

Yr 9 - Yr 11 Scheme of work: 3 years

Sept 2020 – June 2023

[Yr 9 is an introductory, transition year, with topics and grammar selected accordingly]

The new GCSE French specification is a linear course with no controlled assessment, so teaching and learning need to be organised very differently.

It's important to:

- plan revision and recaps (thematic and linguistic)
- make logical and seamless links between thematic progression and linguistic progression.

One approach is to teach the course over three years, starting in Year 9. This means more time can be given to each unit of teaching and learning in Years 9 and 10, and Year 11 can be used mainly for revision and exam preparation.

Themes and topics

There are three broad themes:

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment

Each theme contains a number of topics. To avoid you needing to pinpoint how each individual lesson relates to the scheme of work, you can think of each topic as a unit of teaching and learning that covers:

- a sequence of lessons
- a range of resources and activities that cover the full range of skills (including opportunities for revision and consolidation, and stretch and challenge)
- the appropriate lexical and grammatical content.

In the three-year scheme of work below, the themes (column two) and the topics within them (column three) straddle three years, rather than taking the conventional approach of teaching each theme one by one in full. This means the grammar is transferrable: each unit builds on the previous one, and the structures and grammar that a student learns (column four) can be constantly reused and recycled by transferring them to other topics.

This approach also promotes effective learning. Students are better prepared for multi-topic listening and reading exams, and multiple themes get underway from the start – which means there's less risk students will forget early themes.

In column three there are links to teaching resources on the Teachit Languages website. In column four there are links to grammar resources on the AQA website.

It's important to think and plan holistically to find the most logical series of links between themes, language and skills – especially as changes to GCSE qualifications feed through into AS and A-level.

Year 1

Term	Theme	Topic	Grammar
Autumn half-term 1	Identity and culture	<p>Me, my family and friends</p> <ul style="list-style-type: none"> Relationships with family and friends <p>See resources:</p> <p>Family relationships</p> <p>The Simpsons family: reading and writing</p> <p>Friendship</p> <p>Photocard: family</p> <p>Je cherche un correspondant en ligne</p> <p>Ma routine du week-end dernier</p> <p>Les verbes réguliers au présent</p> <p>Direct object pronouns</p>	<ul style="list-style-type: none"> avoir and être present tense possessive adjectives adjective agreement rules reflexive verbs <i>se disputer/se fâcher/s'entendre avec</i> comparatives <i>plus que/moins que</i> adverbs of frequency regular verbs in present tense direct object pronouns
Autumn half-term 2	Local, national, international and global areas of interest	<p>Home, town, neighbourhood and region</p> <p>See resources:</p> <p>Where I live placemat</p> <p>Ma ville</p> <p>Ma ville: présent et imparfait</p> <p>Jobs at home</p> <p>Le ménage</p> <p>Adjectifs et pronoms démonstratifs et interrogatifs</p>	<ul style="list-style-type: none"> il y a on a c'est prepositions (see Prepositions – directions: Lesson activities and Prepositions – directions: Slides) plural partitive article and <i>de</i> after negative <i>pouvoir</i> + infinitive (see Pouvoir: Teaching notes and Pouvoir: Team game) expressions of quantity irregular verbs <i>aller/faire</i> (see Irregular verbs: aller and faire: Teaching notes)

			<p><i>and Irregular verbs: aller and faire: Presentation)</i></p> <ul style="list-style-type: none"> ● <i>ceux qui</i> + verb ● <i>s'intéresser à</i> ● enhancing descriptions using <i>qui/que/dont</i> (see Enhancing descriptions: qui/que/dont: Presentation) ● demonstrative adjectives <i>ce, cet, cette, ces</i>
Spring half-term 1	Current and future study and employment	<p>My studies</p> <p>See resources:</p> <p>Les matières scolaires</p> <p>Mon établissement scolaire</p> <p>Four in a row: school</p>	<ul style="list-style-type: none"> ● <i>devoir</i> + infinitive (see Mes études: Teaching notes and Mes études: Presentation) ● <i>il faut</i> + infinitive (compulsory subjects) ● <i>parce que/car</i> to express reasons ● perfect tense regular avoir verbs (<i>choisir/décider de/laisser tomber - options</i>) (see Mes options: Teaching notes and Mes options: Presentation slides 4-5) ● two verbs together eg <i>aimer/aimer mieux/préférer</i> ● comparative and superlative in expressing opinions about subjects (see Mes options: Teaching notes and Mes options: Presentation slides 6-8) ● use of <i>tu</i> and <i>vous</i> in informal/formal exchanges
Spring half-term 2	Identity and culture	<p>Free-time activities</p> <ul style="list-style-type: none"> ● Music ● Cinema and TV 	<ul style="list-style-type: none"> ● consolidation of present tense including irregular verbs <i>sortir, prendre, mettre, voir, vouloir</i> (see

		<p>See resources:</p> <p>My favourite hobbies</p> <p>My hobbies placemat</p> <p>Un portrait de Vanessa Paradis</p> <p>Critiques des internautes</p> <p>Les Minions: bande-annonce</p> <p>Voir, regarder, aller, aimer</p> <p>Grammar in focus: negatives</p>	<p>Present tense revision: Worksheet)</p> <ul style="list-style-type: none"> ● extend range of two verbs together ● adverbs such as <i>d'habitude/normalement</i> ● clauses introduced by <i>quand/lorsque</i> and <i>si</i>
Summer half-term 1	Identity and culture	<p>Free-time activities</p> <ul style="list-style-type: none"> ● Food and eating out ● Sport <p>See resources:</p> <p>Au restaurant et au snack: pair work</p> <p>Un portrait de Didier Drogba</p> <p>Alain Robert</p>	<ul style="list-style-type: none"> ● perfect tense with <i>avoir</i> using regular and common irregular verbs (<i>ce que j'ai fait hier soir/le weekend dernier</i>) (see resources: Worksheet) ● simple opinion statements to express how it was (illustration of the imperfect)
Summer half-term 2	Identity and culture	<p>Customs and festivals in French-speaking countries/communities</p> <p>See resources:</p> <p>Les festivités</p> <p>A tradition in Guadeloupe</p> <p>Food in Guadeloupe and England</p>	<ul style="list-style-type: none"> ● perfect of verbs with <i>être</i> + agreement rules (see Perfect tense (être)-revision: Worksheet) ● reflexive verbs in perfect; perfect and imperfect tenses together ● describing a past event/festival; actions and opinions (see Le Festival de Sakifo: Worksheet and Teaching notes)

Year 2

Term	Theme	Topic	Grammar
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Autumn half-term 1	Current and future study and employment	Life at school/college See resources: La vie au lycée: pressions et problèmes Four in a row: school	<ul style="list-style-type: none"> ● transfer <i>devoir/pouvoir/il faut/vouloir</i> to school rules context (see Le règlement: Worksheet and Teaching notes) ● quantity words <i>beaucoup/trop/assez/pas assez + de</i> (including with plurals)
Autumn half-term 2	Local, national, international and global areas of interest	Travel and tourism See resources: Vocab crunch: holidays Inference grids: holidays Holiday writing stimulus GCSE writing guide: holidays Lydia's holiday Les vacances cauchemardeques de M. Bean Four in a row: holidays Visite de Paris	<ul style="list-style-type: none"> ● consolidation of perfect tense ● extension of imperfect tense (see resources: Imperfect tense – Vacances d'enfance: Lesson activities, Imperfect tense – Vacances d'enfance: Presentation and Imperfect tense – Vacances d'enfance: Practice) ● sequencing words, expressions and phrases ● <i>avant de/après avoir etc/pendant que/depuis/venir de</i> ● developing greater complexity in spoken and written accounts of past events or experiences ● weather expressions with <i>faire</i>
Spring half-term 1	Current and future study and employment	Education post-16 See resource: Les expressions idiomatiques	<ul style="list-style-type: none"> ● <i>ce qui/ce que... c'est...</i> sentence pattern ● future tense introduced for eg future study plans ● building on <i>si</i> clauses with present and future

			<ul style="list-style-type: none"> ● more complex two verb structures (<i>avoir l'intention de/avoir envie de/avoir le droit de</i>)
Spring half-term 2	Local, national, international and global areas of interest	<p>Social issues</p> <ul style="list-style-type: none"> ● Healthy/unhealthy living <p>See resources:</p> <p>Sorting foods</p> <p>Vocab starters: la santé</p> <p>C'est bon pour la santé</p> <p>Docteur: j'ai un problème</p> <p>Les jeunes et l'alcool</p> <p>Phrasing questions</p> <p>Verbs that take infinitives</p> <p>Symptômes et prescriptions</p>	<ul style="list-style-type: none"> ● partitive articles with food items ● recap on <i>devoir/il faut</i> and introduce conditional forms – affirmative and negative ● <i>il vaut mieux/il vaudrait mieux</i> ● negative <i>ne...jamais</i> ● full explanation of imperfect tense to allow statements and opinions about previous health habits
Summer half-term 1	Identity and culture	<p>Marriage/partnership</p> <p>See resources:</p> <p>Je voudrais me marier</p> <p>Le courrier du cœur</p> <p>Revision of future tenses</p> <p>Direct object pronouns</p> <p>Indirect object pronouns</p>	<ul style="list-style-type: none"> ● revisiting adjectives to describe and use of <i>qui, que, dont</i> to describe ideal partner and enhance descriptions ● <i>en</i> + present participle ● revision of future tense to outline future plans ● direct and indirect object pronouns
Summer half-term 2	Identity and culture	<p>Technology in everyday life</p> <ul style="list-style-type: none"> ● Social media ● Mobile technology <p>See resource:</p> <p>Talking about the technology we use</p>	<ul style="list-style-type: none"> ● revision of past tenses to recount how social media have been used; or life before technology ● <i>grâce à/sans/avec</i> ● enhanced statements of possibility including <i>permettre de</i>

			<ul style="list-style-type: none"> ● <i>il est possible que</i> + subjunctive
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Year 3

Term	Theme	Topic	Grammar
Autumn half-term 1	Local, national, international and global areas of interest	Global issues <ul style="list-style-type: none"> ● The environment See resources: Environment: last one standing Environment: read and draw Les gestes pour sauver la planète	<ul style="list-style-type: none"> ● modal verbs linked to behaviours (must do/can do/should do/could do etc) ● <i>si</i> clauses using imperfect and conditional ● <i>si</i> sentences revised for outlining consequences of actions
Autumn half-term 2	Local, national, international and global areas of interest	Social issues <ul style="list-style-type: none"> ● Charity/voluntary work 	<ul style="list-style-type: none"> ● <i>vouloir</i> + infinitive ● <i>vouloir que</i> + subjunctive ● <i>il est possible que</i> + subjunctive (see Travailler comme bénévole: Worksheet and Teaching notes)
Autumn half-term 2	Local, national, international and global areas of interest	Global issues <ul style="list-style-type: none"> ● Homelessness/poverty 	<ul style="list-style-type: none"> ● <i>si j'étais...</i> ● <i>à la place de...</i> with conditional completions ● <i>il faut</i> + infinitive and <i>il faut que</i> + subjunctive (see Combattre la pauvreté: Worksheet and Teaching notes)
Spring half-term 1	Current and future study and employment	Career choices and ambitions See resources: Starter on jobs Les emplois Work experience: last one standing Mon stage en entreprise	<ul style="list-style-type: none"> ● enhanced statements of possibility including <i>permettre de</i> ● pluperfect tense perspective

		Encore une fois: mon stage en entreprise	
Spring half-term 2	End of course examination focus		
Summer half-term 1	End of course examination focus		

Differentiation

The grammar progression above might be over-demanding for some students. For each language point and grammar area, you'll need to decide the appropriate scope for each group of students – for example, you might need to be selective about teaching modal verbs (*je peux, on peut...*) if the full conjugation proves too demanding. Similarly, very able students need to be stretched and challenged. This scheme of work is not prescriptive: it's a programme that you can use to find the level that's right for your students.