



## Curriculum Overview French 2024 2025

	Autumn	Spring	Summer
Year 7	<p><b>My world:</b> personal information; numbers 0-100; physical descriptions of people; characteristics and relationships; opinions with activities.</p>	<p><b>My hobbies/free time:</b> using technology; sports and non-sports activities; describing what activities you do now and what you are going to do; giving information about the weather; parts of the body, minor injuries.</p>	<p><b>Where I live</b> Describing different types of homes, rooms in a house and items of furniture in them. Location of houses/dwellings and asking for/giving directions. Describing your local environment and what you and others can do there depending upon the weather.</p>
Year 8	<p><b>Talking about holidays,</b> in the past with reference to present. Discussing countries, location, transport, and people. Using verbs in the present and perfect tenses to describe activities and weather, explaining reasons for the best and worst day. Describing plans for a future holiday</p>	<p><b>An introduction to Paris</b> Discussing activities you can do in Paris, plan a visit to Paris, explain why you include chosen activities. Asking for tourist information (times, prices, directions) Describe accommodation and reserve accommodation in person and in writing.</p>	<p><b>Free time at home:</b> genre of tv programmes, films; opinions with justification; explain how you and others use the internet and mobile technology. Describing what you used to do and compare with the present situation. Talking about reading preferences- describe a plot of a favourite book OR short story in French. Describe and compare a typical weekend with past activities and future weekend plans.</p>

<p>Year 9</p>	<p><b>Healthy living:</b> discussing key aspects of a healthy lifestyle (food, exercise); making plans to maintain fitness. Discussing restaurant etiquette.</p> <p>Describing and explaining aches, pains and injuries. Research and explain an international sporting event.</p>	<p><b>Education, careers and future plans:</b> Describing all aspects of school life. Discussing ambitions for work and pleasure; Describing plans for future careers. Interview technique.</p>	<p><b>At work</b> Discussing the world of work, location, types of work/jobs and the advantages of working in different roles. Describe personal experience of 'Take your child to work day.' Describe plans for Work Experience and long-term ambitions.</p>
<p>Year 10 (New GCSE from September 2024)</p>	<p><b>Free time:</b> Talking about free time activities, sports and hobbies and using technology; talking about media preferences and making plans to go out; giving an account of past activities. <b>All about me:</b> describing what you and your friends/family are like; describing role models with reasons;</p>	<p><b>Lifestyle:</b> talking about celebrations and what you usually do at the weekend. Describing and giving opinions about food; discussing physical and mental health; talking about illness and how to make changes to improve lifestyle. <b>Travel:</b> Describing all aspects of holidays at home and abroad-travel, booking and describing accommodation, activities, tourist information, weather.</p>	<p><b>Mock exam preparation:</b> walking, talking exam sessions.</p> <p><b>Holidays:</b> Ordering meals in a restaurant; describe/explain a problematic holiday; describe an ideal holiday.</p> <p>Review verbs in present tense, perfect tense, imperfect tense, future tenses</p>
<p>Year 11 (Legacy GCSE)</p>	<p><b>Life at school:</b> describe subjects and facilities with opinions; compare a typical French school with your own; describe school rules and regulations; a typical school day and school clubs; success at school with justification.</p>	<p><b>At work:</b> discussing preferences of jobs; future plans and ambitions; the importance of languages in the workplace; talking about part-time jobs and work experience.</p>	<p><b>The environment:</b> Discussing extreme weather conditions; protecting the environment locally and globally; discussing ethical shopping; talking about volunteering; discussing national events.</p>

		<p><b>Mock exam preparation:</b> walking, talking exam sessions.</p>	
Year 12	<p><b>The changing family model:</b> describe and discuss trends in marriage and other forms of partnership; consider and discuss the merits and problems of other partnerships; consider relationships between generations and discuss problems that arise.</p> <p><b>Cybersociety:</b> describe and discuss the dangers of technology and how it has transformed everyday life; discuss current technology and explore future developments.</p>	<p><b>Volunteering:</b> examine the voluntary sector in France and the range of work provided; discuss the benefits of voluntary work.</p> <p><b>Artistic culture in the Francophone world:</b> understand the notion of heritage, its preservation locally and nationally; consider how heritage sites are marketed; understand how heritage impacts upon and is guided by society.</p> <p><b>Literature:</b> study of a French text; the language of literature; story, themes, characters, author techniques and style, and social environment.</p> <p>OR</p> <p><b>Film:</b> study of a French language film; the language of film; story, themes, characters, author techniques and style, and social environment.</p>	<p><b>Contemporary Francophone music:</b> Consider the popularity, diversity, and genre of music; consider who listens to contemporary music and by what means; consider threats to Francophone music and how it may be preserved.</p> <p><b>French Cinema:</b> consider aspects of French cinema; evolution and major developments of French cinema; consider the popularity of French cinema and film festivals.</p> <p><b>Literature:</b> study of a French text; the language of literature; story, themes, characters, author techniques and style, and social environment.</p> <p>OR</p> <p><b>Film:</b> study of a French language film; the language of film; story, themes, characters, author techniques and style, and social environment.</p>

<p>Year 13</p>	<p><b>Aspects of society:</b> consider the benefits of living in an ethnically diverse society; consider the need for tolerance and respect of diversity; consider how to promote diversity.</p> <p><b>Life of social marginalised groups:</b> examine different groups who are socially marginalised; discuss measures to help those who are re-marginalised; consider contrasting attitudes towards marginalised groups.</p> <p><b>Literature:</b> study of a French text; the language of literature; story, themes, characters, author techniques and style, and social environment. OR <b>Film:</b> study of a French language film; the language of film; story, themes, characters, author techniques and style, and social environment.</p> <p><b>Individual research project :</b> planning, research and preparation for the individual research project.</p>	<p><b>Attitudes to criminal behaviour:</b> examine varied attitudes towards crime; discuss prison – merits and problems; alternatives to prison as punishment.</p> <p><b>Young people and their attitude to politics:</b> discuss arguments relating to the vote and examine the French political system and its evolution; discuss engagement levels of young people and their influence on politics; Discuss the future of politics and political engagement.</p> <p><b>Literature:</b> study of a French text; the language of literature; story, themes, characters, author techniques and style, and social environment. OR <b>Film:</b> study of a French language film; the language of film; story, themes, characters, author techniques and style, and social environment.</p> <p><b>Individual research project :</b> planning, research and preparation for the individual research project.</p>	<p><b>Demonstrations and strikes:</b> Understand the important role of unions; talk about strikes and protests and consider different methods of protesting; discuss different attitudes towards strikes, protests and other political tensions.</p> <p><b>Immigration:</b> discuss some of the political issues concerning immigration in francophone countries; Consider the viewpoints of political parties regarding immigration Consider immigration from the standpoint of immigrants, as well as aspects of racism.</p> <p><b>Literature:</b> study of a French text; the language of literature; story, themes, characters, author techniques and style, and social environment. OR <b>Film:</b> study of a French language film; the language of film; story, themes, characters, author techniques and style, and social environment.</p>
----------------	---	--	---

