

FRENCH

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
A u t u m n 1	Module 1 La rentrée (starting school) <u>Point de départ</u> -Learning to pronounce key French sounds -Saying your name and learning numbers -key sounds: é, i, u, ç, eu, th, e, qu, r, gn, en, in/un, au/eau, oi <u>Unité 1: As-tu des frères et soeurs?</u> - Talking about brothers, sisters and age -Using the verb avoir -key sound:} è French spoken in countries around the world. <u>Unité 2 Voici ma salle de classe!</u> -Describing a classroom -Using the indefinite and definite articles describing a classroom in France and the Ivory Coast <u>Unité 3: Tu aimes ça?</u> -Talking about likes and dislikes -Using the verb aimer + the definite article <u>Unité 4: Tu es comment?</u>	Module 1 Ma vie de famille (Family life) <u>Point de départ</u> Introduction to French animal sounds and French people -Talking about animals -Using higher numbers <u>Unité 1: Décris-moi ta famille</u> -Describing your family -Using the possessive adjectives my and your <u>Unité 2: Où habites-tu?</u> -Describing where you live -Using the nous form of -er verbs texts describing homes in Brussels and the Ivory Coast <u>Unité 3: Qu'est-ce que tu manges au petit déjeuner?</u> -Talking about breakfast -Using the partitive article (du/de la/de l'/des) key sounds: ai/é , ain/in , u, eu/oeu , au/eau learning about breakfast in France <u>Unité 4: On fait la fête!</u> -Bastille Day	Module 1 J'adore les fêtes! (celebrations) <u>Point de départ</u> Introduction to French festivals -Talking about festivals and celebrations -Saying what you like and dislike <u>Unité 1: Quelle est ta fête préférée?</u> -Describing festivals and special days -Using the present tense of regular -ir and -re verbs - key sound: silent verb endings learning about festivals in Francophone countries <u>Unité 2: Et avec ça?</u> -Buying food at a market -Using transactional language buying food at a French market <u>Unité 3: Miam-miam, c'est bon!</u> -Using prediction to help with challenging listening passages	Module 1 Qui suis-je? (who am I?) <u>Point de départ</u> Revising family and describing people Revising places in town and activities <u>Unité 1: A comme amitié</u> -Talking about friends and what makes a good friend -Using irregular verbs in the present tense <u>Unité 2: C'est de famille!</u> -Talking about family relationships -Using reflexive verbs in the present tense <u>Unité 3: On va voir un spectacle?</u> -Making arrangements to go out -Using the near future tense <u>Unité 4: Quelle soirée!</u> -Describing a night out with friends -Using the perfect tense <u>Unité 5: Il était une fois</u> -Talking about your life when you were younger	Module 5 Le grand large... (Holidays) <u>Point de départ</u> -Talking about what you normally do on holiday -Talking about holidays (past, present and future) <u>Unité 1: des vacances de rêve</u> -Talking about an ideal holiday -Using the conditional <u>Unité 2: Les hotels mode d'emploi..</u> -Booking and reviewing hotels -Using reflexive verbs in the perfect tense <u>Unité 3: Bon appétit</u> -Ordering in a restaurant -Using en + the present participle French menu / vietnamese dishes <u>Unité 4: En route!</u> -Talking about travelling -Using avant de + the infinitive <u>Unité 5: On négocie au souk</u>	MODULE 1 La famille en voie de changement (changing family structures) <u>1.1 Notre famille est spéciale</u> -different types of modern family -using regular and irregular verbs in the present tense <u>1.2 Se marier - oui ou non ?</u> -recent changes in relationships and marriage concerns -recognising and using the future tense and the immediate future <u>1.3 Que de soucis !</u> -problems of three generations -recognising and using interrogative forms MODULE 2 Une culture fière de son patrimoine (cultural heritage) <u>2.1 C'est quoi exactement, le patrimoine ?</u>	MODULE 7 Les aspects positifs d'une société diverse (a diverse society) <u>7.1 Origines du multiculturalisme et accueil des immigrés</u> -how French society has become multicultural and how immigrants and their descendants live in France -recognising and using comparative and superlative adverbs <u>7.2 Le multiculturalisme - succès ou échec ?</u> -how multiculturalism affects society -recognising and using demonstrative adjectives and pronouns <u>7.3 La société canadienne et l'influence de la France dans le monde</u> -Canadian society and France's influence on the French-speaking world -recognising and using possessive adjectives and pronouns MODULE 8
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<p>-Describing yourself and others -Using adjective agreement</p> <p><u>Unité 5: Qu'est-ce que tu fais?</u> -Saying what you do -Understanding infinitives and regular er verbs</p> <p><u>Unité 6: Mon interview par vidéo!</u> -Creating a video about yourself -Giving dates in French -key sounds : qu, r, é Christmas in France</p>	<p>-Using a glossary / dictionary learning about Bastille Day</p> <p><u>Unité 5: Une drôle de famille</u> -Creating a cartoon family -Substituting words to make texts your own -key sounds: é, au/eau, en . hard g, soft g Christmas in France</p>	<p>-Giving answers in French for a reading task reading about traditional French dishes</p> <p><u>Unité 4: Tu vas faire un voyage scolaire?</u> -Talking about a future trip -Using the near future tense (with questions) learning about Christmas markets in Colmar</p> <p><u>Unité 5 Bonne année</u> -Writing about New Year -Combining the present and the near future tenses New Year celebrations in the Francophone world the fête des Rois</p>	<p>-Using the imperfect tense</p> <p><u>Unité 6: La personne que j'admire</u> -Discussing role models -Using the present, perfect and imperfect tenses Olivier Rousteing, L'Agent Rose, Mark Levy, Stromae Book: Kiffe Kiffe Demain</p> <p>FILM : Intouchables</p>	<p>- Buying souvenirs - Using demonstrative adjectives and pronouns The Souks in North African countries</p> <p><u>Unité 6: C'était catastrophique!</u> -Talking about holiday disasters -Using the pluperfect tense French holiday habits</p> <p>Module 6 Au collège School</p> <p><u>Point de départ</u> Revising school subjects and talking about your timetable</p> <p><u>Unité 1: Mon bahut</u> -Talking about your school -Using the pronouns il and elle French school life, football centre</p> <p><u>Unité 2: L'école chez nous, l'école chez vous</u> -Comparing school in the UK and French-speaking countries -Using the pronouns ils and elles School system in France, Mali, La Reunion</p>	<p>-how heritage is a cultural and physical phenomenon -irregular verbs in the perfect tense</p> <p><u>2.2 Le patrimoine - un atout pour le tourisme?</u> -How UNESCO protects sites in France and Francophone countries -negative forms</p> <p><u>2.3 Architecture et gastronomie</u> -how architecture and gastronomy play an important role in France's heritage -the passive voice and on</p> <p><u>2.4 Est-ce qu'on peut créer du patrimoine moderne?</u> whether modern structures can be part of modern Francophone heritage - infinitive constructions</p>	<p>Les ados, le droit de vote et l'engagement politique (teenagers and politics)</p> <p><u>8.1 La politique : ça te branche ?</u> -young people and politics -expressing a future idea</p> <p><u>8.2 Pour ou contre le droit de vote ?</u> -the right to vote -using quand</p> <p><u>8.3 L'Union européenne a-t-elle un avenir ?</u> -the future of the European Union -using more than one tense in the same sentence</p> <p>MODULE 9 Quelle vie en France pour les marginalisés ? (life for the marginalised)</p> <p><u>9.1 L'exclusion sociale</u> -how marginalisation affects different sectors of the population -recognising and using depuis and venir de</p> <p><u>9.2 L'inclusion sociale des handicapés et des marginaux</u> -what the legal position is of marginalised people</p>
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S p r i n g 1	Module 2 En classe (in class) <u>Point de départ</u> FILM <i>Les Choristes</i> Introduction to famous French people and the French school day. -Talking about colours -Telling the time -key sounds: i, au, eu, oi, en <u>Unité 1: Qu'est-ce que tu penses de tes matières?</u> -Saying what you think of your school subjects and why -Talking about likes and dislikes using -er verbs <u>Unité 2 : Qu'est-ce que tu portes?</u> -Talking about what you wear to school -Using adjectives after nouns -key sound: ch / silent s learning about what French pupils wear to school	Module 2 En ville (in town) <u>Point de départ</u> Introduction to Paris landmarks and French café snacks , -Talking about places in a town or village -Understanding prices in French <u>Unité 1: Où vas-tu le weekend?</u> -Saying where you go at the weekend -Using the verb aller (to go) <u>Unité 2: Tu veux aller au café?</u> -inviting someone out -Using the verb vouloir (to want) <u>Unité 3: Vous désirez?</u> -Ordering drinks and snacks in a café -Using the tu and vous forms of the verb exploring a French café menu	Module 2 A loisir (Leisure) <u>Point de départ</u> Introduction to French TV programmes, La Fête du Cinéma -Talking about celebrities and TV programmes -Using singular and plural adjective agreement -key sounds: masculine & feminine forms of the adjectives <u>Unité 1: Ma vie numérique</u> -Talking about digital technology -Forming and answering a range of questions <u>Unité 2: On va au ciné?</u> -Arranging to go to the cinema -Buying cinema tickets <u>Unité 3: Quels sont tes loisirs?</u> -Talking about leisure activities -Using negatives	Module 2 Le temps des loisirs (Leisure) <u>Point de départ</u> -Revising sport and music -revising technology, films and TV <u>Unité 1: Tu es plutôt foot, tennis ou basket?</u> -Talking about sport -Using depuis+present tense Popular sports in France <u>Unité 2: Ma vie d'internaute</u> -Talking about your life online -Using the comparative <u>Unité 3: La lecture</u> -Talking about books and reading -More practice of the imperfect tense La BD (cartoons) <u>Unité 4: Mes émissions préférées</u>	Module 7 Bon travail (future study and employment) <u>Point de départ</u> discussing jobs and work preferences <u>Unité 1: Quelle orientation t'attire?</u> -Discussing career choices -Saying better/worse and the best/Worst thing <u>Unité 2 il faut que je fasse ça!</u> -Talking about plans hopes and wishes -Understanding the subjunctive <u>Unité 3: je voudrais postuler...</u> -Applying for jobs -using direct object pronouns in the perfect tense French job ad and covering letter <u>Unité 4: Mon boulot dans le tourisme</u>	Film study: Au Revoir les Enfants MODULE 3 La cybersociété (cybersociety) <u>3.1 La technologie et la vie quotidienne</u> -how important technology is in everyday life -using the definite and indefinite articles <u>3.2 La technologie et les jeunes</u> -what the world of cybernauts is like -forming reflexive verbs <u>3.3 Les pièges de plus en plus sophistiqués</u> -what the dangers of society are -positioning and agreement of adjectives <u>3.4 Le boom technologique en Afrique francophone</u>	MODULE 11 Comment on traite les criminels (how we treat criminals) <u>11.1 La prison, ça marche ?</u> -how the judicial and prison systems work in France -using the inversion of the subject and the verb <u>11.2 Perspectives sur la criminalité</u> - what people's different attitudes are towards criminality -recognising and using the present subjunctive <u>11.3 Prévention, réhabilitation et réinsertion</u> -what is done in terms of crime prevention and reintegration in the community -recognising and using the perfect subjunctive MODULE 12 La politique et l'immigration
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	<p><u>Unité 3: Ta journée scolaire est comment?</u> -Talking about your school day -Using new -er verbs the French school day and how to greet people <u>Unité 4: C'est comment un collègue français?</u> -Learning about a typical French school -Reading and listening for gist <u>Unité 5: Un collègue super cool</u> -Saying what there is/isn't, using il y a and il n'y a pas de -Agreeing and disagreeing</p>	<p><u>Unité 4: Qu'est-ce que tu vas faire?</u> -Saying what you are going to do -Using the near future tense (aller infinitive) <u>Unité 5: Je vais visiter Paris</u> -Talking about plans for a special weekend -Using two tenses together -key sounds: é/ er, è/ ai learning about what you can do in Paris</p>	<p>discovering leisure activities of young people in French-speaking Africa <u>Unité 4: Tu as fait des achats?</u> -Spotting synonyms -Looking up perfect tense verbs when reading <u>Unité 5: Normalement, hier et demain</u> -Using three tenses when speaking -Speaking from notes</p>	<p>-Talking about television programmes -Using direct object pronouns (le,la,les) French police dramas <u>Unité 5: Zoom sur le cinéma</u> -Talking about actors and films -using superlative adjectives French actors and actresses Module 3 Jours ordinaires, jours de fête (Celebrations) <u>Point de départ</u> Talking about food and meals Discussing and shopping for clothes <u>Unité 1: C'est bientôt dimanche</u> -Describing your daily life -Using pouvoir (to be able to) and devoir (to have to) Daily routine in France and Senegal <u>Unité 2: Regarde ce que je mange!</u> -Talking about food for special occasions -Using the pronoun en</p>	<p>-Understanding case studies -Using verbs followed by à or de France and marriage Module 8 Un oeil sur le monde (worldwide problems) <u>Point de départ</u> Talking about what makes you tick <u>Unité 1: Notre planète</u> -Discussing problems facing the world -Making connections between word types <u>Unité 2: Protéger l'environnement</u> -Talking about protecting the environment -Using the modal verbs pouvoir and devoir in the conditional Eco Ecole <u>Unité 3: D'où vient ton tee-shirt?</u> -Discussing ethical shopping -Using the passive <u>Unité 4: Je suis solidaire</u> -Talking about volunteering -Using indirect object pronouns</p>	<p>-what the new technological Africa is like -forming the perfect tense MODULE 4 La musique francophone contemporaine (French speaking music) <u>4.1 Sauvez la musique francophone!</u> -how to protect contemporary French music -forming imperatives <u>4.2 Connaissez-vous la musique francophone contemporaine</u> -how diverse French music is today -recognising and using the past historic <u>4.3 Vous écoutez de la musique francophone ?</u> -what music is popular among young people -recognising and using the imperfect <u>4.4 La musique francophone africaine</u> -which music and festivals are emerging in Africa -forming present and past participles</p>	<p>(Politics & immigration) <u>12.1 L'évolution de l'immigration et de l'intégration</u> -how political solutions to the issue of the integration of immigrants have evolved in France -recognising and using impersonal verbs and dependent infinitives <u>12.2 L'attitude des partis politiques envers l'immigration</u> -how French political parties deal with immigration -recognising and using direct and indirect speech <u>12.3 La protection des immigrés et l'engagement politique</u> -France's political involvement with immigrants -recognising the imperfect subjunctive CONSOLIDATION</p>
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S u m m e r 1	Module 3 Mon temps libre (my free time) <u>Point de départ</u> Introduction to Francophone countries and popular French sports. -Talking about weather and seasons -Learning more key French sounds: g (soft) /gu, ai, è, tion, ch, h (silent), eil, nasal sounds <u>Unité 1: Tu es sportif / sportive?</u> -Talking about which sports you play -Using jouer à <u>Unité 2: Qu'est-ce que tu fais?</u> -Talking about activities you do -Using the verb faire <u>Unité 3: Le sport dans les pays francophones</u> -Discovering sport in French-speaking countries -Using cognates and content	Module 3 Vive les vacances (Holidays) <u>Point de départ</u> Introduction to the French school holidays -Talking about school holidays -Revising the verbs avoir and être <u>Unité 1: Tu as passé de bonnes vacances?</u> -Saying what you did during the holidays -Using the perfect tense of regular-er verbs <u>Unité 2: Qu'est-ce que tu as fait?</u> -Describing a visit to a theme park -Using the perfect tense of irregular verbs a visit to a French theme park <u>Unité 3: Tu es allé(e) où?</u> -Saying where you went and how -Using the perfect tense of verbs that take être -key sound: liaison	Module 3 Le monde est petit (where I live) <u>Point de départ</u> French natural and manufactured features Introduction to some Francophone cities -Talking about where you live -Discussing the weather <u>Unité 1: Elle est comment ta région?</u> -Describing where you live -Using pouvoir +infinitive descriptions of different regions of France, and of Mali, and what you can do there <u>Unité 2: Qu'est-ce qu'on doit faire pour aider à la maison?</u> -Listening for different persons of the verb -Using different strategies to decode words while reading texts about life in Francophone countries, (Vietnam, Libanon)	<u>Unité 4: Félicitations</u> -Describing family celebrations -Using venir de + infinitive Wedding celebration in France <u>Unité 5: C'est la fête</u> -Describing festivals and traditions -Using a combination of tenses Carnaval in Guadeloupe Module 4 De la ville à la campagne (Local area) <u>Point de départ</u> Talking about where you live, weather and transport Describing a town and asking the way <u>Unité 1: ma région est top!</u> -Describing a region -Using the pronoun y La Provence	CONSOLIDATION	Book study: <i>Kiffe Kiffe Demain</i> MODULE 5 Le rôle du bénévolat (volunteering) <u>5.1 Aider les défavorisés - pourquoi et comment ?</u> why people want to become volunteers forming comparative and superlative adjectives <u>5.2 Le bénévolat transforme des vies</u> how charity organisations help those in need recognising and using the imperfect and pluperfect <u>5.3 Une expérience de volontaire</u> how volunteering benefits those who help recognising and using direct and	
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	<p>discovering sports in French-speaking countries <u>Unité 4: Tu aimes faire ça?</u> -Talking about what you like doing -Using aimer + the infinitive <u>Unité 5: Questions, questions, questions!</u> -Creating an interview with a celebrity -Forming and answering questions</p>	<p>Summary of the novel <i>Le tour du monde en quatre-vingts jours</i> by Jules Verne</p> <p><u>Unité 4: Quel désastre!</u> -Listening for negatives in the perfect tense -Reading to spot the perfect tense in a text</p> <p><u>Unité 5: Mon voyage extraordinaire!</u> -Asking and answering questions -Using the present and perfect tenses together FILM <i>Les Vacances du Petit Nicolas</i></p>	<p><u>Unité 3: Ma routine, la routine</u> -Talking about daily routine -Using reflexive verbs</p> <p><u>Unité 4: J'ai déménagé</u> -Talking about moving house -Using irregular adjectives (beau, nouveau and vieux)</p> <p><u>Unité 5 A la découverte d'une nouvelle région</u> -Using three tenses in writing -Using resources to find and translate nouns into French text about life in Corsica FILM <i>La Famille Bélier</i> / <i>Bienvenue chez les Ch'tis</i></p>	<p><u>Unité 2: Ville de rêve ou ville de cauchemar?</u> -Talking about your town, village or district -Using negatives Montreal</p> <p><u>Unité 3: C'est pour un renseignement...</u> -Discussing what to see and do -Asking questions using quel/quelle/quels/quelles</p> <p><u>Unité 4: Il fera beau demain?</u> -Discussing plans and the weather -Using the future tense Climate change in France</p> <p><u>Unité 5: En pleine action!</u> -Describing community projects -Using the present, perfect and future tenses Le service civique</p>		<p>indirect object pronouns</p> <p>MODULE 6 Cinéma : le septième art (the sixth art form)</p> <p><u>6.1 Le cinéma : un art populaire</u> when cinema was invented and its place in France recognising and using the present subjunctive</p> <p><u>6.2 Les moments forts du cinéma en France</u> what the greatest developments in French cinema in the twentieth century are understanding and using the conditional mood</p> <p><u>6.3 La passion du cinéma</u> how popular cinema is in France using adverbs</p> <p>Individual Research Project</p>	
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