knowledge (which will be continually revisited and reinforced), students should also now be able to:

- Deduce meaning and demonstrate understanding of overall message and key points in a range of passages which include a range of at least three different tenses, justified opinions and some less familiar, as well as familiar, vocabulary and grammatical structures. (LISTENING)



- Begin to initiate and develop conversations and narrate events. Use a wide range of common vocabulary and grammatical structures, referring to the past, present and future. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding answers where appropriate. Use increasingly accurate pronunciation and intonation. (SPEAKING)
- Demonstrate understanding of overall message and key points of a range of texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some less familiar vocabulary and more complex grammatical structures. Use processes to work out meaning in a variety of short and longer authentic texts (e.g. emails and short magazine extracts, and adapted or abridged short stories). Translate short passages, containing occasional more complex grammatical structures and less common vocabulary, into English with increasing accuracy. (READING)
- Write longer texts for different purposes and in different settings, giving descriptions, narrations and personal opinions with some justification, referring to the past, present and future. Translate longer sentences containing linked ideas and a variety of vocabulary and grammatical structures into the target language. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and some errors with more complex structures. (WRITING)

## What skills and knowledge do students bring with them from Year 10 to Year 11?

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In addition to the previous list of skills and knowledge (which will be continually revisited and reinforced), students should also now be able to:

- Deduce meaning and demonstrate understanding of detail in longer passages (including some authentic sources, adapted or abridged) which include a range of at least three different tenses, well-justified opinions and some less familiar, as well as familiar, language and grammatical structures, spoken clearly. (LISTENING)
- Initiate and develop conversations coherently and confidently on a variety of topics. Use and adapt language for new purposes and narrate events. Occasionally use some less common vocabulary and some more complex grammatical structures, referring to the past, present and future. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding answers where appropriate. Begin to use coping strategies to deal with unknown words. Use pronunciation and intonation which are mostly accurate. (SPEAKING)



- Deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some unfamiliar, as well as familiar, language, including some more complex structures. Understand longer authentic texts (e.g. longer blogs, letters, extracts from novels and short articles). Translate short passages on a range of topics, including more complex structures and less common vocabulary, accurately into English with occasional errors. (READING)
- Write longer coherent texts on a variety of topics, containing descriptions, narrations and personal opinions with justification, referring to the past, present and future. Link sentences and paragraphs, and structure ideas. Translate a short passage containing linked longer sentences with more complex language structures into the target language. Mostly accurate and meaning is clear, with only isolated minor errors (e.g. spellings, genders, agreements) and a few errors with complex structures. (WRITING)

## What skills and knowledge do students bring with them from Key Stage 4 to Year 12?

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In addition to the previous list of skills and knowledge (which will be continually revisited and reinforced), students should also now be able to:

- Demonstrate recognition of themes and ideas in longer passages (including authentic sources, adapted or abridged) covering some contemporary and cultural themes, including some different types of spoken language, a combination of complex tenses and grammatical structures and some less common vocabulary. (LISTENING)
- Initiate, develop and sustain conversations and discussions with some expansion. Narrate events and express their own opinions and thoughts on a wide range of topics. Use a range of less common vocabulary and more complex grammatical structures, using a range of tenses including less common tenses. Interact naturally, with little hesitation and little rephrasing. Use pronunciation and intonation which would be understood by a native speaker with some clarification or repetition. (SPEAKING)
- Draw inferences and organise and present relevant details from longer texts, including extracts from literary texts. Respond to information in texts, which include authentic sources containing occasional unfamiliar material and which include a combination of complex tenses, complex grammatical structures and less common vocabulary (e.g. international news articles, factual websites). Translate longer passages, containing complex grammatical structures and less common vocabulary, accurately into English with occasional errors. (READING)



- Write coherent extended texts on a wide variety of topic areas, using language effectively to narrate, inform, interest and convince. Use language creatively to express individual thoughts, ideas and points of view. Use a range of grammatical structures, including a combination of tenses and structures. Translate a passage containing a range of complex language structures into the target language. Mostly accurate and meaning is clear, with only isolated minor errors (e.g. spellings, genders, agreements) and occasional errors with complex structures. (WRITING)

## What **skills and knowledge** do students bring with them from **Year 12 to Year 13**?

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### **Listening, Reading and Translation**

Students should be able to:

- understand main points, gist and detail from spoken and written material
- infer meaning from complex spoken and written material
- assimilate and use information from spoken and written sources, including material from online media
- summarise information from spoken sources, reporting key points and subject matter
- translate from German/French into English.

### **Written response to works and translation**

Students should be able to:

- develop a detailed understanding and appreciation of the film studied, by writing critical responses in French/ German to the film
- produce responses that relate to features as appropriate to the work studied such as:
  1. key concepts and issues;
  2. characterisation;
  3. stylistic features, eg use of imagery, symbolism;
  4. social and cultural setting;
- present viewpoints, develop arguments and draw conclusions in writing



- manipulate language accurately through translating an unseen passage from English into German.

### **Speaking**

Students should be able to demonstrate:

- the ability to summarise information from the written source provided
- the ability to respond in speech to the written language in the two texts provided
- knowledge and understanding of the cultural context, demonstrated by giving examples and information on two themes
- the ability to express viewpoints, justify opinions and develop informed arguments relating to the cultural and social context
- the ability to interact and hold a natural discourse
- skill in manipulating the language accurately.





# GERMAN CURRICULUM



## What will students study?

### GERMAN

	Term 1	Term 2	Term 3
Year 8	<p><b>My world and I:</b></p> <ul style="list-style-type: none"> <li>● Introducing yourself</li> <li>● Counting to 19</li> <li>● The German Alphabet</li> <li>● Describing your character</li> <li>● Asking and answering questions</li> <li>● Writing skills</li> </ul> <p>Grammar: Nouns, Genders and Articles Present tense (regular verbs) Present tense (irregular verbs) Possessive pronouns</p> <p><b>Family and pets:</b></p> <ul style="list-style-type: none"> <li>● Talking about pets</li> <li>● Talking about 'super pets'</li> <li>● Talking about family members and age</li> <li>● Describing family members</li> <li>● Talking about birthdays</li> <li>● Developing speaking skills</li> </ul> <p>Grammar: Present tense- more regular verbs Present tense- more irregular verbs Plurals Modal verbs (kann) Pronouns</p> <p><b>Prior learning to be revisited.</b> In the first term we will focus on building on the language learning skills that pupils bring with them from junior school. The first priority</p>	<p><b>Hobbies:</b></p> <ul style="list-style-type: none"> <li>● Talking about sports you play</li> <li>● Talking about leisure activities</li> <li>● Talking about how often you do activities</li> <li>● Talking about mobile phones and computers</li> <li>● Listening and Writing skills</li> </ul> <p>Grammar: Present tense (regular verbs) Present tense (irregular verbs) Pronouns (wir/sie) word order rules Future with present tense gern</p> <p><b>Prior learning to be revisited.</b> Pupils will continue to build on their knowledge of the present tense from last term, learning a wider variety of verbs relevant to these topics. They will expand their knowledge of personal pronouns, beginning to talk about 'we' and 'they' as well as the 1st/2nd/3rd person.</p> <p><b>How will learning from this unit be developed in the next unit?</b> Next term pupils will learn to give their opinion in a wider variety of contexts. They will also continue to talk about the future, but with 'werden'. This will also bring a continued focus on word order which started this term.</p>	<p><b>School:</b></p> <ul style="list-style-type: none"> <li>● Talking about school subjects</li> <li>● Talking about days and times</li> <li>● Describing your teachers</li> <li>● Talking about school facilities and rules</li> <li>● Reading and Speaking skills</li> </ul> <p>Grammar: Modals (dürfen) word order weil prepositions Es gibt Possessive pronouns</p> <p><b>How will learning from this unit be developed in the next unit?</b> Moving into Year 9, the first topic covered is music, but building on the grammar knowledge from this term they will then begin to talk about music festivals in the past tense as well as music preferences in the present and/or future.</p>





	<p>will be building on their vocabulary learning skills (Look, Say, Cover, Write, Check). We will also build on their knowledge of English language and grammar to help them compare and contrast with German as they learn structures and grammatical concepts.</p> <p><b>How will learning from this unit be developed in the next unit?</b></p> <p>These first 2 topics give pupils some basic knowledge of German which enables them to talk/write some basic facts about themselves and their family. Next term, we will use some of the same grammar but expand on it. For example, using some different regular and irregular verbs, which are more relevant when talking about sport/hobbies/school, whilst reinforcing the grammatical structure of the present tense.</p>		
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<p>Year 9</p>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Talking about types of music</li> <li>• Talking about playing or singing in a band</li> <li>• Discussing different bands</li> <li>• Describing a music festival</li> <li>• Interviewing at a music festival</li> </ul> <p>Grammar: using subject and direct object pronouns using seit (for/since) making comparisons Perfect tense haben (regular) Perfect tense haben (irregular) Perfect tense sein forming questions</p> <p><b>Prior learning to be revisited.</b> The first topic studied is music. The focus is heavily on tenses, building on knowledge from Year 8, but adding in extra verbs, particularly irregular ones, which are relevant to the topic studied. We will be revisiting asking questions in this topic.</p> <p><b>How will learning from this unit be developed in the next unit?</b> Moving into next term there will be a continued focus on word order, using the knowledge they already have about the position of the verb and how 'weil' affects word order, to introduce some more complex structures such as the 'um.....zu' structure.</p>	<p><b>The World of work</b></p> <ul style="list-style-type: none"> <li>• discussing crazy ambitions</li> <li>• talking about reasons for doing jobs</li> <li>• discussing what you would like to be or do</li> <li>• talking about working in ski resort</li> <li>• developing listening skills</li> </ul> <p>Grammar: using the conditional using um....zu (in order to) using in and auf with the accusative and dative cases Intensifiers</p> <p><b>Prior learning to be revisited.</b> Genders and articles (Year 7) Pupils continue to broaden their knowledge of irregular verbs. They also learn more verbs in the perfect tense (steigen, arbeiten) and continue to improve their work by using a wider variety of intensifiers.</p> <p><b>How will learning from this unit be developed in the next unit?</b> Moving into next term there will be a continued focus on word order, using the knowledge they already have about the position of the verb and how 'weil' affects word order, to introduce some more complex structures such as als clauses. Students will recall the use of the perfect tense.</p>	<p><b>Childhood</b></p> <ul style="list-style-type: none"> <li>• talking about role models</li> <li>• talking about experiences</li> <li>• talking about your childhood</li> <li>• talking about childhood activities</li> <li>• comparing primary and secondary school</li> <li>• talking about Grimms' fairy tales</li> </ul> <p>Grammar: revision present tense asking questions using the perfect tense using the future tense using als to mean 'when' in the past using the imperfect of modal verbs using the superlative the imperfect Combining 3 tenses</p> <p><b>Prior learning to be revisited.</b> Continued focus on word order. Revisiting the 'verb 2nd' rule as well as using their knowledge of 'weil' to introduce als clauses.</p> <p><b>How will learning from this unit be developed in the next unit?</b> The final term of Year 9 focuses on consolidating grammatical knowledge learnt thus far, with a particular focus on using key verbs in 3 different tenses as well as a sound knowledge of basic word order rules, which will be very important as we enter Year 10 and pupils are expected to be more confident in producing more extended and accurate German in 3 tenses.</p>
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<p>Year 10</p>	<p><b>School:</b></p> <ul style="list-style-type: none"> <li>To talk about subjects and uniform</li> <li>To discuss what you are looking forward to/ not looking forward to this year.</li> <li>To state what you did in the summer holidays</li> <li>To describe a school day</li> <li>To discuss school rules</li> <li>To talk about school exchanges and class trips</li> <li>To discuss success and achievement at school</li> </ul> <p>Grammar: Present tense Past tense (perfect and imperfect) Opinions with reasons Modal verbs Future tense Separable verbs</p> <p><b>Prior learning to be revisited.</b> The topic of school was studied in Year 7. In Year 9 we study it in much more detail, making use of the grammar and vocabulary students have learnt since Year 7. We also revisit the present, future and past tenses and modal verbs to talk about school rules.</p> <p><b>How will learning from this unit be developed in the next unit?</b> The tenses revision is a very good grounding to the start of Year 9 and will be built upon moving forward to term 2 when we will use this grammar again to talk about hobbies and free time.</p>	<p><b>Free time:</b></p> <ul style="list-style-type: none"> <li>To discuss leisure activities</li> <li>To talk about types of music</li> <li>To discuss film and television</li> <li>To discuss sporting pursuits</li> <li>To learn about celebrations and festivals</li> </ul> <p>Grammar: Nouns and articles Adverbs of frequency and place gern/lieber/am liebsten plurals Conditional tense Using several tenses together</p> <p><b>Prior learning to be revisited.</b> Gern/lieber/am liebsten is revisited from Year 8. The topic of hobbies was also studied at a more basic level in Year 7. There is further consolidation of tense knowledge with a focus on using several tenses together in an extended piece of writing, introducing the conditional tense alongside the present, past and future.</p> <p><b>How will learning from this unit be developed in the next unit?</b> Next term's focus on friends/family and relationships is closely linked to free time. What do you do with your family/friends? What did you do last weekend? What will you do next weekend?</p>	<p><b>Relationships with others:</b></p> <ul style="list-style-type: none"> <li>To describe photographs</li> <li>To discuss the key attributes of a good friend.</li> <li>To describe relationships with friends and family</li> <li>To discuss role models</li> <li>To compare your life as a child to your life now.</li> </ul> <p>Grammar: Reviewing adjectives Possessive adjectives dative case with mit Prepositions in and an Pronouns Modal verbs in the imperfect tense</p> <p><b>Prior learning to be revisited.</b> Pupils learned to talk about their family and friends at a more basic level in Year 7. We also review adjectives to describe people in this unit, encouraging the use of more unusual examples. We do modal verbs again, but introduced using them in the imperfect tense.</p> <p><b>How will learning from this unit be developed in the next unit?</b> As we move on to talk about house and home next term, the vocabulary that we need to talk about family will still be very relevant as our family is so closely linked to life at home. We will focus on incorporating more complex opinions next term.</p>
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<p>Year 10 (continued)</p>	<p><b>Theme: Identity and culture</b></p> <ul style="list-style-type: none"> <li>• describing your house and home</li> <li>• describing food and drink items</li> <li>• meeting and greeting an exchange partner</li> <li>• talking about what you do on a typical day</li> <li>• discussing traditional German meals</li> <li>• discussing how and when you use social media and technology</li> <li>• discussing advantages and disadvantages of social media and technology</li> </ul> <p>Grammar: Irregular verbs in the present tense Separable verbs Register: du or Sie? Prepositions with accusative or dative Reflexive verbs opinions in the past tense Wenn clauses Complex opinions with dass</p> <p><b>Prior learning to be revisited.</b> Food and drink from Year 8. Separable and reflexive verbs from Year 8. Wenn clauses from Year 8.</p> <p><b>How will learning from this unit be developed in the next unit?</b> Pupils will continue to use a wider variety of subordinating conjunctions other than weil, dass and wenn.</p>	<p><b>Theme: Local area, holiday and travel</b></p> <ul style="list-style-type: none"> <li>• describing modes of transport and making a hotel booking</li> <li>• discussing ways of travelling and buying train tickets</li> <li>• describing accommodation and associated problems</li> <li>• asking for and understanding directions to sights in Vienna</li> <li>• ordering at a restaurant</li> <li>• shopping for souvenirs</li> </ul> <p>Grammar: Clauses and subordinate clauses with 2 verbs Comparative and superlative adjectives The demonstrative article 'dieser' Imperatives Wenn clauses with the subjunctive Adjective endings Seit + present tense</p> <p><b>Prior learning to be revisited.</b> The topic of holidays is being studied for the 3rd time, this time focusing on mainly more transactional language. We will also revisit imperatives which were covered twice in Year 8 and wenn clauses from the previous term.</p> <p><b>How will learning from this unit be developed in the next unit?</b> The next unit will still be about holidays and travel, but focussing on more descriptive language and in different tenses.</p>	<p></p>
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<p>Year 11</p>	<p><b>Theme: Local area, holiday and travel</b></p> <ul style="list-style-type: none"> <li>● talking about popular holiday destinations</li> <li>● talking about the weather</li> <li>● discussing different types of holidays</li> <li>● discussing holiday experiences</li> <li>● discussing holiday plans</li> <li>● describing places where people live</li> <li>● assessing the advantages and disadvantages of where you live</li> </ul> <p>Grammar: Using nach, in and an to say where you are going Werden in the present tense Genitive prepositions Pluperfect tense Infinitive constructions with zu Es gibt with ein and kein Saying what you could, should or would do</p> <p><b>Prior learning to be revisited.</b> The transactional language learnt last term will be built upon this term as pupils learn to describe holiday destinations (using 4 tenses).</p> <p><b>How will learning from this unit be developed in the next unit?</b></p> <p>Moving on to the work topic in Year 11 the continued focus will be on developing and ability to write/talk accurately in at least 3 tenses</p>	<p><b>Future Aspirations, Study and Work:</b></p> <ul style="list-style-type: none"> <li>● Describing jobs and places of work</li> <li>● Understanding job descriptions</li> <li>● Preparing a personal profile for job applications</li> <li>● Talking about your dream job</li> <li>● Discussing reasons for learning German and other languages</li> </ul> <p>Grammar: Masculine and feminine nouns Conjunctions and intensifiers Sequencers Word order with weil and subordinating conjunctions Using a variety of tenses Um...zu etwas + adjective</p> <p>Mock speaking exam preparation</p> <p>Mock exams in listening, reading and writing.</p> <p><b>Prior learning to be revisited.</b> The grammar we are focusing on in this unit has been studied before, and the goal is to develop a more comprehensive understanding of the grammar in the context of a new topic.</p> <p><b>How will learning from this unit be developed in the next unit?</b> Moving into the final term of learning new content, the focus will be on continuing to consolidate this grammatical knowledge, increasing confidence in using tenses and more complex language.</p>	<p><b>Exam Feedback</b></p> <p><b>International and Global Dimension:</b></p> <ul style="list-style-type: none"> <li>● Describing international festivals and events</li> <li>● Discussing sporting events</li> <li>● Advantages and Disadvantages of sporting events</li> <li>● Global music events</li> <li>● Explaining what a school can do to be environmentally friendly</li> <li>● Explaining what a country can do to be environmentally friendly</li> <li>● Understanding texts about international and local campaigns</li> </ul> <p>Grammar: Forming questions Prepositions with the accusative Numbers and dates Adjectival nouns Comparative and superlative Subordinate clauses The passive voice</p> <p>Mock speaking exam 2.</p> <p>Exam preparation.</p> <p><b>Prior learning to be revisited.</b> Most of the grammar is previously learnt. As well as consolidating knowledge of more complex structures, we will also revise some basics which are essential for success in the GCSE exams, such as asking questions, numbers and dates.</p>
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<p>Year 12</p>	<p><b>Theme 1: Changes in German Society</b></p> <ul style="list-style-type: none"> <li>Nature and the environment (Environmental awareness; recycling; renewable energy; sustainable living)</li> <li>Education (The education system; student life; repeating a year; vocational training)</li> <li>The world of work (Life at work in Germany and the moral of the workforce; German business and industries)</li> </ul> <p>Grammar: Present tense Definite and indefinite articles, kein and possessive adjectives. Adjectives/adjective endings Definite/indefinite articles Genders/plurals/cases Pronouns (subject/object/indirect object) Word order Other determiners (alle, viel/viele, welche) Modal verbs in the imperfect Interrogative pronouns</p> <p>Film: Discussion of the work to be studied Taster unit Historical setting Synopsis Portrayal of a character in a film Study of Goodbye, Lenin!</p> <p><b>Prior learning to be revisited.</b> The environment was the final topic studied in year 11, so pupils will have some basic knowledge of the topic which will be developed this term so that they can discuss the topic in a much more sophisticated manner,</p>	<p><b>Theme 2: Political and artistic culture in German speaking countries</b></p> <ul style="list-style-type: none"> <li>Music (Changes and trends; the influence of music on popular culture)</li> <li>The Media (TV; digital-, print-, and online media; the influence on society and politics)</li> <li>Festivals and Traditions (Festivals; celebrations; customs; traditions)</li> </ul> <p>Grammar: Perfect tense (weak and strong verbs) Separable and inseparable verbs Reflexive pronouns and verbs Reflexive verbs in various tenses Future tense Comparative and superlative adjectives/adverbs Demonstrative and indefinite pronouns Prepositions and prepositional adverbs Adverbs and adverbial phrases Conditional with wenn clauses Impersonal passive and passive alternatives (man and sich lassen)</p> <p>Film: Essay writing skills</p> <p><b>Prior learning to be revisited.</b> Grammar such as tenses, wenn clauses, etc has been learnt both at GCSE and in term 1. The topics of media and music have also been covered at a much more basic level in KS3 and KS4 and pupils should also bring with them some basic knowledge of festivals and traditions from KS4.</p> <p><b>How will learning from this unit be developed in the next unit?</b> The main focus in term 3 will be on consolidating and strengthening knowledge from terms 1 and 2.</p>	<p><b>Revisit theme 1 and consolidate theme 2 units, focusing on:</b></p> <ul style="list-style-type: none"> <li>Translation to and from English</li> <li>Reading and Listening</li> <li>Essay writing skills (Goodbye, Lenin!)</li> <li>Developing research skills</li> <li>Introduction to 2nd work (Der Vorleser)</li> <li>Revision of Year 12 grammar</li> <li>Notes of topics studied in year 1</li> <li>Preparation for themes 3+4 through research and presentation</li> </ul> <p><b>Prior learning to be revisited.</b> Themes 1 and 2 are revisited as is the study of the film</p> <p><b>How will learning from this unit be developed in the next unit?</b> Moving into Year 13 pupils will be expected to use all of the grammar knowledge they have accumulated and use it in a new context.</p>
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	<p>with a much heavier focus on the cultural aspects of the topic.</p> <p><b>How will learning from this unit be developed in the next unit?</b> After Term 1, pupils should feel much more confident with much of the grammatical knowledge they learnt at GCSE and should be ready to use that in Term 2 whilst incorporating more complex structures</p>		
<p>Year 13</p>	<p><b>Theme: Immigration and the German Multicultural Society</b></p> <ul style="list-style-type: none"> <li>Immigration and the German multicultural society Integration and multiculturalism (Foreign workers; Immigrants; Asylum seekers; Advantages and difficulties of social integration and multiculturalism)</li> <li>The economic and social effects of immigration (Competition in the workplace; Access to work and accommodation; increasing extremism)</li> </ul> <p>Grammar: Nominative case after copular verbs Relative pronouns Perfect tense Genitive case Infinitive constructions Use of prepositional adverbs to anticipate (da(r) + preposition Passive Subjunctive 1 in reported speech Cases Weak verbs in different tenses Word order in main clauses and coordinating conjunctions. Word order in subordinate clauses and subordinating conjunctions Perfect tense of modal verbs Imperfect subjunctive of mögen and können</p>	<p><b>Theme: The German Reunification</b></p> <ul style="list-style-type: none"> <li>East German society before the reunification (Communism in the DDR; relationships with the west; life and work)</li> <li>Germany after the reunification (The breakdown of communism; emigration from east to west; effects on the German economy and society)</li> </ul> <p>Grammar: Imperative Long adjectival phrases Cases Numbers, fractions and percentages Adjectives in all cases Subjunctive in indirect speech The future tense The perfect tense Position of pronouns Main and subordinate clauses and the use of adverbs as conjunctions Passive (all tenses) Word order in complex sentences and the use of Vorfeld to establish link with previous statement or idea Passive with modal verbs and with conditional Subjunctive 2 Perfect/pluperfect Mixed-tense sentences Verbs that take the dative</p>	<p><b>Exams</b></p>



	<p>Infinitive constructions (lassen + infinitive) Revision of conditional</p> <p>Literature: Discussion of the 2nd work to be studied Historical setting of a novel Use of analogy, irony, metaphor, etc Comparing characters Changing relationships between characters Study of Der Vorleser</p> <p>Film: Cinematographic techniques Narrative style and structure of a film Comparing characters Changing relationships between characters Historical background</p> <p><b>Prior learning to be revisited.</b> Lots of the grammar studied in Term 1 has been studied before, such as the conditional tense, weak verbs and modal verbs.</p> <p><b>How will learning from this unit be developed in the next unit?</b> In Term 2 pupils will continue to consolidate their grammar knowledge and apply it to the next topic.</p>	<p>Using the subjunctive 2: other uses- wishes, polite requests, als, ob</p> <p>Literature: Continue study of Der Vorleser</p> <p>Film: Revisit and revise themes and essay writing skills</p> <p><b>Prior learning to be revisited.</b> A-level grammar to be revised throughout this term, alongside revision of themes and essay writing skills for both the literacy text and the film.</p>	
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## Why has learning been sequenced in this way?

Years	Term 1	Term 2	Term 3
8	<p><b>My world and I –</b> As the vast majority of pupils are learning German for the first time, this topic gives pupils a basic grounding to give some basic facts about themselves.</p> <p><b>Family and pets-</b> This is an ideal follow on from the first topic studied, widening what pupils talk about from themselves to also their family. Grammatically, we can also start to use the 3rd person parts of verbs and also introduce lots of vocabulary to describe character.</p>	<p><b>Hobbies-</b> In Term 1 pupils have learned to give some basic facts about themselves. Moving into this term, hobbies is another opportunity to talk more about themselves, and we can also introduce adverbs of frequency and begin to give some opinions.</p> <p><b>School-</b> School comes next as it is a very good topic to give opinions on. It is also the ideal opportunity to introduce days and time.</p>	<p><b>Towns and holidays-</b> This unit comes last in Year 7 as it is a good bridging unit into Year 8 when we will also study holidays, but in this term we focus on using high frequency phrases such as ‘es gibt’ and also introducing the future tense, which is easier to introduce before the past tense, as the structure is much simpler</p>
9	<p><b>Music</b> Moving into Year 9 the complexity of the grammar we want to teach moves forward. In term 3 of Year 7 we talked about future holidays and describing a town. In this topic we will introduce the past tense (perfect tense with both haben and sein). This topic also fits in nicely here as it is a good opportunity for pupils to start to expand on their opinions.</p>	<p><b>The World of work</b> Pupils continue to broaden their knowledge of irregular verbs. They also learn more verbs in the perfect tense (steigen, arbeiten) and continue to improve their work by using a wider variety of intensifiers. We also introduce some more complex structures in preparation for Year 10, such as ‘um.....zu’ clauses.</p>	<p><b>Childhood</b> This is a fun, engaging topic. Its first purpose is to introduce key vocabulary on another topic, so here we learn about role models and childhood experiences but it is also a good opportunity to focus on some of the key grammar. We consolidate learning thus far on the perfect and future tenses, pupils are introduced to the imperfect tense of modal verbs and start to use 3 tenses in preparation for confident production of 3 tenses at GCSE.</p>



10	<p><b>School</b> With Year 10 as our transition year, school is an ideal topic to start with as pupils already have a basic grasp of vocab from Year 7. Now in Year 10 we can build on that and include more complex ideas such as what they are looking forward to this school year, as well as talking about the subjects they study.</p>	<p><b>Free time</b> This is another one of the simpler topics which is studied at both KS3 and KS4 and so it fits in well here. Using the knowledge retained from Year 7 and 8, we can talk about hobbies in more detail, with a focus on using several tenses together.</p>	<p><b>Relationships with others</b> Again this is a good transition topic into GCSE, as pupils can talk about friends and family as they did in Year 7, whilst learning more complex phrases which will help them more at GCSE level. For example, rather than saying 'Mein Vater ist sehr streng', they might say 'Ich verstehe mich nicht so gut mit meinem Vater, weil er sehr streng ist'.</p>
	<p><b>Identity and Culture (home, food/drink, technology)</b> As pupils officially start their GCSE studies after their transition year, we start with Theme 1 at GCSE and study this part of the identity and culture theme which follows on from free time and relationships which we covered in Year 9.</p>	<p><b>Local Area, holiday and travel (transport, accommodation, directions, restaurants, shopping)</b>  The local area, holiday and travel theme fits well into Term 2 and 3 of Year 10 as it is a good topic to reinforce speaking and writing in 3 tenses. It is also a popular topic for the speaking exam and we complete our first mock in Term 3.</p>	
11	<p><b>Local area, holiday and travel (holiday destinations, describing holidays in past and future, where you live)</b> The local area, holiday and travel theme fits well into Term 2 and 3 of Year 10 as it is a good topic to reinforce speaking and writing in 3 tenses. It is also a popular topic for the speaking exam and we complete our first mock in term 3.</p>	<p><b>Future aspirations, study and work</b>  This is one of the shorter themes at GCSE and is a good topic to fit in here as it can be studied alongside preparing for the mock exam in December</p>	<p><b>International and global dimension</b>  This is one of the trickier themes at GCSE. There is also a lot less vocabulary which crosses over with other themes, so it makes sense to study this as a standalone unit at the end of the course. It is also a very nice topic to fit in some nice complex grammar and structures, so it works well at the end of the course when all grammatical content has been studied.</p>
12	<p><b>Changes in German society</b> We study the A-level themes in order. Theme 1 fits in perfectly leading on from Year 11 as the first topic studied is the environment, which is what pupils studied last at GCSE.</p>	<p><b>Political and artistic culture in German speaking countries</b> As with theme 1, theme 2 covers some familiar topics from GCSE (at a much more advanced level) so it makes sense to complete these themes in Year 12 before some of the more complex topics are covered in Year 13.</p>	<p><b>Theme 1 + 2 consolidation</b>  The focus in term 3 is on consolidation of knowledge of both vocabulary and grammar from Term 1 and 2, with a particular focus on exam skills and preparation of students for Year 13.</p>



13	<p><b>Immigration and the German multicultural society</b> This topic requires greater knowledge of grammar and vocabulary to successfully study and discuss in lessons, which is why it works well at the start of Year 13 when the level of German amongst A-level students has improved greatly.</p>	<p><b>The German reunification</b> As with term 1, this can be quite a complex topic, as pupils are learning about the history of Germany and discussing it in German. This is even more complex than immigration in term 1, as it is not a topic that pupils can relate to or will know anything about. It is very interesting for pupils who study it, but they need to be more confident with their knowledge of German which is why it works well as the fourth theme.</p>	<i>Exams</i>
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### What cross-curricular themes have been identified?

Years	Term 1	Term 2	Term 3
7	<p><b>Maths</b> (numbers) <b>English</b> (comparison of grammar learnt in German with English) - this applies to every term.</p>	<p><b>PE</b> (sport topic) <b>Maths</b> (numbers and times)</p>	<p><b>Geography, Food</b> (learning about food in different countries)</p>
9	<p><b>Music</b> (music)</p>	<p><b>PSHEE</b> (discussing role models) <b>Business / Careers</b> (Jobs and job descriptions)</p>	<p><b>English</b> (study of fairy tales as a genre)</p>
10	<p><b>English</b> (heavy focus of grammar and comparison to the English language)</p>	<p><b>RS</b> (Celebrations and festivals) <b>PE</b> (Sport) <b>Music</b> (Instruments and types of music)</p>	<p><b>PSHEE</b> (discussing role models)</p>
	<p><b>Food</b> (Traditional German meals) <b>Computing</b> (Social media and technology)</p>	<p><b>Food</b> (ordering in a restaurant) <b>Geography</b> (giving directions)</p>	
11	<p><b>Geography</b> (The weather)</p>	<p><b>Business</b> (Jobs and job descriptions)</p>	<p><b>Science, Geography</b> (The environment)</p>
12	<p><b>Science, Geography</b> (Environmental issues) <b>Business</b> (Life at work in Germany and the moral of the workforce)</p>	<p><b>Music</b> (The influence of music on popular culture in German speaking countries) <b>Media, Politics, Citizenship</b> (The influence the media has on society and politics) <b>RS</b> (Festivals and traditions)</p>	<p>Term 3 will have the same cross-curricular themes as we revisit Themes 1 and 2</p>



13	<b>Citizenship, Politics</b> (Immigration) <b>Business, Economics, Politics</b> (Economic and social effects of immigration)	<b>Politics, History</b> (The German reunification)	<b>Exams</b>
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How will this be assessed to show that students have learnt and remembered what they have been taught?

Years	Term 1	Term 2	Term 3
8	Baseline Test of Year 7 work Module test	Module tests	Year 8 Exam
9	Baseline Assessment Module tests	Module tests Exam week	Module tests
10	Module tests Exam Week	Module tests	Module tests Mock exams
11	Module tests Exam Week	Module tests Exam Week	Final exams
12	Module tests Exam Week	Module tests	Module tests
13	Module tests Exam Week	Module tests Exam Week	Final exams



### Are there any extra-curricular links, visits or speakers linked to this unit of work?

Years	Term 1	Term 2	Term 3
8 9	European Day of Languages (Sept) 3rd October: Tag der Einheit Nikolaustag Krampus Weihnachten	Fastnacht Rosenmontag World day of Poetry Easter	Maifeiertag Woche der Deutschen Karneval der Kulturen
	European Day of Languages (Sept)		Maifeiertag Bach Fest
	3rd October: Tag der Einheit Weihnachten		Maifeiertag Karneval der Kulturen
10	Year 8-10: Alternate years- German Christmas market trip and Hellenthal immersion trip.		Maifeiertag Bach Fest Visit to Cambridge University for G+T students
11	European Day of Languages (Sept)	die Raunacht	<b>Exams</b>
12	Weihnachten	Fastnacht Rosenmontag	Woche der Deutschen
13	3rd October: Tag der Einheit		<b>Exams</b>



## What will students be expected to know and remember?

Years	Term 1	Term 2	Term 3
8	<p>Students will have the knowledge to:</p> <ul style="list-style-type: none"> <li>• Introduce themselves</li> <li>• Count to 19</li> <li>• Use German Alphabet</li> <li>• Describe their character</li> <li>• Ask and answer some basic questions</li> <li>• Talk about their pets</li> <li>• Talk about 'super pets'</li> <li>• Talk about family members and age</li> <li>• Describe family members</li> <li>• Talk about birthdays</li> <li>• Use regular verbs in the present tense (ich, du, er)</li> <li>• Use the irregular verbs haben and sein (ich, du, er)</li> <li>• Learn some common plurals of nouns</li> <li>• Use the modal verb 'können' (kann)</li> </ul>	<p>Students will have the knowledge to:</p> <ul style="list-style-type: none"> <li>• Talk about the sports they play</li> <li>• Talk about leisure activities</li> <li>• Talk about how often they do activities</li> <li>• Talk about mobile phones and computers</li> <li>• Talk about school subjects</li> <li>• Talk about days and times</li> <li>• Describe their teachers</li> <li>• Talk about school facilities and rules</li> <li>• Use the wir and sie pronouns</li> <li>• Learn some basic word order rules (weil sends verb to end, verb in 2nd position)</li> <li>• Use the present tense for the future</li> <li>• Start using modal verbs (dürfen)</li> <li>• Use weil</li> <li>• Use es gibt</li> </ul>	<p>Students will have the knowledge to:</p> <ul style="list-style-type: none"> <li>• Say what there is/isn't in a town</li> <li>• Say what souvenirs they want to buy</li> <li>• Buy snacks and drinks</li> <li>• Talk about holiday plans</li> <li>• Use negatives (nicht, kein)</li> <li>• Use 'ich möchte'</li> <li>• Use the future tense with 'werden'</li> </ul>
9	<p>Students will have the knowledge to:</p> <ul style="list-style-type: none"> <li>• Talking about types of music</li> <li>• Talking about playing or singing in a band</li> <li>• Discussing different bands</li> <li>• Describing a music festival</li> <li>• Interviewing at a music festival</li> <li>• using subject and direct object pronouns</li> <li>• using seit (for/since)</li> <li>• making comparisons</li> <li>• Perfect tense haben (regular)</li> <li>• Perfect tense haben (irregular)</li> <li>• Perfect tense sein</li> <li>• forming questions</li> </ul>	<p>Students will have the knowledge to:</p> <ul style="list-style-type: none"> <li>• discussing crazy ambitions</li> <li>• talking about reasons for doing jobs</li> <li>• discussing what you would like to be or do</li> <li>• talking about working in ski resort</li> <li>• developing listening skills</li> <li>• using the conditional</li> <li>• using um...zu (in order to)</li> <li>• using in and auf with the accusative and dative cases</li> <li>• Intensifiers</li> </ul>	<p>Students will have the knowledge to:</p> <ul style="list-style-type: none"> <li>• talking about role models</li> <li>• talking about experiences</li> <li>• talking about your childhood</li> <li>• talking about childhood activities</li> <li>• comparing primary and secondary school</li> <li>• talking about Grimms' fairy tales</li> <li>• revision present tense</li> <li>• asking questions</li> <li>• using the perfect tense</li> <li>• using the future tense</li> <li>• using als to mean 'when' in the past</li> <li>• using the imperfect of modal verbs</li> <li>• using the superlative</li> <li>• the imperfect</li> </ul>



			<ul style="list-style-type: none"> <li>Use 3 tenses confidently</li> </ul>
10	<p>Students will have the knowledge:</p> <ul style="list-style-type: none"> <li>To talk about subjects and uniform</li> <li>To discuss what you are looking forward to/ not looking forward to this year.</li> <li>To state what you did in the summer holidays</li> <li>To describe a school day</li> <li>To discuss school rules</li> <li>To talk about school exchanges and class trips</li> <li>To discuss success and achievement at school</li> <li>To improve accuracy in their work using 3 tenses</li> <li>To start expanding their opinions</li> </ul>	<p>Students will have the knowledge:</p> <ul style="list-style-type: none"> <li>To discuss leisure activities</li> <li>To talk about types of music</li> <li>To discuss film and television</li> <li>To discuss sporting pursuits</li> <li>To learn about celebrations and festivals</li> <li>To use the conditional tense</li> <li>To use several tenses in the same piece of work with increasing accuracy</li> </ul>	<p>Students will have the knowledge :</p> <ul style="list-style-type: none"> <li>To describe photographs</li> <li>To discuss the key attributes of a good friend.</li> <li>To describe relationships with friends and family</li> <li>To discuss role models</li> <li>To compare your life as a child to your life now.</li> <li>To widen their knowledge of adjectives, trying use more unusual examples in their work</li> </ul>
	<p>Students will have the knowledge to:</p> <ul style="list-style-type: none"> <li>describe their house and home</li> <li>describe food and drink items</li> <li>meet and greet an exchange partner</li> <li>talk about what they do on a typical day</li> <li>discuss traditional German meals</li> <li>discuss how and when they use social media and technology</li> <li>discuss advantages and disadvantages of social media and technology</li> <li>use more irregular verbs in the present tense</li> <li>Use separable and reflexive verbs accurately (in 3 tenses)</li> <li>Incorporate more wenn clauses into their work</li> <li>Form complex opinions with 'dass'</li> </ul>	<p>Students will have the knowledge to:</p> <ul style="list-style-type: none"> <li>describe modes of transport and make a hotel booking</li> <li>discuss ways of travelling and buying train tickets</li> <li>describe accommodation and associated problems</li> <li>ask for and understand directions</li> <li>order at a restaurant</li> <li>shop for souvenirs</li> <li>learn and use more complex structures and clauses with 2 verbs</li> <li>Use wenn clauses with the subjunctive</li> <li>produce increasingly accurate work with a greater understanding of the correct adjective endings</li> <li>Use seit + present tense</li> </ul>	
11	<p>Students will have the knowledge to:</p> <ul style="list-style-type: none"> <li>talk about popular holiday destinations</li> <li>talk about the weather</li> <li>discuss different types of holidays</li> <li>discuss holiday experiences</li> <li>discuss holiday plans</li> </ul>	<p>Students will have the knowledge to:</p> <ul style="list-style-type: none"> <li>Describe jobs and places of work</li> <li>Understand job descriptions</li> <li>Prepare a personal profile for job applications</li> <li>Talk about their dream job</li> </ul>	<p>Students will have the knowledge to:</p> <ul style="list-style-type: none"> <li>Describe international festivals and events</li> <li>Discuss sporting events</li> <li>Discuss advantages and disadvantages of sporting events</li> <li>Discuss global music events</li> </ul>



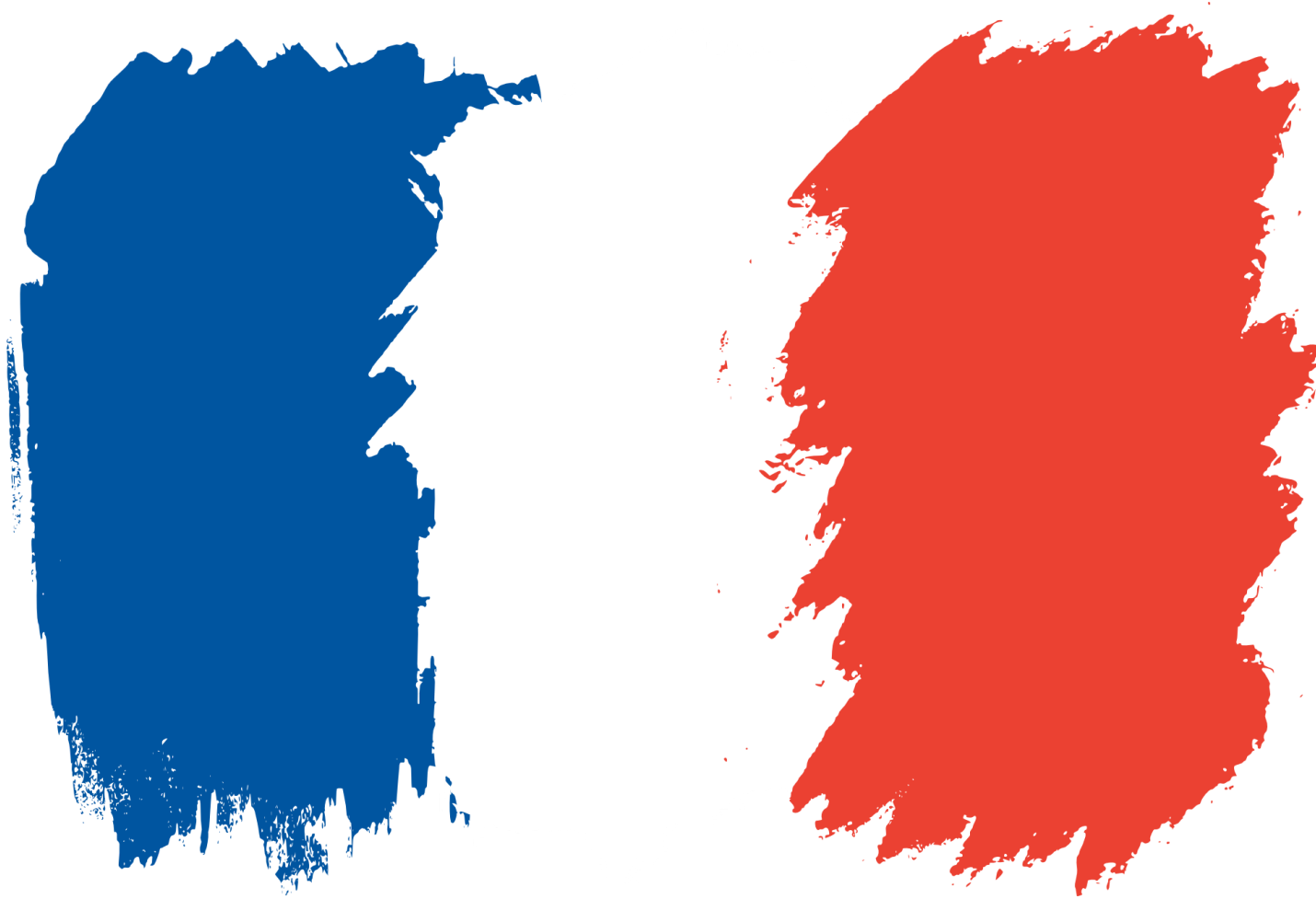
	<ul style="list-style-type: none"> <li>describe places where people live assessing the advantages and disadvantages</li> <li>Use werden in the present tense</li> <li>Understand and include examples of the pluperfect in their work</li> <li>begin to understand infinitive constructions</li> <li>say what they could, should or would do</li> </ul>	<ul style="list-style-type: none"> <li>Discuss reasons for learning German and other languages</li> <li>continue to improve their work with a variety of conjunctions and intensifiers</li> <li>Vary word order further by putting the subordinate clause first (verb, comma, verb)</li> <li>Use um.....zu more regularly in their work</li> <li>Use variety of tenses and grammatical constructions with continued improvement in accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Explain what a school can do to be environmentally friendly</li> <li>Explain what a country can do to be environmentally friendly</li> <li>Understand texts about international and local campaigns</li> <li>Use the passive voice</li> <li>Use variety of tenses and grammatical constructions with continued improvement in accuracy</li> </ul>
12	<p>Students will have the knowledge to: understand and use a variety of vocabulary to discuss the following:</p> <ul style="list-style-type: none"> <li>Nature and the environment (Environmental awareness; recycling; renewable energy; sustainable living)</li> <li>Education (The education system; student life; repeating a year; vocational training)</li> <li>The world of work (Life at work in Germany and the moral of the workforce; German business and industries)</li> </ul> <p>They will also develop a secure understanding of the following grammar, incorporating it accurately into their work (spoken and written):</p> <p>Present tense Definite and indefinite articles, kein and possessive adjectives. Adjectives/adjective endings Definite/indefinite articles Genders/plurals/cases Pronouns (subject/object/indirect object) Word order Other determiners (alle, viel/viele, welche) Modal verbs in the imperfect Interrogative pronouns</p>	<p>Students will have the knowledge to: understand and use a variety of vocabulary to discuss the following:</p> <ul style="list-style-type: none"> <li>music on popular culture)</li> <li>The Media (TV; digital-, print-, and online media; the influence on society and politics)</li> <li>Festivals and Traditions (Festivals; celebrations; customs; traditions)</li> </ul> <p>They will also develop a secure understanding of the following grammar, incorporating it accurately into their work (spoken and written):</p> <p>Perfect tense (weak and strong verbs) Separable and inseparable verbs Reflexive pronouns and verbs Reflexive verbs in various tenses Future tense Comparative and superlative adjectives/adverbs Demonstrative and indefinite pronouns Prepositions and prepositional adverbs Adverbs and adverbial phrases Conditional with wenn clauses Impersonal passive and passive alternatives (man and sich lassen)</p>	<p>Students will have the knowledge to:</p> <ul style="list-style-type: none"> <li>Understand and use a variety of vocabulary to discuss both themes 1 and 2</li> <li>Discuss the main themes related to the chosen work for year 12 (Goodbye, Lenin!)</li> <li>Use the grammar listed against year 1 of the A-level specification accurately, writing about the film and completing accurate translations from English to German</li> </ul>





<p>13</p>	<p>Students will have the knowledge to: understand and use a variety of vocabulary to discuss the following:</p> <ul style="list-style-type: none"> <li>Immigration and the German multicultural society Integration and multiculturalism (Foreign workers; Immigrants; Asylum seekers; Advantages and difficulties of social integration and multiculturalism)</li> <li>The economic and social effects of immigration (Competition in the workplace; Access to work and accommodation; increasing extremism)</li> </ul> <p>They will also develop a secure understanding of the following grammar, incorporating it accurately into their work (spoken and written):</p> <p>Nominative case after copular verbs Relative pronouns Perfect tense Genitive case Infinitive constructions Use of prepositional adverbs to anticipate (da(r) + preposition Passive Subjunctive 1 in reported speech Cases Weak verbs in different tenses Word order in main clauses and coordinating conjunctions. Word order in subordinate clauses and subordinating conjunctions Perfect tense of modal verbs Imperfect subjunctive of mögen and können Infinitive constructions (lassen + infinitive) Revision of conditional</p>	<p>Students will have the knowledge to: understand and use a variety of vocabulary to discuss the following:</p> <ul style="list-style-type: none"> <li>East German society before the reunification (Communism in the DDR; relationships with the west; life and work)</li> <li>Germany after the reunification (The breakdown of communism; emigration from east to west; effects on the German economy and society)</li> </ul> <p>They will also develop a secure understanding of the following grammar, incorporating it accurately into their work (spoken and written):</p> <p>Imperative Long adjectival phrases Cases Numbers, fractions and percentages Adjectives in all cases Subjunctive in indirect speech The future tense The perfect tense Position of pronouns Main and subordinate clauses and the use of adverbs as conjunctions Passive (all tenses) Word order in complex sentences and the use of Vorfeld to establish link with previous statement or idea Passive with modal verbs and with conditional Subjunctive 2 Perfect/pluperfect Mixed-tense sentences Verbs that take the dative Using the subjunctive 2: other uses- wishes, polite requests, als, ob</p>	<p><i>Exams</i></p>
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# FRENCH CURRICULUM



## What will students study?

### FRENCH

	Term 1	Term 2	Term 3
Year 7	<p><b>Topic: Studio Access and C'est Perso</b></p> <ul style="list-style-type: none"> <li>Basics: Name, age, salutations, colours, numbers, pencil case items, pets</li> <li>Cognates</li> <li>Phonics</li> <li>Expressing likes and dislikes using adjectives.</li> <li>Describing oneself and others.</li> <li>Descriptions (physical and personality)</li> <li>Family members</li> <li>Talking about others</li> <li>Talking about your survival kit</li> </ul> <p>Grammar: Regular -er verb endings Key irregular verbs in the present: être, avoir How to form the negative with ne...pas Adjectives: agreement and placement Definite and indefinite articles Possessive pronouns Asking questions</p> <p><b>Prior learning to be revisited.</b> A lot of the basics above may have been learnt prior to KS3, however this depends on the school and the language provision that they were provided. Therefore these are revised and extended prior to moving on to new content. Pupils should have a good understanding of grammar: adjectives / nouns/ verbs etc.</p> <p><b>How will learning from this unit be developed later?</b> Expressing opinions is repeated and developed throughout all key stages.</p>	<p><b>Topic: School and Hobbies</b></p> <ul style="list-style-type: none"> <li>Talking about school subjects</li> <li>Talking about days and times</li> <li>Describing your teachers</li> <li>talking about your school day</li> <li>talking about food</li> <li>Talking about sports you play</li> <li>Talking about leisure activities</li> <li>Talking about how often you do activities</li> <li>Talking about mobile phones and computers</li> <li>Listening and Writing skills</li> </ul> <p>Grammar: Present tense (regular verbs and key irregular verbs) How to form the negative with ne...pas Adjectives: agreement and placement Definite and indefinite articles (+ with de) The partitive article Using verbs with nouns and infinitives Possessive pronouns Asking questions Prepositions: à</p> <p><b>Prior learning to be revisited.</b> Pupils will continue to build on their knowledge of the present tense from last term, learning a wider variety of verbs relevant to these topics. Expressing and justifying opinions using parce que/ car. Pupils practise further on adjectival agreement and placement.</p> <p><b>How will learning from this unit be developed later?</b> Expressing opinions is repeated and developed throughout all key stages.</p>	<p><b>Topic: Where I live and Holidays</b></p> <ul style="list-style-type: none"> <li>Places in town</li> <li>Saying what there is and isn't in your town</li> <li>Directions</li> <li>Where you go at the weekend</li> <li>Arranging to go out</li> <li>Saying what you can/ can't do in your town</li> <li>Talking about where we go on holiday</li> <li>Countries</li> <li>Getting ready to go out</li> <li>Buying food and snacks</li> <li>Talking about holiday plans</li> <li>Saying what you would like to do</li> </ul> <p>Grammar: Present tense (regular verbs and key irregular verbs) Reflexive verbs Perfect tense (nous sommes allés) Near future Conditional: Je voudrais + infinitive Imperative How to form the negative with ne...pas Adjectives: agreement and placement Definite and indefinite articles The partitive article Verbs in the infinitive Possessive pronouns modal verbs: pouvoir + vouloir Prepositions Using: Il y a.../ Il n'y a pas...</p> <p><b>Prior learning to be revisited.</b></p>



	<p>Grammar: ALL grammar points are revisited and developed throughout all key stages. In particular pupils will expand their knowledge of personal pronouns, beginning to talk about 'we' and 'they' as well as 1st, 2nd and 3rd person. Vocab: connectives, intensifiers and adjectives are all built upon throughout all key stages.</p>	<p>Grammar: ALL grammar points are revisited and developed throughout all key stages. They will expand their knowledge of personal pronouns, beginning to look at the how the French use 'vous' for you plural, but also as a polite form of you. Vocab: connectives, intensifiers, time phrases and adjectives are all built upon throughout all key stages.</p>	<p>Pupils will revise giving their opinion in a variety of ways. The holidays topic will also offer an ideal opportunity to revise and expand on the 'hobbies' topic, as pupils talk about the activities they are going to do on holiday, whilst improving variety further by combining this with 'je voudrais' Time and time phrases will be revisited in order to arrange outings.</p> <p><b>How will learning from this unit be developed later?</b> Expressing opinions is repeated and developed throughout all key stages. Grammar: ALL grammar points are revisited and developed throughout all key stages. Vocab: connectives, intensifiers, time phrases and adjectives are all built upon throughout all key stages..</p>
<p>Year 8</p>	<p><b>Topic: Media and Paris</b></p> <ul style="list-style-type: none"> <li>● Talking about television and programmes</li> <li>● Talking about films</li> <li>● Talking about reading</li> <li>● Talking about the internet</li> <li>● Talking about what you did yesterday evening (R)</li> <li>● Talking about what you do depending on the weather (V)</li> <li>● Saying what you can do in Paris (V)</li> <li>● Saying what you like doing(V)</li> <li>● Saying what you did in Paris (R)</li> <li>● Saying when you did things (R)</li> <li>● Understanding information about a tourist attraction</li> <li>● Saying where you went and how (R)</li> <li>● Interviewing a suspect (R)</li> <li>● Talking about what you do/did in Paris</li> </ul> <p>Grammar: Present tense (regular verbs and key irregular verbs) Perfect tense How to form the negative with ne...pas/ ne...jamais</p>	<p><b>Topic: My identity and Where I live</b></p> <ul style="list-style-type: none"> <li>● Talking about personality</li> <li>● Talking about relationships</li> <li>● Talking about music</li> <li>● Talking about clothes</li> <li>● Talking about what you did last weekend (V)</li> <li>● Talking about your passion (R)</li> <li>● Talking about different regions</li> <li>● Saying where you would like to live (V)</li> <li>● Describing where you live</li> <li>● Describing your home</li> <li>● Talking about meals</li> <li>● Discussing what food to buy</li> <li>● Talking about an event</li> <li>● Talking about where you live</li> </ul> <p>Grammar: Present tense (regular verbs and key irregular verbs) Reflexive verbs Perfect tense Near future</p>	<p><b>Topic: Talent &amp; ambition and Discovery</b></p> <ul style="list-style-type: none"> <li>● Talking about talent and ambition</li> <li>● Saying what you must/ can do (V)</li> <li>● Telling someone what to do (V)</li> <li>● Describing people's personalities (V)</li> <li>● Encouraging and persuading someone (R)</li> <li>● Rehearsing for the contest (R)</li> <li>● Saying who is the best, the most, the least (R)</li> <li>● Showing how much you can do with the French language</li> <li>● Learning about <i>Nouvelle Star</i></li> <li>● Parts of the body</li> <li>● Illnesses</li> <li>● Healthy eating</li> </ul> <p>Grammar: Present tense (regular verbs and key irregular verbs) Reflexive verbs Perfect tense Near future Conditional: Je voudrais + infinitive (V)</p>



	<p>Verbs in the infinitive Adjectives: agreement and position Definite and indefinite articles Possessive pronouns modal verbs: pouvoir (V) Using: Il y a.../ Il n’y a pas... Asking questions</p> <p><b>Prior learning to be revisited.</b> Pupils will continue to build upon the grammatical knowledge they gained in Year 7. In particular regular verbs in the present tense, some key irregular verbs in the present tense and how to form the negative. Pupils will be encouraged to revisit expressing opinions in a variety of ways, using time phrases, intensifiers and connectives. The weather will be looked at here in more detail, combining hobbies also looked at in Year 7.</p> <p><b>How will learning from this unit be developed later?</b> Expressing opinions is repeated and developed throughout all key stages. Grammar: ALL grammar points are revisited and developed throughout all key stages. In particular pupils will look more closely at adjectives and the rules regarding positions. (BAGS) In addition to this, they will be able to use the comparative. Vocab: connectives, intensifiers, time phrases and adjectives are all built upon throughout all key stages..</p>	<p>Conditional: Je voudrais + infinitive (V) Imperative Comparative How to form the negative with ne...pas Adjectives: agreement and placement Definite and indefinite articles The partitive article Verbs in the infinitive Possessive pronouns modal verbs: pouvoir + vouloir (il faut) Prepositions Using: Il y a.../ Il n’y a pas...</p> <p><b>Prior learning to be revisited.</b> Pupils continue to broaden their knowledge of reflexive verbs and irregular verbs. Pupils repeat the learning of the imperative from Year 7. They also revisit the near future from Term 3 Year 7, and continue to improve their work by using a wider variety of intensifiers, connectives, sequencers and a variety of adjectives.</p> <p><b>How will learning from this unit be developed later?</b> Expressing opinions is repeated and developed throughout all key stages. Grammar: ALL grammar points are revisited and developed throughout all key stages. In particular pupils will work on developing their use of modal verbs using: pouvoir, devoir and vouloir. Vocab: connectives, intensifiers, time phrases and adjectives are all built upon throughout all key stages.</p>	<p>Imperative Comparative How to form the negative with ne...pas Adjectives: agreement and placement Definite and indefinite articles The partitive article Verbs in the infinitive Possessive pronouns= modal verbs: pouvoir + vouloir + devoir (il faut) Prepositions Using: Il y a.../ Il n’y a pas...</p> <p><b>Prior learning to be revisited.</b> For the second term in a row, pupils will be looking at adjectives to describe personality, securing their knowledge on adjectival position and agreement. They will also be bringing together their prior learning of modal verbs started in Year 7 term 3.</p> <p><b>How will learning from this unit be developed later?</b> Expressing opinions is repeated and developed throughout all key stages. Grammar: ALL grammar points are revisited and developed throughout all key stages. The final term of Year 8 focuses on consolidating grammatical knowledge learnt thus far, with a particular focus on using key verbs in 3 different tenses. As we enter Year 9 and pupils are expected to be more confident in producing more extended and accurate French in 3 tenses. Vocab: connectives, intensifiers, time phrases and adjectives are all built upon throughout all key stages.</p>
Year 9	<p><b>Topic: Where I live</b></p> <ul style="list-style-type: none"> <li>● Talking about places in town</li> <li>● talking about different types of housing</li> <li>● talking about types of town</li> <li>● talking about rooms of the house</li> <li>● talking about furniture</li> <li>● talking about activities in your town</li> <li>● talking about what you did last night</li> </ul>	<p><b>Topic: Healthy Lifestyle</b></p> <ul style="list-style-type: none"> <li>● talking about hurts and pains</li> <li>● talking about how you hurt yourself</li> <li>● talking about sports you do/play</li> <li>● talking about why sport is important</li> <li>● talking about how to keep fit</li> <li>● talking about healthy and unhealthy foods</li> </ul>	<p><b>Topic: Holidays</b></p> <ul style="list-style-type: none"> <li>● talking about countries</li> <li>● talking about holiday activities</li> <li>● talking about where you usually go on holiday</li> <li>● talking about holiday accommodation</li> <li>● talking about holidays in the past</li> <li>● talking about future holidays</li> <li>● talking about what you take on holiday</li> </ul>



	<p>Grammar: Tenses: Present and past opinion structures using il y a / il n'y a pas comparatives superlatives using negative structures connectives intensifiers adjective agreements and placement prepositions modal verb: pouvoir</p> <p><b>Prior learning to be revisited.</b> Revisiting present and perfect tenses from Year 8. Building on this by mastering Avoir and Etre auxiliary verbs. Revisiting Town and Home topic vocabulary.</p> <p><b>How will learning from this unit be developed later?</b> Tenses will be continued to be worked on and mastered throughout the year. The topic of town will be taught at GCSE whilst exploring higher level vocabulary and grammar.</p>	<p>Grammar: prepositions: au, à la, aux perfect tense reflexive verbs using depuis connectives and intensifiers extended opinions near future tense negative structures</p> <p><b>Prior learning to be revisited.</b> Revisiting key tenses from years 7 and 8. Revising parts of the body from year 7.</p> <p><b>How will learning from this unit be developed later?</b> Vocabulary to be revisited when students study the topic of sport and hobbies in year 10. Tenses will continuously be revisited and revised.</p>	<ul style="list-style-type: none"> <li>● <b>talking about what you would like to do for your holidays</b></li> </ul> <p>Grammar: prepositions: au, à la, aux present tense perfect tense near future tense je voudrais + infinitive negative structures adjective agreements and placement using il y a / il n'y a pas connectives intensifiers</p> <p><b>Prior learning to be revisited.</b> Countries and holiday activities to be revisited from year 7. clothes and modes of transport to be revisited from year 8. Tenses to be revisited.</p> <p><b>How will learning from this unit be developed later?</b> Holiday vocabulary to be revisited during year 10 summer term. Tenses to be revisited and revised continuously.</p>
Year 10	<p><b>Topic: Who Am I (Me, my Family and Friends)</b></p> <ul style="list-style-type: none"> <li>● Describing people (personality and physically)</li> <li>● Talking about friends and what makes a good friend</li> <li>● Talking about family relationships</li> <li>● Making arrangements to go out</li> <li>● Describing a day out (F)</li> <li>● Describing a night out with friends (H)</li> <li>● Talking about what your life when you were young (H)</li> <li>● Discussing role models</li> </ul> <p>Grammar: Tenses: present/ perfect/ near future/ imperfect tense (H)</p>	<p><b>Topic: Free time Activities</b></p> <ul style="list-style-type: none"> <li>● Talking about why we like certain sports</li> <li>● Talking about your life online</li> <li>● Talking about books and reading</li> <li>● Talking about TV programs and preferences</li> <li>● Talking about actors and film (H)</li> <li>● Talking about a night out with friends (F)</li> </ul> <p>Grammar: Tenses: present tense/ perfect/ near future/imperfect (H) Modal verbs: vouloir Adjective adjectival agreement and placement Definite and indefinite article Direct object pronouns (H)</p>	<p><b>Topic: Daily routine, Food &amp; Drink, Festivals and Traditions</b></p> <ul style="list-style-type: none"> <li>● Talking about food and meals</li> <li>● Discussing healthy lifestyles</li> <li>● Discussing clothes/ what to wear/ shopping</li> <li>● Describing your daily life</li> <li>● Talking about food for special occasions</li> <li>● Learning more about festivals and traditions in Francophone countries</li> <li>● Using polite language (H)</li> <li>● Describing family celebrations</li> </ul> <p>Grammar: Tenses: present tense/ perfect/ near future/imperfect Adjective adjectival agreement and placement</p>



	<p>Reflexive verbs Definite and indefinite article Use of the infinitive Modal verbs: vouloir Using the negative Adjective adjectival agreement and placement Key irregular verbs: avoir, être, faire, aller as well as some other important ones Possessive adjectives The relative pronoun 'qui' (H) Emphatic pronouns (H) Abstract nouns (H) The preposition à Prepositions Asking questions</p> <p><b>Prior learning to be revisited.</b> Pupils learned to talk about their family and friends at a more basic level in Year 7 and 8. We also review adjectives to describe people in this unit, encouraging the use of more unusual examples. In this module all 3 tenses (present, perfect and near future) are revised and developed. Reflexive verbs are also developed. Using opinion structures, connectives, conjunctions and sequencers are looked at in more detail here.</p> <p><b>How will learning from this unit be developed later?</b> All tenses once introduced/ revised will be revisited in every module of work. Pupils will learn to express themselves in the past, present and the future tense, as well as continuing to develop their ability to express their opinions in order to be able to communicate both orally and in writing, at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. In particular, pupils will be looking to express how long they have been doing something and working on varying opinion structures. Topic specific vocab will be revised throughout the 3 years but thoroughly revised in Year 11 Term 3.</p>	<p>The comparative and superlative Using the negative Key Irregular verbs: faire, lire, écrire, prendre, mettre The preposition à Use of the infinitive depuis + the present tense Asking questions</p> <p><b>Prior learning to be revisited.</b> The topic of hobbies was also studied at a more basic level in Year 7 and 8. There is further consolidation of tense knowledge with a focus on using several tenses together in an extended piece of writing.</p> <p><b>How will learning from this unit be developed later?</b> All tenses once introduced/ revised will be revisited in every module of work. Pupils will learn to express themselves in the past, present and the future tense, as well as continuing to develop their ability to express their opinions in order to be able to communicate both orally and in writing, at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. In particular pupils will be developing their ability to produce extended pieces of writing. Topic specific vocab will be revised throughout the 3 years but thoroughly revised in Year 11 Term 3.</p>	<p>Definite and indefinite article The comparative and superlative Using the negative The partitive article Irregular verbs: boire and prendre The preposition à Demonstrative pronouns and adjectives Subject and Object pronouns (H) The pronoun 'en' (H) Use of the infinitive Modal verbs:devoir and pouvoir (and il faut (H)) Asking questions (+ using 'vous' formal (H))</p> <p><b>Prior learning to be revisited.</b> The topic of food and drink was covered at a more basic level in Year 7 and 8. Pupils should also have some understanding of festivals and traditions, as these are celebrated in the department at relevant times throughout the year. Again pupils will be revisiting their knowledge of the different tenses, in order to be able to write extended pieces of writing. (The 80-90 word task being relevant to both Higher and Foundation pupils)</p> <p><b>How will learning from this unit be developed later?</b> All tenses once introduced/ revised will be revisited in every module of work. Pupils will learn to express themselves in the past, present and the future tense, as well as continuing to develop their ability to express their opinions in order to be able to communicate both orally and in writing, at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. In particular, pupils will be looking to work on modal verbs, in order to vary the structures used to express the present tense in French and add variety to their work. Topic specific vocab will be revised throughout the 3 years but thoroughly revised in Year 11 Term 3.</p>
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	<p><b>Topic: Town and Region</b></p> <ul style="list-style-type: none"> <li>● Talking about where you live, weather and transport.</li> <li>● Describing a town and asking the way.</li> <li>● Describing a region.</li> <li>● Talking about your town, village or district.</li> <li>● Asking what to see and do.</li> <li>● Discussing plans and the weather.</li> <li>● Describing community projects. (H).</li> </ul> <p>Grammar: Tenses: present tense/ perfect/ near future/ simple futur (H)/imperfect The imperative Definite and indefinite article Adjective adjectival agreement and placement The comparative and superlative Using the negative Key irregular verbs : aller, faire, être, avoir The preposition à The different ways to say 'in' Modal verbs:pouvoir depuis + the present tense Asking questions Si and Quand clauses Use of: il y a.../ il n'y a pas... The pronoun: y</p> <p><b>Prior learning to be revisited.</b> In this module the topic of town is being studied for the third time since Year 7, therefore pupils have a well grounded starting point. We will also revisit the imperative which was also covered twice previously. Pupils are also familiar with 'Si' and 'Quand' clauses, relative to weather, which we will look at again here.</p> <p><b>How will learning from this unit be developed later?</b> All tenses once introduced/ revised will be revisited in every module of work. Pupils will learn to express</p>		
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	<p>themselves in the past, present and the future tense, as well as continuing to develop their ability to express their opinions in order to be able to communicate both orally and in writing, at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.</p> <p>Topic specific vocab will be revised throughout the 3 years but thoroughly revised in Year 11 Term 3.</p>		
<p>Year 11</p>	<p><b>Topic: Holidays</b></p> <ul style="list-style-type: none"> <li>Talking about what you normally do on holiday, a past holiday and a future holiday.</li> <li>Talking about an ideal holiday. (H)</li> <li>Booking and reviewing hotels.</li> <li>Ordering in a restaurant.</li> <li>Talking about travelling.</li> <li>Buying souvenirs (H)</li> <li>Talking about holiday disasters.</li> </ul> <p>Grammar: Tenses: present tense/ perfect/ near future/imperfect/ simple future(H)/ reflexive verbs/ conditional (H)/The pluperfect (H) Definite and indefinite article Adjective adjectival agreement and placement The comparative and superlative Using the negative Demonstrative adjectives &amp; pronouns Key irregular verbs : aller, faire, être, avoir The preposition à Avant de + infinitive (H) The different ways to say 'in' or 'to' (with countries) Modal verbs:pouvoir Asking questions Expressions with 'avoir' Si and Quand clauses The pronoun 'y' and 'en'</p> <p><b>Prior learning to be revisited.</b></p>	<p><b>Topic: School</b></p> <ul style="list-style-type: none"> <li>Revising school subjects.</li> <li>Talking about your school.</li> <li>Compare schools in the UK and French-speaking countries.</li> <li>Discussing school rules.</li> <li>Talking about getting the best out of school.</li> <li>Talking about a school exchange.</li> <li>Preparing for a mock speaking exam</li> </ul> <p>Grammar: Tenses: present tense/ perfect/imperative/ near future/imperfect/ simple future (H)/ conditional (H) The imperative Definite and indefinite article Adjective adjectival agreement and placement The comparative and superlative Using the negative Possessive and demonstrative adjectives Direct object pronouns Key irregular verbs : aller, faire, être, avoir The different ways to say 'in' or 'to' (with countries) Modal verbs: pouvoir and devoir ( il faut) Infinitive constructions Asking questions</p> <p><b>Prior learning to be revisited.</b> The topic of school was studied in year 7. In Year 10 we study it in much more detail, making use of the grammar and vocabulary students have learnt since Year 7. We also revisit</p>	<p><b>Topic: Future aspirations, study and work:</b></p> <ul style="list-style-type: none"> <li>Discussing jobs and work preferences</li> <li>Discussing career choices</li> <li>Looking at the advantages/ disadvantages of certain careers/ jobs</li> <li>Talking about your future plans/ hopes and wishes</li> <li>Discussing the importance of languages</li> <li>Applying for jobs</li> <li>Work experience/ Part time jobs</li> <li>Preparing for a mock speaking exam</li> <li>Preparing for listening, reading and writing mock exam</li> </ul> <p>Grammar: Tenses: present tense/ perfect/imperative/ near future/imperfect/ simple future/ conditional/ subjunctive (H) Perfect infinitive (H) The present participle (H) Verbs followed by à or de nouns for jobs: masculine and feminine endings Definite and indefinite article The relative pronoun 'qui' adjective adjectival agreement and placement Adverbs The comparative and superlative (better/ worse and the best thing/ the worst thing(H)) Using the negative Possessive and demonstrative adjectives Direct object pronouns (+in the perfect tense (H)) Key irregular verbs : aller, faire, être, avoir</p>



	<p>Last visited in term 3 of Year 7, the topic of Holidays shares a lot of similarities to the previous Year 10 topic of town. Pupils will be able to use the topic of town as a springboard for using all 3 tenses, with the addition of the simple future and conditional for higher pupils.</p> <p><b>How will learning from this unit be developed later?</b> All tenses once introduced/ revised will be revisited in every module of work. Pupils will learn to express themselves in the past, present and the future tense, as well as continuing to develop their ability to express their opinions in order to be able to communicate both orally and in writing, at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. In particular, pupils will be looking to consolidate all their learning so far in order to prepare for a speaking mock exam in the summer term. Topic specific vocab will be revised throughout the 3 years but thoroughly revised in Year 11 Term 3.</p>	<p>the present, future and past tenses and modal verbs to talk about school rules.</p> <p><b>How will learning from this unit be developed later?</b> All tenses once introduced/ revised will be revisited in every module of work. Pupils will learn to express themselves in the past, present and the future tense, as well as continuing to develop their ability to express their opinions in order to be able to communicate both orally and in writing, at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. In particular, pupils will be continuing to consolidate their grammar and vocab built up till now in order to prepare for the first set of mocks in the autumn term of year 11. Topic specific vocab will be revised throughout the 3 years but thoroughly revised in Year 11 Term 3.</p>	<p>The different ways to say 'in' or 'to' (with countries) Infinitive constructions: après avoir/ être, avant de (H) depuis + the present tense Asking questions Si and Quand clauses Pour (in order to)</p> <p><b>Prior learning to be revisited.</b> The grammar we are focusing on in this unit has mostly been studied before, and the goal is to develop a more comprehensive understanding of the grammar in the context of a new topic. Pupils will also be revisiting prior learning from Year 9 and 10 in order to prepare themselves for their mock exams.</p> <p><b>How will learning from this unit be developed later?</b> All tenses once introduced/ revised will be revisited in every module of work. Pupils will learn to express themselves in the past, present and the future tense, as well as continuing to develop their ability to express their opinions in order to be able to communicate both orally and in writing, at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. In particular moving into the final term of learning new content, the focus will be on continuing to consolidate this grammatical knowledge, increasing confidence in using tenses and also more complex structures. Topic specific vocab will be revised throughout the 3 years but thoroughly revised in Year 11 term 3.</p>
Year 11	<p><b>Topic: International and Global dimension:</b></p> <ul style="list-style-type: none"> <li>● Discussing problems facing the world</li> <li>● Talking about protecting the environment</li> <li>● Discussing ethical shopping</li> <li>● Talking about volunteering</li> <li>● Discussing big events</li> <li>● Preparation for mock &amp; final speaking exam</li> </ul> <p>Grammar:</p>		



	<p>Tenses: present tense/ perfect/imperative/ near future/imperfect/ future tense / conditional/ subjunctive (H) Verbs followed by à or de Adverbs The present participle (H) Definite and indefinite article The relative pronoun 'qui' adjective adjectival agreement and placement The comparative and superlative (better/ worse and the best thing/ the worst thing (H)) Using the negative Possessive and demonstrative adjectives Direct object pronouns Key irregular verbs : aller, faire, être, avoir The different ways to say 'in' or 'to' (with countries) Infinitive constructions: après avoir/ être, avant de (H) depuis + the present tense Asking questions Si and Quand clauses Pour (in order to)</p> <p><b>Prior learning to be revisited.</b> Most of the grammar is previously learnt. As well as consolidating knowledge of more complex structures, we will also revise some basics which are essential for success in the GCSE exams, such as asking questions, numbers and dates. Pupils will also be revisiting all prior learning since Year 9, in order to prepare themselves for the speaking exam at the beginning of Term 3 as well as the final exams in May.</p> <p><b>How will learning from this unit be developed later?</b> All tenses once introduced/ revised will be revisited in every module of work. Pupils will learn to express themselves in the past, present and the future tense, as well as continuing to develop their ability to express their opinions in order to be able to communicate both orally and in writing, at varying length, for different purposes and audiences, using the variety of grammatical structures that</p>		
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	<p>they have learnt. In particular, pupils will be looking to develop their exam skills in preparation for the final exams. Topic specific vocab will be revised throughout the 3 years but thoroughly revised in Year 11 term 3.</p>		
<p>Year 12</p>	<p><b>Topic: Changes in French society</b></p> <ul style="list-style-type: none"> <li>• Different types of family structures</li> <li>• Recent changes on relationships/ marriage</li> <li>• Concerns and problems within the family</li> <li>• The French educational system</li> <li>• Expectations on pupils and how they deal with them</li> <li>• Awareness of Universities and ‘Grandes Ecoles’ in France</li> <li>• Preparing for work and work experience</li> <li>• Balancing work commitments and social life</li> <li>• The history of strikes in France</li> <li>• Discrimination in the workplace</li> </ul> <p>Grammar: Tenses: Present tense / Future tense (near and simple)/ Perfect tense/ Conditional/ imperfect/ subjunctive The passive voice Interrogatives Definite and Indefinite article Adjectival agreement and position Comparative and superlative Pronouns, including direct and indirect objects Negatives Infinitive constructions/ modal verbs</p> <p>Film: Discussion of the work to be studied Taster unit Historical setting Synopsis Portrayal of a character in a film Study of a chosen film. (La Haine/ Les Intouchables/ Entre les Murs/ Au Revoir les Enfants)</p>	<p><b>Topic: political &amp; artistic culture in francophone countries</b></p> <ul style="list-style-type: none"> <li>• Contemporary francophone music</li> <li>• The development of francophone music</li> <li>• The influence of music in modern society</li> <li>• Freedom of the press</li> <li>• The influence of the Internet on the written press</li> <li>• The effects of media and new technology on political and social life</li> <li>• How Christmas and other religious festivals are changing in France</li> <li>• The influence of other cultures on festivals in France and Outre-mer</li> <li>• Everyday customs and traditions in France</li> <li>• Customs in francophone countries</li> </ul> <p>Grammar: Tenses: Present tense / Future tense (near and simple)/ Perfect tense/ Conditional/ imperfect/ subjunctive The passive voice Interrogatives Definite and Indefinite article Adjectival agreement and position Comparative and superlative Pronouns, including direct and indirect objects Negatives Infinitive constructions/ modal verbs Word order (inversion of subject and verb after adverbs) Present and past participle</p> <p>Film: Essay writing skills</p> <p><b>Prior learning to be revisited.</b> Grammar such as tenses, the passive voice has been learnt both at GCSE and in term 1. The topic of media has been</p>	<p><b>Revisit theme 1 and consolidate theme 2 units, focusing on:</b></p> <ul style="list-style-type: none"> <li>• Translation to and from English</li> <li>• Reading and Listening</li> <li>• Essay writing skills (Film)</li> <li>• Developing research skills</li> <li>• Introduction to 2nd work (Book)</li> <li>• Revision of Year 12 grammar</li> <li>• Notes of topics studied in year 1</li> <li>• Preparation for Themes 3 and 4 through research and presentation</li> <li>• Beginning to start preparation for IRP</li> </ul> <p><b>Prior learning to be revisited.</b> Themes 1 and 2 are revisited as is the study of the film</p> <p><b>How will learning from this unit be developed in the next unit?</b> Moving into Year 13 pupils will be expected to use all of the grammar knowledge they have accumulated and use it in a new context.</p> <p>Ability to fully express well rounded and knowledgeable opinions, develop arguments looking at different perspectives/ viewpoints will continue to be developed. Focus on fluency and accuracy in conversation, ability to sustain conversation on all topics. Essay writing skills to be developed and practiced further.</p>



	<p><b>Prior learning to be revisited.</b> Family is a topic that has been studied throughout KS3 and KS4, so pupils will have some basic knowledge of the topic which will be developed this term so that they can discuss the topic in a much more sophisticated manner, with a much heavier focus on the cultural aspects of the topic. All of the grammar will have been covered at GCSE although some aspects only briefly, for example to subjunctive and the passive voice.</p> <p><b>How will learning from this unit be developed later?</b> All grammar will be revisited, revised and developed to improve accuracy in every module studied. Pupils will continue to work on ways to express their opinions and those of others, including cultural information. This module will be revisited at the end of Year 12 and then again in Term 3 Year 13.</p>	<p>covered throughout KS3 and KS4, therefore pupils will have some basic knowledge of the vocabulary for this module.</p> <p><b>How will learning from this unit be developed later?</b> Students will be developing their skills in comparing and contrasting viewpoints, developing arguments from different angles, working towards fluency in conversation and accuracy in pronunciation. Essay writing skills for film analysis will be developed and practised further. This module will be revisited at the end of Year 12 and then again in Term 3 Year 13.</p>	
Year 13	<p><b>Topic: Immigration and French multicultural society</b></p> <ul style="list-style-type: none"> <li>● The experience of immigrants in France</li> <li>● Immigrant entrepreneurs and workers within the economy</li> <li>● The contribution of immigrants to the art and culture</li> <li>● Immigrants and local people share their experience, positive and negative</li> <li>● The costs and problems of immigrant integration into French economy</li> <li>● Diversity in France</li> </ul> <p>Grammar: Tenses: Present tense / Future tense (near and simple)/ Perfect tense/ Conditional/ imperfect/ subjunctive/ Past historic (recognition) Imperatives The passive voice Interrogatives Expressions of time: depuis/ venir de</p>	<p><b>Topic: Occupation and the resistance</b></p> <ul style="list-style-type: none"> <li>● Life in Vichy France</li> <li>● The treatment of Jews in occupied France</li> <li>● Everyday life in occupied France and reprisals after the war</li> <li>● Marshal Pétain and life in Vichy France</li> <li>● The role propaganda played in the National Revolution</li> <li>● The impact of Vichy policies and the fate of Pétain</li> <li>● Resistance movements in France</li> <li>● The role of Jean Moulin and the women in resistance</li> <li>● The Free French and how they supported General de Gaulle</li> </ul> <p>Grammar: Tenses: Present tense / Future tense (near and simple)/ Perfect tense/ Conditional/ imperfect/ subjunctive/ Past historic (recognition) Imperatives The passive voice including avoidance of Interrogatives</p>	<p><b>Exams</b></p>



	<p>Direct and Indirect speech Demonstrative &amp; possessive pronouns and adjectives Definite and Indefinite adjectives and pronouns Comparative and superlative Negative</p> <p>Literature: Discussion of the 2nd work to be studied Historical setting of a novel Use of analogy, irony, metaphor, etc Comparing characters Changing relationships between characters Study of a chosen book. (No et Moi/ L'Étranger)</p> <p>Film: Cinematographic techniques Narrative style and structure of a film Comparing characters Changing relationships between characters Historical/ Social background</p> <p><b>Prior learning to be revisited.</b> Lots of the grammar studied in Term 1 has been studied before, such as the subjunctive tense, the passive voice and the comparative and superlative.</p> <p><b>How will learning from this unit be developed later?</b> In Term 2 pupils will continue to consolidate their grammar knowledge and apply it to the next topic.</p>	<p>Definite and Indefinite article Dependent and past infinitives Adjectival agreement and position Comparative and superlative Avoiding the use of adverbs Pronouns, including direct and indirect objects Negatives Infinitive constructions/ modal verbs Word order (inversion of subject and verb after adverbs) Present and past participle Si and Quand clauses in present/ past/ future</p> <p>Literature: Continue study of the book</p> <p>Film: Revisit and revise themes and essay writing skills</p> <p><b>Prior learning to be revisited.</b> A-level grammar to be revised throughout this term, alongside revision of themes and essay writing skills for both the literacy text and the film.</p> <p><b>How will learning from this unit be developed later?</b> Pupils will be looking to develop their exam skills in preparation for the final exams. It will be assessed in another mock examination and this process will be re-evaluated and revised in Term 3.</p>	
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## Why has learning been sequenced in this way?

Years	Term 1	Term 2	Term 3
7	<p><b>Studio Access</b> As a lot of the basics in this section may have been learnt prior to KS3 depending on if the primary school covered French. Therefore these are still covered, but extended for those that have some understanding of French, prior to moving on to new content. Pupils should have a good understanding of grammar: adjectives / nouns/ verbs etc. This topic lends itself well to introducing the definite and indefinite article: masculine and feminine, as well as expressing basic opinions.</p> <p><b>C'est perso</b> This is an ideal follow on from the first topic studied, widening what pupils talk about from themselves to also their family. Grammatically, we can also start to use the 3rd person parts of verbs and also introduce lots of vocabulary to describe character.</p>	<p><b>School</b> School comes next as it is a very good topic to give opinions on. It is also the ideal opportunity to introduce days and time.</p> <p><b>Hobbies</b> In term 1 pupils have learned to give some basic facts about themselves. Moving into this term, hobbies is another opportunity to talk more about themselves, and we can also introduce adverbs of frequency and begin to develop some opinions.</p>	<p><b>Towns and holidays-</b> This unit comes last in year 7 as it is a good bridging unit into year 8 when we will study A trip to Paris, but in this term we focus on using high frequency phrases such as 'il y a' and also introducing the future tense, which is easier to introduce before the past tense, as the structure is much simpler.</p>
8	<p><b>Media</b> Another important topic to learn about at KS3, which fits in nicely here as it is a good opportunity for pupils to start to expand on their opinions. They can also learn some important irregular verbs that fit into this topic (lire, faire, aller), some of which are trickier to recognise when conjugated.</p> <p><b>Paris</b> Moving into year 8 the complexity of the grammar we want to teach moves forward. In term 3 of Year 7 we talked about future holidays and describing a town. In this topic we will introduce the past tense (perfect tense and imperfect tense (était) to expand upon where we left this topic in Year 7.</p>	<p><b>My identity</b> This topic gives pupils the chance to revise a lot of the basics regarding descriptions that they learnt at the beginning of Year 7 and reflexive verbs which they learnt at the end of Year 7, but with a different theme. Reflexive verbs are quite a complex grammatical structure, and here pupils have the chance to revisit this while also developing their knowledge.</p> <p><b>Where I live</b> Continuing to build on key vocabulary and grammar, this topic works well at this stage to focus on other important grammar such as modal verbs which is taught here in the context of what you can/can't do in town. This stage in Year 8 is also a good time to revisit more complex grammatical structures such as the imperative.</p>	<p><b>Talent and Ambition</b> This is a fun, engaging topic. Its first purpose is to introduce key vocabulary on another topic, but it is also a good opportunity to focus on some of the key grammar, like modal verbs.</p> <p><b>Healthy Eating</b> This links up nicely to the previous topic as we can continue to work on modal verbs in order to give advice, as well as work with another key irregular verb (boire). We use 3 tenses and also introduce some more complex structures in preparation for Year 9.</p>



9	<p><b>Town and where I live</b></p> <p>Developing on key vocabulary and grammar from year 8, this topic works well at this stage to focus on recapping and consolidating important grammar such as modal verbs which is taught here in the context of what you can/can't do in town. Students will revisit comparatives, superlatives, and will reach mastery of the perfect tense.</p>	<p><b>Healthy Lifestyle</b></p> <p>Students will recap parts of the body before using the present tense to describe which parts of the body hurt and any illnesses/symptoms they are feeling. This builds on their ability to manipulate tenses such as the perfect past. This leads on perfectly to discussing healthy lifestyles and sports which are prominent at GCSE. They will use the future tense to say how they will stay fit as well as using modal verbs, like in the previous topic, to describe what they should do to remain healthy.</p>	<p><b>Vacances</b></p> <p>Students combine tenses together when talking about their holidays. In this topic, students are able to confidently use the tenses from previous topics to discuss holidays, future, past and present.</p>
10	<p><b>Relationships with others</b></p> <p>This is a good transition topic into GCSE, as pupils can talk about friends and family as they did in Year 7 and 8, whilst learning more complex phrases which will help them more at GCSE level. For example, rather than saying 'Mon père est très stricte', they might say 'Je ne m'entends pas avec mon, parce que il est très stricte'.</p>	<p><b>Free time</b></p> <p>This is another one of the simpler topics which is studied at both KS3 and KS4 and so it fits in well here. Using the knowledge retained from Years 7 and 8 we can talk about hobbies in more detail, with a focus on using several tenses together.</p>	<p><b>Identity and Culture food/drink, festivals and traditions)</b></p> <p>A topic which follows on nicely from relationships and free time. Pupils will already have some knowledge of food and drink as well as some French festivals and traditions, through studies in KS3. Here pupils will be able to use all 3 tenses while describing family celebrations, which leads in nicely with the next topic of town, as it gives further opportunity to talk about oneself and family.</p>
	<p><b>Local Area, holiday and travel (transport, accommodation, directions, restaurants, shopping)</b></p> <p>The local area, holiday and travel theme fits well into terms 1 and 2 of year 10 as it is a good topic to reinforce speaking and writing in 3 tenses. It is also a popular topic for the speaking exam and we complete our first mock in term 3.</p>		
11	<p><b>Local area, holiday and travel (holiday destinations, describing holidays in past and future, where you live)</b></p> <p>The local area, holiday and travel theme fits well into terms 1 and 2 of year 10 as it is a good topic to reinforce speaking and writing in 3 tenses. It is also a popular topic for the speaking exam and we complete our first mock in term 3.</p>	<p><b>School</b></p> <p>Pupils already have a basic grasp of vocab from year 7. Now in year 10 we can build on that and include more complex ideas such as a recent school trip, as well as talking about the subjects they study.</p>	<p><b>Future aspirations, study and work</b></p> <p>This is one of the shorter themes at GCSE and is a good topic to fit in here as it can be studied alongside preparing for the mock exam in December.</p>
	<p><b>International and global dimension</b></p>		





	This is one of the trickier themes at GCSE. There is also a lot less vocabulary which crosses over with other themes, so it makes sense to study this as a standalone unit at the end of the course. It is also a very nice topic to fit in some nice complex grammar and structures, so it works well at the end of the course when all grammatical content has been studied.		
12	<b>Changes in French society</b> We study the A-level themes in order. Theme 1 fits in perfectly leading on from Year 11 as the first topic studied is the family, which is a topic pupils are familiar with, having studied it in KS3 and 4.	<b>Political and artistic culture in French speaking countries</b> As with theme 1, theme 2 covers some familiar topics from GCSE (at a much more advanced level) so it makes sense to complete these themes in Year 12 before some of the more complex topics are covered in year 13.	<b>Theme 1 + 2 consolidation</b>  The focus in term 3 is on consolidation of knowledge of both vocabulary and grammar from Term 1 and 2, with a particular focus on exam skills and preparation of students for Year 13.
13	<b>Immigration and the French multicultural society</b> This topic requires greater knowledge of grammar and vocabulary to successfully study and discuss in lessons, which is why it works well at the start of Year 13 when the level of French amongst A-level students has improved greatly.	<b>Occupation and the Resistance</b> As with Term 1, this can be quite a complex topic, as pupils are learning about the history of France and discussing it in French. This is even more complex than immigration in Term 1, as it is not a topic that pupils can relate to or will know anything about. It is very interesting for pupils who study it, but they need to be more confident with their knowledge of France which is why it works well as the fourth theme.	<b>Exams</b>

### What cross-curricular themes have been identified?

Years	Term 1	Term 2	Term 3
7	<b>Maths</b> (numbers) <b>English</b> (comparison of grammar learnt in French with English)- this applies to every term. <b>Music</b> (singing- alphabet march etc & Eurovision competition)	<b>PE</b> (sport topic) <b>Maths</b> (numbers and times)	<b>Geography</b> (Learning about where different European countries are on a map) <b>Food</b> (learning about food in different countries) <b>Sport</b> (Le Tour de France) <b>Art</b> (Design an art piece and describe it)
8	<b>Media</b> (film, TV) <b>English</b> (reading habits)	<b>Drama</b> - Role Play in a restaurant	<b>Music</b> (Listening to lots of Francophone music/ X-Factor style)



		<b>Poetry</b> - Writing a poem about your love of food in valentine's week	<b>Food</b> (healthy eating) & Pancake making in food tech)
9	<b>Geography</b> (locations and compass)	<b>PE</b> (sport)	<b>Geography</b> (countries and cities)
10	<b>PSHEE</b> (discussing role models) <b>Music</b> (Stomae music and influences)	<b>PE</b> (Sport) <b>Music</b> (Instruments and types of music)	<b>RS</b> (Celebrations and festivals) <b>Food</b> (Traditional French meals)
	<b>Geography</b> (Looking at different landscape types)		
11	<b>Geography</b> (The weather)	<b>Music</b> (Grand Corp Malade- looking at his song about education)	<b>Business</b> (Jobs and job descriptions, work experience and part-time jobs)
	<b>Science, Geography</b> (The environment) <b>Sport</b> (Discussing sporting events: Olympics/ Football World Cup) <b>Music</b> (Discussing music festivals)		
12	<b>PSHEE</b> (discussing different types of modern family, equal rights, women's rights, stress in education) <b>Business</b> (Life at work in France and the moral of the workforce) <b>Media</b> (Analysing a film)	<b>Music</b> (The influence of music on popular culture in French speaking countries) <b>Media, Politics, Citizenship</b> (The influence the media has on society and politics, freedom of speech) <b>RS</b> (Festivals and traditions) <b>Media</b> (Analysing a film)	Term 3 will have the same cross-curricular themes as we revisit Themes 1 and 2.
13	<b>Citizenship, Politics</b> (Immigration) <b>Business, Economics, Politics</b> (Economic and social effects of immigration) <b>Media</b> (Analysing a film) <b>Literature</b> (Analysing a book)	<b>Politics, History</b> (Occupation and the Resistance) <b>Media</b> (Analysing a film) <b>Literature</b> (Analysing a book)	<b>Exams</b>

How will this be assessed to show that students have learnt and remembered what they have been taught?

Years	Term 1	Term 2	Term 3
7	Module tests	Module Tests	Module Tests



		Year 7 Exam	
8	Baseline Test of Yr 7 work Module test	Module tests	Year 8 Exam
9	Baseline Assessment Module tests	Module tests Exam week	Module tests
10	Module tests Exam Week	Module tests	Module tests Mock exams
11	Module tests Exam Week	Module tests Exam Week	Final exams
12	Module tests Exam Week	Module tests	Module tests
13	Module tests Exam Week	Module tests Exam Week	Final exams

Are there any extra-curricular links, visits or speakers linked to this unit of work?

Years	Term 1	Term 2	Term 3
7	European Day of Languages (Sept) Noël	World day of Poetry Pâques - Easter Epiphanie Mardi Gras	Bastille Day Fête du travail Fête de Jeanne d'Arc Fête des mères



			Fête des pères
8	European day of languages (Sept) Noël		Alternate Years - Trip to Paris/ Normandy Bastille Day Fête du travail Fête de Jeanne d'Arc Cannes Film Festival Tour de France
9	European day of languages (Sept) Noël		Alternate Years - Trip to Paris/ Normandy Cannes Film Festival Tour de France
10	European day of languages (Sept) Noël		Alternate Years - Trip to Paris/ Normandy Jotman's Primary School French Day Visit to Cambridge University
11	European Day of Languages (Sept) L'Armistice Noël	World day of Poetry	<b>Exams</b>
12	European Day of Languages (Sept) L'Armistice	World day of Poetry	Cannes Film Festival Tour de France
13	European Day of Languages (Sept) L'Armistice	World day of Poetry	<b>Exams</b>



## What will students be expected to know and remember?

Years	Term 1	Term 2	Term 3
7	<p>Students will have the knowledge to:</p> <ul style="list-style-type: none"> <li>• Introduce themselves(name, age, birthday)</li> <li>• Count to 100</li> <li>• Use French Alphabet</li> <li>• Learn colours</li> <li>• Describe themselves and others (personality &amp; physically)</li> <li>• Ask and answer some basic questions</li> <li>• Talk about their pets (Describe them)</li> <li>• Introduce family members</li> <li>• Express likes and dislikes</li> <li>• Use regular verbs in the present tense</li> <li>• Use the irregular verbs être &amp; avoir</li> <li>• Form the negative</li> <li>• Recognise cognates</li> <li>• Pronounce words correctly using phonics introduced this term.</li> </ul>	<p>Students will have the knowledge to:</p> <ul style="list-style-type: none"> <li>• Talk about school subjects</li> <li>• Talk about days and times</li> <li>• Describe their teachers</li> <li>• Talk about the school day</li> <li>• Talk about what they eat at school</li> <li>• Talk about the sports they play</li> <li>• Talk about leisure activities</li> <li>• Talk about how often they do activities</li> <li>• Talk about mobile phones and computers</li> <li>• Use verbs with nouns and infinitives</li> <li>• Use time phrases, connectives and intensifiers</li> <li>• Use jouer + à/ faire + de</li> </ul>	<p>Students will have the knowledge to:</p> <ul style="list-style-type: none"> <li>• Describe places in town</li> <li>• Say what there is and isn't in their town</li> <li>• Give directions</li> <li>• Say where they go at the weekend</li> <li>• Arrange to go out</li> <li>• Say what they can/ can't do in their town</li> <li>• Talk about where they go on holiday</li> <li>• Buy food and snacks</li> <li>• Talk about holiday plans</li> <li>• Say what they would like to do</li> <li>• Use the near future tense</li> <li>• Use the conditional with je voudrais +inf</li> <li>• Use modal verbs: pouvoir/ devoir</li> </ul>
8	<p>Students will have the knowledge to:</p> <ul style="list-style-type: none"> <li>• Talk about television and programmes</li> <li>• Talk about films</li> <li>• Talk about reading</li> <li>• Talk about the internet</li> <li>• Talk about what they did yesterday evening</li> <li>• Talk about what they do depending on the weather</li> <li>• Say what you can do in Paris</li> <li>• Say what they like doing</li> <li>• Say what they did in Paris</li> <li>• Say when they did things</li> <li>• Understand information about a tourist attraction</li> <li>• Say where they went and how</li> <li>• Interview a suspect</li> </ul>	<p>Students will have the knowledge to:</p> <ul style="list-style-type: none"> <li>• Talk about personality</li> <li>• Talk about relationships</li> <li>• Talk about music</li> <li>• Talk about clothes</li> <li>• Talk about what they did last weekend</li> <li>• Talk about their passion</li> <li>• Talk about different regions</li> <li>• Say where they would like to live</li> <li>• Describe where they live</li> <li>• Describe their home</li> <li>• Talk about meals</li> <li>• Discuss what food to buy</li> <li>• Talk about an event</li> <li>• Talk about where they live</li> </ul>	<p>Students will have the knowledge to:</p> <ul style="list-style-type: none"> <li>• Talk about talent and ambition</li> <li>• Say what they must/ can do</li> <li>• Tell someone what to do</li> <li>• Describe people's personalities</li> <li>• Encourage and persuade someone</li> <li>• Rehearse for the contest</li> <li>• Say who is the best, the most, the least</li> <li>• Show how much they can do with the French language</li> <li>• Learn about <i>Nouvelle Star</i></li> <li>• Talk about parts of the body and illnesses</li> <li>• Talk about healthy eating</li> <li>• Use modal verbs: pouvoir + vouloir + devoir (il faut)</li> </ul>



	<ul style="list-style-type: none"> <li>Use the perfect tense of regular verbs and a few common irregular verbs</li> <li>Use: il y a.../ il n'y a pas...</li> <li>Ask questions</li> </ul>	<ul style="list-style-type: none"> <li>Use reflexive verbs</li> <li>Use the near future</li> <li>Use the comparative</li> <li>Use the imperative</li> </ul>	<ul style="list-style-type: none"> <li>Use Prepositions</li> <li>Use: Il y a.../ Il n'y a pas...</li> <li>Use 3 tenses confidently</li> </ul>
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10	<p>Students will have the knowledge to:</p> <ul style="list-style-type: none"> <li>Describe people (personality and physically)</li> <li>Talk about friends and what makes a good friend</li> <li>Talk about family relationships</li> <li>Make arrangements to go out</li> <li>Describe a day out</li> <li>Describe a night out with friends</li> <li>Talk about what your life when you were young</li> <li>Discuss role models</li> <li>Use more unusual examples of adjectives in their work</li> <li>Improve accuracy in their work using 3 tenses</li> <li>Start expanding their opinions</li> </ul>	<p>Students will have the knowledge to:</p> <ul style="list-style-type: none"> <li>Talk about why they like certain sports</li> <li>Talk about their life online</li> <li>Talk about books and reading</li> <li>Talk about TV programmes and preferences</li> <li>Talk about actors and film</li> <li>Talk about a night out with friends</li> <li>Use depuis + present tense</li> <li>Use the comparative and superlative</li> <li>Use several tenses in the same piece of work with increasing accuracy</li> </ul>	<p>Students will have the knowledge to :</p> <ul style="list-style-type: none"> <li>Talk about food and meals</li> <li>Discuss healthy lifestyles</li> <li>Discuss clothes/ what to wear/ shopping</li> <li>Describe their daily life</li> <li>Talk about food for special occasions</li> <li>Learn more about festivals and traditions in Francophone countries</li> <li>Use polite language</li> <li>Describe family celebrations</li> <li>Use Modal verbs:devoir and pouvoir (and il faut)</li> <li>Ask questions (+ using 'vous' formal)</li> <li>Use the partitive article</li> </ul>
	<p>Students will have the knowledge to:</p> <ul style="list-style-type: none"> <li>Talk about where they live, weather and transport.</li> <li>Describe a town and ask the way.</li> <li>Describe a region.</li> <li>Talk about their town, village or district.</li> <li>Ask what to see and do.</li> <li>Discuss plans and the weather.</li> <li>Describe community projects.</li> <li>Use more irregular verbs in the present tense</li> <li>Increase their knowledge of negatives</li> <li>Use the simple future</li> <li>Recognise the different ways to say 'in'</li> <li>Use Si and Quand clauses</li> <li>Use: il y a.../ il n'y a pas...</li> <li>Use the pronoun: y</li> </ul>		
11	Students will have the knowledge to:	Students will have the knowledge to	Students will have the knowledge to:



	<ul style="list-style-type: none"> <li>• Talk about what they normally do on holiday, a past holiday and a future holiday.</li> <li>• Talk about an ideal holiday.</li> <li>• Book and review hotels.</li> <li>• Order in a restaurant.</li> <li>• Talk about travelling.</li> <li>• Buy souvenirs.</li> <li>• Talking about holiday disasters.</li> <li>• Use the conditional tense</li> <li>• Use/ recognise the pluperfect tense</li> <li>• Use expressions with 'avoir'</li> <li>• Use Si and Quand clauses</li> <li>• Use the pronoun 'y' and 'en'</li> </ul>	<ul style="list-style-type: none"> <li>• Revise school subjects.</li> <li>• Talk about their school.</li> <li>• Compare schools in the UK and French-speaking countries.</li> <li>• Discuss school rules.</li> <li>• Talk about getting the best out of school.</li> <li>• Talk about a school exchange.</li> <li>• Prepare for a mock speaking exam</li> <li>• Use the imperative</li> <li>• Include infinitive constructions in their work</li> <li>• Ask questions: Role-play preparation</li> <li>• Focus on PALM (<b>P</b>eople, <b>A</b>ctions, <b>L</b>ocation, <b>M</b>ood) for describing pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss jobs and work preferences</li> <li>• Discuss career choices</li> <li>• Look at the advantages/ disadvantages of certain careers/ jobs</li> <li>• Talk about their future plans/ hopes and wishes</li> <li>• Discuss the importance of languages</li> <li>• Apply for jobs</li> <li>• Talk about work experience/ Part-time jobs</li> <li>• Prepare for a mock speaking exam</li> <li>• Prepare for listening, reading and writing mock exam</li> <li>• Use/ recognise the present subjunctive tense</li> <li>• Use the perfect infinitive</li> <li>• Use verbs followed by à or de</li> <li>• Use nouns for jobs: masculine and feminine endings</li> <li>• Use possessive and demonstrative adjectives</li> <li>• Use direct object pronouns (+in the perfect tense)</li> </ul>
	<p>Students will have the knowledge to:</p> <ul style="list-style-type: none"> <li>• Discuss problems facing the world</li> <li>• Talk about protecting the environment</li> <li>• Discuss ethical shopping</li> <li>• Talk about volunteering</li> <li>• Discuss big events</li> <li>• Use infinitive constructions: après avoir/ être, avant de</li> <li>• Use pour (in order to)</li> <li>• Prepare for mock and final speaking exam</li> </ul>		
12	<p>Students will have the knowledge to understand and use a variety of vocabulary to discuss the following:</p> <ul style="list-style-type: none"> <li>• Different types of family structures</li> <li>• Recent changes on relationships/ marriage</li> <li>• Concerns and problems within the family</li> <li>• The French educational system</li> </ul>	<p>Students will have the knowledge to understand and use a variety of vocabulary to discuss the following:</p> <ul style="list-style-type: none"> <li>• Contemporary Francophone music</li> <li>• The development of Francophone music</li> <li>• The influence of music in modern society</li> <li>• Freedom of the press</li> </ul>	<p>Students will have the knowledge to:</p> <ul style="list-style-type: none"> <li>• Understand and use a variety of vocabulary to discuss both themes 1 and 2</li> <li>• Discuss the main themes related to the chosen work for year 12</li> <li>• Use the grammar listed against year 1 of the A-level specification accurately, writing about</li> </ul>



	<ul style="list-style-type: none"> <li>• Expectations on pupils and how they deal with them</li> <li>• Awareness of Universities and 'Grandes Ecoles' in France</li> <li>• Preparing for work and work experience</li> <li>• Balancing work commitments and social life</li> <li>• The history of strikes in France</li> <li>• Discrimination in the workplace</li> </ul> <p>They will also develop a secure understanding of the following grammar, incorporating it accurately into their work (spoken and written):</p> <p>Tenses: Present tense / Future tense (near and simple)/ Perfect tense/ Conditional/ imperfect/ subjunctive perspective.</p> <p>The passive voice Interrogatives Definite and Indefinite article Adjectival agreement and position Comparative and superlative Pronouns, including direct and indirect objects Negatives Infinitive constructions/ modal verbs</p>	<ul style="list-style-type: none"> <li>• The influence of the Internet on the written press</li> <li>• The effects of media and new technology on political and social life</li> <li>• How Christmas and other religious festivals are changing in France</li> <li>• The influence of other cultures on festivals in France and outre-mer</li> <li>• Everyday customs and traditions in France</li> <li>• Customs in francophone countries</li> </ul> <p>They will also develop a secure understanding of the following grammar, incorporating it accurately into their work (spoken and written):</p> <p>Tenses: Present tense / Future tense (near and simple)/ Perfect tense/ Conditional/ imperfect/ subjunctive The passive voice Interrogatives Definite and Indefinite article Adjectival agreement and position Comparative and superlative Pronouns, including direct and indirect objects Negatives Infinitive constructions/ modal verbs Word order (inversion of subject and verb after adverbs) Present and past participle</p>	<p>the film and completing accurate translations from English to French</p>
13	<p>Students will have the knowledge to: understand and use a variety of vocabulary to discuss the following:</p> <ul style="list-style-type: none"> <li>• The experience of immigrants in France</li> <li>• Immigrant entrepreneurs and workers within the economy</li> <li>• The contribution of immigrants to the art and culture</li> <li>• Immigrants and local people share their experience, positive and negative</li> </ul>	<p>Students will have the knowledge to: understand and use a variety of vocabulary to discuss the following:</p> <ul style="list-style-type: none"> <li>• Life in Vichy France</li> <li>• The treatment of Jews in occupied France</li> <li>• Everyday life in occupied France and reprisals after the war</li> <li>• Marshal Pétain and life in Vichy France</li> <li>• The role propaganda played in the National Revolution</li> </ul>	<p><b>Exams</b></p>





	<ul style="list-style-type: none"> <li>• The costs and problems of immigrant integration into French economy</li> <li>• Diversity in France</li> <li>•</li> </ul> <p>They will also develop a secure understanding of the following grammar, incorporating it accurately into their work (spoken and written):</p> <p>Tenses: Present tense / Future tense (near and simple)/ Perfect tense/ Conditional/ imperfect/ subjunctive/ Past historic (recognition)</p> <p>Imperatives</p> <p>The passive voice</p> <p>Interrogatives</p> <p>Expressions of time: depuis/ venir de</p> <p>Direct and Indirect speech</p> <p>Demonstrative &amp; possessive pronouns and adjectives</p> <p>Definite and Indefinite adjectives and pronouns</p> <p>Comparative and superlative</p> <p>Negative</p>	<ul style="list-style-type: none"> <li>• The impact of Vichy policies and the fate of Pétain</li> <li>• Resistance movements in France</li> <li>• The role of Jean Moulin and the women in resistance</li> <li>• The Free French and how they supported General de Gaulle</li> </ul> <p>They will also develop a secure understanding of the following grammar, incorporating it accurately into their work (spoken and written):</p> <p>Tenses: Present tense / Future tense (near and simple)/ Perfect tense/ Conditional/ imperfect/ subjunctive/ Past historic (recognition)</p> <p>Imperatives</p> <p>The passive voice including avoidance of</p> <p>Interrogatives</p> <p>Definite and Indefinite article</p> <p>Dependent and past infinitives</p> <p>Adjectival agreement and position</p> <p>Comparative and superlative</p> <p>Avoiding the use of adverbs</p> <p>Pronouns, including direct and indirect objects</p> <p>Negatives</p> <p>Infinitive constructions/ modal verbs</p> <p>Word order (inversion of subject and verb after adverbs)</p> <p>Present and past participle</p> <p>Si and Quand clauses in present/ past/ future</p>	
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