



**ST JOSEPH'S COLLEGE** Curriculum Overview - French Key Stage 3

	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>
Autumn Term	<p><b><u>Je Me Présente</u></b></p> <ul style="list-style-type: none"> <li>a. Greetings in French</li> <li>b. Numbers 1-32</li> <li>c. Birthdays (months and dates)</li> <li>d. Giving information about yourself</li> <li>e. The verb "avoir"</li> <li>f. Family members and pets</li> <li>g. The verb "être"</li> <li>h. Personality traits and characteristics</li> <li>i. "aimer" and likes and dislikes with regard to sport and activities</li> </ul>	<p><b><u>Ma Famille et Ma Vie</u></b></p> <ul style="list-style-type: none"> <li>a. Family revision</li> <li>b. Types of houses and using the verb "habiter"</li> <li>c. Rooms in the house.</li> <li>d. sports and activities - use of "jouer" and "faire"</li> <li>e. Near future tense - saying what you are going to do.</li> </ul>	<p><b><u>Qui Suis-je?</u></b></p> <ul style="list-style-type: none"> <li>a. Family and family relationships</li> <li>b. Friends - Saying what makes a good friend, adjectives and adjectival agreement</li> <li>c. Making arrangements to go out and the use of the near future tense to describe future plans.</li> <li>d. Describing a day out in the recent past</li> <li>e. Discussing role-models and using the present and perfect tenses together</li> </ul>
KS 3 National Curriculum Links	<ul style="list-style-type: none"> <li>✓ Pupils are taught to use and manipulate key verbs (avoir and être) in the present tense.</li> <li>✓ They are taught vocabulary and are encouraged to offer simple opinions about the topics covered.</li> <li>✓ Use accurate spelling, pronunciation and grammar.</li> <li>✓ Pupils are taught to listen to and read language from a variety of sources.</li> <li>✓ Initiate and develop simple conversations.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Pupils are further introduced to -er verbs in the present tense.</li> <li>✓ Use accurate spelling, pronunciation and grammar.</li> <li>✓ Be exposed to different types of texts for different audiences (songs, poems, etc.)</li> <li>✓ Initiate and develop conversations based on the topics above.</li> <li>✓ Express and develop ideas with increasing accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Initiate (ask questions) and develop conversations about the topics taught above.</li> <li>✓ Listen to a variety of forms of spoken language to obtain information and respond</li> <li>✓ Manipulate and understand different tenses in order to develop their own writing and expression.</li> <li>✓ Read and show comprehension of original and adapted texts.</li> <li>✓ Speak coherently with increasing accuracy.</li> <li>✓ Express and develop ideas based on the topics above.</li> </ul>
Pillars of Language Learning Skills:	<ul style="list-style-type: none"> <li>○ Phonics: Various sound forms (<i>oi, ai, es, ère, and, ais, etc.</i>) Pronounce combinations of letters correctly as taught with the topic areas above.</li> <li>○ Vocabulary: Key vocabulary for the topics above</li> <li>○ Grammar: Manipulate verbs accurately</li> </ul>	<ul style="list-style-type: none"> <li>○ Phonics: Sound forms for vocabulary taught in this topic area. Sound forms of aller and infinitive verbs in the near future tense.</li> <li>○ Vocabulary: Key vocabulary for the topics above.</li> <li>○ Grammar: present tense and near future tense. Use these correctly.</li> </ul>	<ul style="list-style-type: none"> <li>○ Phonics: Sounds needed to correctly use and express ideas in the past and near future tenses. Recasting, prompting and explaining the phonics in this topic.</li> <li>○ Vocabulary: Key vocabulary for talking about families and going out.</li> <li>○ Grammar: Understand and manipulate the present, past and near future tenses.</li> </ul>

	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>
Spring Term	<p><b>Au Collège</b></p> <p>a. Larger numbers and time  b. Present Tense of ER verbs – (manger, rentrer, jouer, étudier, arriver, porter etc.)  c. School subjects and opinions  d. Your daily routine at school – a typical day  e. School uniform  f. Describing schools</p>	<p><b>Une Visite dans un Pays Francophone</b></p> <p>a. Ma Visite à Genève  b. Perfect tense introduction  c. Use of the perfect tense and saying what you visited and did  d. Perfect tense of ER verbs  e. Perfect tense of aller  f. Negatives in the perfect tense</p>	<p><b>La Forme et Les Sports</b></p> <p>a. Free time activities and sports - saying what you play and do  b. Talking about technology and how you use it  c. Discussing reading and music tastes  d. Using the perfect and imperfect tenses  e. TV programmes - saying what you like and don't like to watch and why  f. Describing a night out - use of the perfect tense</p>
KS 3 National Curriculum Links:	<ul style="list-style-type: none"> <li>✓ Develop and use a deepening vocabulary.</li> <li>✓ Use accurate grammar and spelling.</li> <li>✓ Listen to a variety of different spoken forms and transcribe French.</li> <li>✓ Express and develop ideas clearly.</li> <li>✓ Read and show comprehension of original and adapted materials.</li> <li>✓ Use and manipulate verbs (ER verbs) correctly.</li> <li>✓ Speak with increasing confidence on these topics.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use and manipulate grammar correctly to convey different time frames.</li> <li>✓ Express and develop ideas clearly in written and spoken form with increasing accuracy.</li> <li>✓ Read and show comprehension of the vocabulary in this topic area.</li> <li>✓ Develop an ability to listen for gist and content.</li> <li>✓ Use negatives to correctly convey information.</li> <li>✓ Speak with increasing confidence on these topics.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Manipulate and use different tenses to convey information about sports and hobbies in different time frames.</li> <li>✓ speak and write with increasing confidence and accuracy on the topics above.</li> <li>✓ Develop a deeper vocabulary and show ability to understand written and spoken texts, both original and adapted.</li> <li>✓ Initiate and develop conversations about sports and hobbies.</li> <li>✓ Develop an ability to read and understand literary texts based on the topics in this term</li> </ul>
Pillars of Language Learning Skills:	<ul style="list-style-type: none"> <li>○ Phonics: Sound forms <i>eu, er, ons, ale, est</i>, etc. Pronounce combinations of letters correctly. Manipulate the sounds with increasing confidence and accuracy.</li> <li>○ Vocabulary: Key vocabulary for the topics above. In particular, it will be important for students to use and understand time, daily routine phrases and opinion words. Be aware of cognates and “false friends.”</li> <li>○ Grammar: Manipulate verbs accurately to correctly communicate information.</li> </ul>	<ul style="list-style-type: none"> <li>○ Phonics: Sound forms <i>é, ai, ais, est, uis, ne, pas</i> etc. Pronounce combinations of letters correctly and with increasing confidence.</li> <li>○ Vocabulary: Key vocabulary for the topics above. In particular, it will be important for students to use and understand activities in the past tense, adverbs of time and opinion phrases.</li> <li>○ Grammar: Use the perfect tense correctly. Understand the difference between the perfect and present tense and be able to construct and understand sentences to convey information correctly.</li> </ul>	<ul style="list-style-type: none"> <li>○ Phonics: Sound forms <i>-ais, é, et, est, ie, an</i>, etc. Pronounce combinations of letters, in particular, in the past tense (perfect and imperfect) to convey information correctly.</li> <li>○ Vocabulary: Key vocabulary for the topics above. The vocabulary for types of books, films and TV programmes is new to students. Opinion phrases will be revised.</li> <li>○ Grammar: Use and understand the imperfect tense to suggest what one used to do. Use the perfect and present tense to describe usual and past tense activities.</li> </ul>

	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>
Summer Term	<p><b>Ma Ville</b></p> <p>a. Talking about where you live (town, village, situation)</p> <p>b. Places in town</p> <p>c. What you can do in town</p> <p>d. Use of “il y a”</p> <p>e. The verb “aller” and saying where you go in town</p> <p>f. Near future tense using the verbs “faire, visiter, aller, jouer and saying what you are going to do</p> <p>g. Opinions</p>	<p><b>Ma Vie d’Adolescent</b></p> <p>a. Consolidation of the near future and perfect tenses</p> <p>b. Talking about personality and adjectival agreement</p> <p>c. Music tastes</p> <p>d. Clothes</p> <p>e. Last weekend – Saying what you did and where you went</p>	<p><b>Jours de Fêtes et la Vie Quotidienne</b></p> <p>a. Daily life and daily routines</p> <p>b. Using <i>pouvoir</i> and <i>devoir</i></p> <p>c. Shopping for clothes</p> <p>d. Describing festivals and traditions</p> <p>e. food</p> <p>g. Describing family celebrations and using the past, present and future tenses together</p>
KS 3 National Curriculum Links:	<ul style="list-style-type: none"> <li>✓ Develop and use a deepening vocabulary. Introduce new vocabulary of places in town.</li> <li>✓ Use accurate grammar and spelling.</li> <li>✓ Listen to a variety of different spoken forms and transcribe French words and phrases with increasing confidence.</li> <li>✓ Express and develop ideas clearly.</li> <li>✓ Read and show comprehension of original and adapted materials.</li> <li>✓ Use and manipulate common irregular verbs in the present tense - <i>faire, aller, prendre</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ Develop and use a deepening vocabulary. Introduce new vocabulary of music tastes and clothes.</li> <li>✓ Use accurate grammar and spelling.</li> <li>✓ Be able to use vocabulary in different contexts.</li> <li>✓ Express and develop ideas clearly, as well as initiate conversations and speak coherently.</li> <li>✓ Read and show comprehension of original and adapted materials.</li> <li>✓ Use different tenses correctly to convey information.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Develop and use a deepening vocabulary as well as retrieve previous learnt vocabulary to adapt it in a new context.</li> <li>✓ The use and understanding of modal verbs.</li> <li>✓ Cultural capital - festivals and celebrations in France and the French speaking world.</li> <li>✓ Transactional language and vocabulary.</li> <li>✓ Express and develop ideas clearly, using grammar with increasing accuracy and confidence.</li> <li>✓ Understand and respond to a variety of written and spoken texts, both original and adapted.</li> </ul>
Pillars of Language Learning Skills:	<ul style="list-style-type: none"> <li>○ Phonics: Sound forms <i>y, ie, on, an, in</i> etc.</li> <li>○ Vocabulary: Key vocabulary for the topics above. The vocabulary for places in town will be new. Deepen the vocabulary schema of pupils, so they are able to retrieve vocabulary and use it in different contexts.</li> <li>○ Grammar: Manipulate verbs accurately to correctly communicate information. Understand and manipulate irregular and regular verbs and use the near future tense.</li> </ul>	<ul style="list-style-type: none"> <li>○ Phonics: Sound forms <i>in, on, an, en, ique, ion</i>, etc. Pronounce sounds correctly to convey information in different tenses.</li> <li>○ Vocabulary: Key vocabulary for the topics above. In particular, it will be important for students to use and understand words to do with music and clothes.</li> <li>○ Grammar: Manipulate verbs accurately to correctly communicate information</li> </ul>	<ul style="list-style-type: none"> <li>○ Phonics: Sound forms <i>el, ques, aire, airie, on</i> etc. Pronounce combinations of letters correctly. Manipulate the sounds with increasing confidence and accuracy.</li> <li>○ Vocabulary: Transactional language and vocabulary to communicate information about daily routines and festivals / celebrating.</li> <li>○ Grammar: Manipulate verbs accurately to correctly communicate information</li> </ul>



**ST JOSEPH'S COLLEGE** Curriculum Overview - French Key Stage 4

Exam Board: Eduqas

<u>Term</u>	<u>Year 10</u>	<u>Year 11</u>
Autumn Term	<p><b><u>Là où j'habite</u></b></p> <p>a. Describing where you live - places in town            b. Describing your area and say what you can do there            c. Discussing possible tourist attractions            d. Asking questions at the tourist office            e. weather            f. Use of the future tense to say what activity will be done in different weathers            g. Discussing negative aspects of towns and other areas.            Expressing opinions about towns and regions.</p>	<p><b><u>Ma Carrière et mes Aspirations</u></b></p> <p>a. Jobs - Types of jobs and saying what people do            b. Jobs - Discussing work preferences and saying what you want to do            c. Future aspirations - saying what you want to before starting a career            d. Part-time jobs - say what you do to earn some money            e. Work experience - discussing what you did, where and what it was like</p> <p><b>MOCK EXAMS</b></p>
KS 4 GCSE Language Content and Skills:	<ul style="list-style-type: none"> <li>✓ Demonstrate specific understanding of the topic of town and local environment as well as identifying key messages in spoken and written texts.</li> <li>✓ Convey information and narrate events - such as describing a weekend in your local area.</li> <li>✓ Make creative and more complex use of the language as appropriate.</li> <li>✓ Respond to different types of written language.</li> <li>✓ Develop the skills of scanning for information and reading for gist and specific information.</li> <li>✓ produce clear and coherent text of extended length to present facts and express ideas and opinions.</li> <li>✓ Manipulate the language using a variety of structure, tense and vocabulary with increasing accuracy and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Demonstrate specific understanding of the topic of jobs and future aspirations as well as identifying key messages in spoken and written texts.</li> <li>✓ Convey information and narrate events - such as describing a job and what you do on a daily basis.</li> <li>✓ Make creative and more complex use of the language as appropriate.</li> <li>✓ Respond to different types of written language.</li> <li>✓ Develop the skills of scanning for information and reading for gist and specific information.</li> <li>✓ produce clear and coherent text of extended length to present facts and express ideas and opinions.</li> <li>✓ Manipulate the language using a variety of structure, tense and vocabulary with increasing accuracy and fluency.</li> </ul>
Pillars of Language Learning Skills:	<ul style="list-style-type: none"> <li>○ Phonics: Key sound forms encountered in this module.</li> <li>○ Vocabulary: Key vocabulary for the topics above.</li> <li>○ Grammar: Manipulate verbs accurately to correctly communicate information using a variety of tenses.</li> </ul>	<ul style="list-style-type: none"> <li>○ Phonics: Key sound forms encountered in this module.</li> <li>○ Vocabulary: Key vocabulary for the topics above.</li> <li>○ Grammar: Manipulate verbs accurately to correctly communicate information using a variety of tenses.</li> </ul>

<u>Term</u>	<u>Year 10</u>	<u>Year 11</u>
Spring Term	<p><b><u>Les Vacances!</u></b></p> <p>a. Holidays - countries and usual activities</p> <p>b. Accommodation - describing hotels and other forms of accommodation</p> <p>c. Holidays - use of the perfect tense to discuss past holidays - activities and places visited</p> <p>d. Travelling by train - buying tickets and asking for information</p> <p>e. Ordering food in a restaurant</p> <p>f. Talking about problems on holiday</p>	<p><b><u>Les Grandes Questions dans le Monde</u></b></p> <p>a. Important issues in life - Say what concerns you and what you find important</p> <p>b. The environment - what are the major global concerns affecting the planet</p> <p>c. Protecting the environment - Say what you can and must do to help protect the environment</p> <p>d. Ethical fair trade</p> <p>e. Volunteer work - say what you can do in terms of volunteering and the advantages and disadvantages of this work</p>
KS 4 GCSE Language Content and Skills:	<ul style="list-style-type: none"> <li>✓ Demonstrate specific understanding of the topic of holidays and travel, as well as identifying key messages in spoken and written texts.</li> <li>✓ Deduce meaning from a variety of different stimuli.</li> <li>✓ Make creative and more complex use of the language as appropriate.</li> <li>✓ Speak semi-spontaneously about holidays, using opinions and different tenses to convey positive and negative points of holidays and travel.</li> <li>✓ Develop the skills of scanning for information and reading for gist.</li> <li>✓ Produce clear and coherent text of extended length to present facts and express ideas and opinions.</li> <li>✓ Manipulate the language using a variety of structure, tense and vocabulary with increasing accuracy and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Demonstrate specific understanding of the topic of town and local environment as well as identifying key messages in spoken and written texts.</li> <li>✓ Convey information and narrate events - such as describing a weekend in your local area.</li> <li>✓ Make creative and more complex use of the language as appropriate.</li> <li>✓ Respond to different types of written language.</li> <li>✓ Develop the skills of scanning for information and reading for gist and specific information.</li> <li>✓ produce clear and coherent text of extended length to present facts and express ideas and opinions.</li> <li>✓ Manipulate the language using a variety of structure, tense and vocabulary with increasing accuracy and fluency.</li> </ul>
Pillars of Language Learning Skills:	<ul style="list-style-type: none"> <li>○ Phonics: Key sound forms encountered in this module. In particular pay attention to sound forms of verbs in different tenses.</li> <li>○ Vocabulary: Key vocabulary for the topics above. Develop a deeper and more enriched vocabulary base.</li> <li>○ Grammar: Manipulate verbs accurately to correctly communicate information using a variety of tenses. Use grammar effectively and with increasing accuracy to understand and respond to a variety of stimuli.</li> </ul>	<ul style="list-style-type: none"> <li>○ Phonics: Key sound forms encountered in this module. In particular pay attention to sound forms of verbs in different tenses.</li> <li>○ Vocabulary: Key vocabulary for the topics above. Develop a deeper and more enriched vocabulary base.</li> <li>○ Grammar: Manipulate verbs accurately to correctly communicate information using a variety of tenses. Use grammar effectively and with increasing accuracy to understand and respond to a variety of stimuli.</li> </ul>

<u>Term</u>	<u>Year 10</u>	<u>Year 11</u>
Summer Term	<p><b>Au Collège</b></p> <ul style="list-style-type: none"> <li>a. School - subjects and opinions</li> <li>b. School - Timetable</li> <li>c. School - Talking about facilities at school</li> <li>d. Differences between French and English schools</li> <li>e. School rules and your opinion of them</li> <li>f. Healthy and unhealthy living - what can you do to stay healthy?</li> <li>g. Extra-curricular activities after school</li> </ul>	<p><b>Revision and practice for the GCSE exam</b></p> <p><b>GCSE Speaking Tests</b></p>
KS 4 GCSE Language Content and Skills:	<ul style="list-style-type: none"> <li>✓ Demonstrate specific understanding of the topic of School and Education, as well as identifying key messages in spoken and written texts.</li> <li>✓ Deduce meaning from a variety of different stimuli.</li> <li>✓ Make creative and more complex use of the language as appropriate.</li> <li>✓ Speak semi-spontaneously about studies, school rules, opinions and healthy living, using opinions and different tenses to convey positive and negative points.</li> <li>✓ Develop the skills of scanning for information and reading for gist.</li> <li>✓ Produce clear and coherent text of extended length to present facts and express ideas and opinions.</li> <li>✓ Manipulate the language using a variety of structure, tense and vocabulary with increasing accuracy and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Revision of the course with an emphasis on exam technique.</li> <li>✓ Listen and respond to a different spoken forms and texts.</li> <li>✓ Read and respond to different styles of texts for different audiences, including literary texts.</li> <li>✓ Take part in short exchanges and conversations, exchanging information and interacting appropriately.</li> <li>✓ Write short and extended length texts in a coherent form to present facts, opinions and convey information.</li> </ul>
Pillars of Language Learning Skills:	<ul style="list-style-type: none"> <li>○ Phonics: Key sound forms encountered in this module. In particular pay attention to sound forms of verbs in different tenses.</li> <li>○ Vocabulary: Key vocabulary for the topics above. Develop a deeper and more enriched vocabulary base.</li> <li>○ Grammar: Manipulate verbs accurately to correctly communicate information using a variety of tenses. Use grammar effectively and with increasing accuracy to understand and respond to a variety of stimuli.</li> </ul>	<ul style="list-style-type: none"> <li>○ Phonics: Revision of key sound forms.</li> <li>○ Vocabulary: Consolidate and retrieve key vocabulary for the course.</li> <li>○ Grammar: Manipulate verbs forms accurately and correctly use a variety of tenses.</li> </ul>



Exam Board - AQA

Year 12

<u>Time</u>	<u>Phase</u>	<u>Content</u>
September – October	Phase 1: intensive grammar programme linked to thematic content.	<ul style="list-style-type: none"><li>• Aspects of French-speaking society: current trends.<ul style="list-style-type: none"><li>• Artistic culture in the French-speaking world.</li></ul></li></ul>
November – Easter	Phase 2: development of all skills through theme-linked teaching and learning.	<ul style="list-style-type: none"><li>• Aspects of French-speaking society: current trends</li><li>• Artistic culture in the French-speaking world.<ul style="list-style-type: none"><li>• Chosen film or book.</li></ul></li></ul>
Easter – end of year	Phase 3: teaching on film or book to meet A-level requirements. Developing skills in speaking, essay writing, listening, reading, summary writing and translation into and from target language.	<ul style="list-style-type: none"><li>• Chosen book or film</li><li>• Revision and Year 12 exam</li></ul>

<u>Week</u>	<u>Teacher A</u>	<u>Grammar</u>	<u>Home Learning</u>	<u>Teacher B</u>	<u>Grammar</u>	<u>Home Learning</u>	<u>Assessments</u>
PHASE 1 Weeks 1-2	Present Tense translation  Listening exercises on Family – using present tense  Reading exercises on family, marriage and relationships using past and present tenses	Present Tense (ER, IR, RE verbs)  Perfect Tense (construction, all verbs)	Grammar exercises	Translation texts with particular emphasis on nouns and articles  Teachit Languages exercises on nouns and articles	Nouns – gender, singular and plural forms  Articles – definite, indefinite and partitive	Grammar exercises	Assessment Point at the end of Week 2 on tenses and nouns/articles.
PHASE 1 Weeks 3-4	Teachit Languages exercises on imperfect tense	Present Tense and Perfect Tense consolidation  Imperfect tense (construction and use)	Grammar exercises  Writing – write a text using the three tenses	Listening and reading exercises on Patrimoine with an emphasis on adjectives, comparatives and superlatives	Adjectives- Form, agreement and position  Comparatives and Superlatives	Grammar exercises	
PHASE 1 Weeks 5-6	La Vie de Couple – book page 10-13	Imperfect tense	Revise for assessment  Translation into French using different tenses	Le Patrimoine sur le plan national, régional et local – book pp 70-73	Adjectives Comparatives and superlatives	Revision for assessment  Speaking – presentation of a local landmark	Assessment Point at the end of half-term – listening, reading and translation based on present, perfect, imperfect tenses, nouns,



<u>Week</u>	<u>Teacher A</u>	<u>Grammar</u>	<u>Home Learning</u>	<u>Teacher B</u>	<u>Grammar</u>	<u>Home Learning</u>	<u>Assessments</u>
							adjectives and particles.
PHASE 2 weeks 7-8	Monoparentalité, homoparentalité et famille recomposes – book pp 14-17	Perfect tense	Translation exercises + writing their opinions on different types of parenting	Le patrimoine et le tourisme – book pp74-77	Using <i>si</i> sentences (present and future)	Grammar exercises Translation type exercises	Mini-assessment – Vocabulary on the topics covered.
PHASE 2 weeks 9-10	Grands-parents, parents et enfants – book pp. 18-21	Recognise and understand the past historic	Revise for assessment	Comment le patrimoine reflète-il la culture? Book – pp. 78-81	Use of the subjunctive	Revise for assessment	
PHASE 2 weeks 11-12	Résumé and consolidation of the topics covered			Résumé and consolidation of the topics covered			Assessment point – Reading and listening exercises from Exampro based on the topics covered so far
PHASE 2 weeks 13-14							
<b><u>END OF TERM 1</u></b>							
PHASE 2 weeks 15-16	Film - Au revoir les Enfants			La diversité de la musique francophone – book pp. 90-93	Questions and command forms	Writing exercises on la musique francophone	Mini-assessment – Vocabulary on film topic
PHASE 2 weeks 17-18	Film - Au revoir les Enfants		Exam style writing questions on the film	La musique francophone – book pp. 94-97	Subjunctive to suggest possibility	Grammar exercises	

<u>Week</u>	<u>Teacher A</u>	<u>Grammar</u>	<u>Home Learning</u>	<u>Teacher B</u>	<u>Grammar</u>	<u>Home Learning</u>	<u>Assessments</u>
PHASE 2 weeks 19-20	Film - Au revoir les Enfants		Exam style questions on film	La musique francophone – book pp. 98-101	Conditional tense	Grammar + translation	Assessment point – Exampro based on music
PHASE 2 weeks 21-22	Comment la technologie facilite la vie quotidienne	Understand and use infinitive constructions	Writing – opinions on new technology and how it helps society	Pourquoi le septième art – book pp. 110-113	Infinitive constructions	Exam style questions	Speaking assessment – cards on music and family
PHASE 2 weeks 23-24	Quels dangers la cyber-société pose-t-elle?	Object pronouns – use and forms + PDO	Grammar exercises	Evolution du cinéma – book pp. 114-117	<i>Si</i> clauses with pluperfect and past conditional tenses	Revision	
PHASE 2 weeks 25-26	Qui sont les cybernautes?	Present tense of regular and irregular verbs		Le Cinéma – une passion nationale – book. pp. 118-121	Connectives followed by the subjunctive		Exampro – Listening, reading and translation based on new technology and music
<b><u>END OF TERM 2</u></b>							
PHASE 3 weeks 27-28	Qui sont et que font les bénévoles – book pp. 50-53	Use of connectives		Le bénévolat – quelle valeur pour ceux qui sont aidés – book. pp. 54-57	Conditional and <i>si</i> sentences		Exam style questions
PHASE 3 weeks 29-30	Consolidation of film – Au revoir les enfants			Le bénévolat – quelle valeur pour ceux qui aident – book pp. 58-61	Form and use of the future tense		Speaking assessment practice

<u>Week</u>	<u>Teacher A</u>	<u>Grammar</u>	<u>Home Learning</u>	<u>Teacher B</u>	<u>Grammar</u>	<u>Home Learning</u>	<u>Assessments</u>
PHASE 3 weeks 31-32	Speaking practice			Résumé of topic and exam style questions			



## ST JOSEPH'S COLLEGE

Exam Board: AQA

Year 13

<u>Time</u>	<u>Phase</u>	<u>Content</u>
September – October	Phase 1: Development of skills in the two theme areas of year 13. Intensive first phase of teaching and learning to develop the required knowledge and skills.	<ul style="list-style-type: none"><li>• Aspects of French-speaking society: current issues and aspects of political life in the French-speaking world.</li><li>• Study of book</li></ul>
October – December	Phase 2: Continued study of the required content. Development of writing essays. Study of more complex grammar.	<ul style="list-style-type: none"><li>• Aspects of French-speaking society: current issues and aspects of political life in the French-speaking world.</li><li>• Study of book</li></ul>
January – March	Phase 3: phase 1 and 2 continued. Content and skills practice combined with independent research project	The content and skills aspects of the A-level course are now completed.
March – study leave	Phase 4: intensive and comprehensive exam preparation.	Targeted practice and revision for the A Level exam

Week	TEACHER A	TEACHER A Grammar	TEACHER A Home Learning	TEACHER B	TEACHER B Grammar	TEACHER B Home Learning
1-2	Diverse Society - L'enrichissement dû à la mixité ethnique pp. 10-11	Form and use of the present tense		Book	Various grammar from the chapters of the book	
	Diverse Society - L'enrichissement dû à la mixité ethnique pp10-11	Form and use of the present tense	Oral presentation on diverse society	Book		Grammar exercises
	Diverse Society - L'enrichissement dû à la mixité ethnique pp. 12-13	Form and use of the present tense	Grammar assessment	Book		
	Diverse Society - L'enrichissement dû à la mixité ethnique pp. 12-13	Form and use of the present tense		Book		Practice essay exam style on the book
	Diversité, tolérance et respect pp. 14-15	Form and use of the future tense	Written text on this unit	Book		Grammar exercises
3-4	Diversité, tolérance et respect pp. 14-15	Form and use of the future tense	Grammar exercises	Book		

Week	TEACHER A	TEACHER A Grammar	TEACHER A Home Learning	TEACHER B	TEACHER B Grammar	TEACHER B Home Learning
	Diversité, tolérance et respect pp.16-17	Form and use of the future tense	Reading and translation on diversity and respect for others	Book		Practice essay exam style on the book
	Diversité, tolérance et respect pp. 16-17	Form and use of the future tense		Pour ou contre le droit de vote? pp70-71	Form and use of the passive	Grammar - passive exercises
	Diversité – un apprentissage pour la vie pp. 18-19	Form and Use of the conditional tense	Reading and translation on diversity and respect for others	Pour ou contre le droit de vote? pp70-71	Form and use of the passive	
	Diversité – un apprentissage pour la vie pp. 18-19	Form and Use of the conditional tense		Pour ou contre le droit de vote? pp72-73	Form and use of the passive	Written exercise on the right to vote
5-6	Diversité – un apprentissage pour la vie pp. 20-21	Form and use of the conditional tense	Grammar - conditional tense	Pour ou contre le droit de vote? pp.72-73	Form and use of the passive	Reading exercises on The right to vote
	Diversité – un apprentissage pour la vie pp. 20-21	Form and use of the conditional tense	Overview of the topic	l'engagement politique – motivés ou démotivés? pp. 74-75	Form and use of the subjunctive	Grammar exercises

Week	TEACHER A	TEACHER A Grammar	TEACHER A Home Learning	TEACHER B	TEACHER B Grammar	TEACHER B Home Learning
	Résumé of diversity topic			l'engagement politique – motivés ou démotivés? pp. 76-77	Form and use of the subjunctive	Written exercise on teenagers
				Half-term		
7-8	Qui sont les marginalisés? pp. 30-31	Form and use of the imperfect tense	Grammar exercises	Quel avenir pour la politique? pp. 78-79	Use the subjunctive	Reading and translation on politics
	Qui sont les marginalisés? pp. 30-31	Form and use of the imperfect tense	Reading and translation on <i>les marginalisés</i>	Quel avenir pour la politique? pp. 79-80	Use the subjunctive	
	Qui sont les marginalisés? pp. 32-33	Form and use of the imperfect tense		Quel avenir pour la politique? pp. 79-80	Use the subjunctive	Grammar - the subjunctive
	Qui sont les marginalisés? pp. 32-33	Form and use of the imperfect tense		Résumé of Politics topic	Form and use combination tenses: imperfect and perfect	Exam style questions on politics.
	Quelle aide pour les marginalisés? pp. 34-35	Form and use of the perfect tense	Grammar exercises	la question de l'immigration pp. 110-11	Form and use combination tenses: imperfect and perfect	

Week	TEACHER A	TEACHER A Grammar	TEACHER A Home Learning	TEACHER B	TEACHER B Grammar	TEACHER B Home Learning
9-10	Quelle aide pour les marginalisés? pp. 34-35	Form and use of the perfect tense		la question de l'immigration pp. 110-11	Form and use combination tenses: imperfect and perfect	Written text on the <i>question of immigration</i>
	Quelle aide pour les marginalisés? pp. 36-37	Form and use of the perfect tense	Revision for end of term assessment	la question de l'immigration pp. 112-113	Form and use combination tenses: imperfect and perfect	Reading and translation exercises on this topic
	Quelle aide pour les marginalisés? pp. 36-37	Form and use of the perfect tense		la question de l'immigration pp. 112-113		Grammar style exercises
	Quelles attitudes envers les marginalisés? pp. 38-39	Form and use of the pluperfect tense		L'immigration et les partis politiques pp. 114-115	Future perfect and conditional perfect	
	Quelles attitudes envers les marginalisés? pp. 38-39	Form and use of the pluperfect tense	Exam style questions on les marginalisés	L'immigration et les partis politiques pp. 114-115	Future perfect and conditional perfect	Translation exercises
11-12	Quelles attitudes envers les marginalisés? pp. 40-41	Form and use of the pluperfect tense		L'immigration et les partis politiques pp. 116-117	Future perfect and conditional perfect	



Week	TEACHER A	TEACHER A Grammar	TEACHER A Home Learning	TEACHER B	TEACHER B Grammar	TEACHER B Home Learning
	Quelles attitudes envers les marginalisés? pp. 40-41	Form and use of the pluperfect tense	Speaking cards on les marginalisés	L'immigration et les partis politiques pp. 116-117	Future perfect and conditional perfect	Written work on Immigration and the political element to this
	Manifestations et Grèves - Le pouvoir des syndicats pp. 92-93	subject and object pronouns		L'engagement politique chez les immigrés pp. 118-119	Various tenses	
	Manifestations et Grèves - Le pouvoir des syndicats pp. 92-93	subject and object pronouns	Grammar questions	L'engagement politique chez les immigrés pp. 118-119	Various tenses	Grammar style exercises
	Manifestations et grèves – sont elles efficaces? pp. 94-95	relative pronouns	Revision for end of term assessment	L'engagement politique chez les immigrés pp. 120-121	Various tenses	
13-14				L'engagement politique chez les immigrés pp. 120-121	Checking for understanding	
	Revision of all topics covered this term - preparation for end of term assessment			Launch IRP		Start IRP research

Week	TEACHER A	TEACHER A Grammar	TEACHER A Home Learning	TEACHER B	TEACHER B Grammar	TEACHER B Home Learning
	Revision of all topics covered this term - preparation for end of term assessment			Launch IRP		
				<b>END OF TERM 1</b>		
15-16	Manifestations et grèves – sont elles efficaces? pp. 94-95	relative pronouns		Revision of Year 12 Topics - Family	Imperfect and perfect tenses	Exam style questions on this topic
	Manifestations et grèves – sont elles efficaces? pp. 96-97	relative pronouns		Revision of Year 12 topics - family	Imperfect and perfect tenses	
	Manifestations et grèves – sont elles efficaces? pp. 96-97	relative pronouns		Revision of Year 12 topics - family	Imperfect and perfect tenses	Exam style questions on this topic
	Attitudes différentes envers ces tensions politiques pp. 98-99	demonstrative adjectives and pronouns		Revision of Year 12 topics - family	Imperfect and perfect tenses	
	Attitudes différentes envers ces tensions politiques pp. 98-99	demonstrative adjectives and pronouns		Revision of Year 12 topics - family	Imperfect and perfect tenses	Exam style questions on this topic

Week	TEACHER A	TEACHER A Grammar	TEACHER A Home Learning	TEACHER B	TEACHER B Grammar	TEACHER B Home Learning
17-18	Attitudes différentes envers ces tensions politiques pp. 100-101	demonstrative adjectives and pronouns		Revision of Year 12 topics - La Cybersociété	Infinitive constructions. Object pronouns Present tenses	
	Attitudes différentes envers ces tensions politiques pp. 100-101	demonstrative adjectives and pronouns		Revision of Year 12 topics - La Cybersociété	Infinitive constructions. Object pronouns Present tenses	Exam style questions on this topic
	Quelles attitudes envers la criminalité? pp. 50-51	Recognise and understand the past historic		Revision of Year 12 topics - La Cybersociété	Infinitive constructions. Object pronouns Present tenses	
	Quelles attitudes envers la criminalité? pp. 50-51	Recognise and understand the past historic		Revision of Year 12 topics - La Cybersociété	Infinitive constructions. Object pronouns Present tenses	Exam style questions on this topic
	Quelles attitudes envers la criminalité? pp. 52-53	Recognise and understand the past historic		Revision of Year 12 topics - La Cybersociété	Infinitive constructions. Object pronouns Present tenses	
19-20	Quelles attitudes envers la criminalité? pp. 52-53	Recognise and understand the past historic		Revision of Year 12 topic - La Patrimoine	Adjectival agreements	Exam style questions on this topic

Week	TEACHER A	TEACHER A Grammar	TEACHER A Home Learning	TEACHER B	TEACHER B Grammar	TEACHER B Home Learning
	D'autres sanctions alternative forms of sanction pp. 58-59	Use infinitive constructions		Revision of Year 12 topic - La Patrimoine	si phrases	
	D'autres sanctions alternative forms of sanction pp. 58-59	Use infinitive constructions		Revision of Year 12 topic - La Musique	Different tenses	Exam style questions on this topic
	D'autres sanctions alternative forms of sanction pp. 60-61	Use infinitive constructions		Revision of Year 12 topic - Le cinéma	Conditional tense	
	D'autres sanctions alternative forms of sanction pp.60-61	Use infinitive constructions		Revision of Year 12 topic - Le cinéma	A recap of all tenses	Exam style questions on this topic
				Half-term		
21-22	La prison – échec ou succès? pp. 54-55	Using different tenses with <i>si</i> clauses		Recap of Film		
	La prison – échec ou succès? pp. 54-55	Using different tenses with <i>si</i> clauses		Recap of Film		Exam style questions - writing film

Week	TEACHER A	TEACHER A Grammar	TEACHER A Home Learning	TEACHER B	TEACHER B Grammar	TEACHER B Home Learning
	Recap of all grammar			Speaking practice		
23-24	Recap of all grammar			Recap of book		Exam style questions - writing book
	Speaking practice - Photo cards		Exam style questions	Recap of book		Exam style questions - writing book
	Speaking practice - Photo cards		Exam style questions	Recap of book		
				Recap of book		
	Mock Exam					

Week	TEACHER A	TEACHER A Grammar	TEACHER A Home Learning	TEACHER B	TEACHER B Grammar	TEACHER B Home Learning
25-26	Mock Exam					
				<b>END OF TERM 2</b>		
27-28	Exam Preparation			Exam Preparation		
	Exam Preparation			Exam Preparation		
	Exam Preparation			Exam Preparation		
29-30	Exam Preparation			Exam Preparation		