

## Long-Term Planning - French - 'Learning a language is a life skill'

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Year 7</b>	<p><b>U1-Salut, c'est moi!</b> Greetings Age, birthday Simple likes, dislikes Classroom items Personality Physical description Pupils are learning the basics of French. All of the structures learnt during this unit will be re-used during the course of the 5 years.</p>	<p><b>U2-Au collègue</b> School subjects Opinions + justifications Telling the time Life at school in France Xmas in France In this unit, students will be talking about their own school but will also be introduced to some cultural aspects of education in Spain. This topic will be revisited in a more mature way in Y10, Summer 1.</p>	<p><b>U3-Mes passetemps</b> Hobbies, sports, mobile phone and PC activities In this unit, students will be again talking mainly about themselves, expressing opinions and stating simple facts. This topic will be revisited in a more mature way in Y9, Spring 2.</p>	<p><b>U4-Ma zone</b> Description of town Places to go Outings Easter in France In this unit, students can talk about their own town and relate what they do. This topic will be revisited in a more mature way in Y10, Autumn 1.</p>	<p><b>U5-3...2...1 Partez!</b> Daily routine Ordering in a café Holiday plans This unit is very special to holiday-makers. In this unit, students will re-visit the present and learn to form near future tense. They will also be introduced to the formal address. This topic will be revisited in a more mature way in Y10, Summer 1.</p>	<p><b>U6-Révisions + Zone projets</b> This term is used to re-teach important structures and points that students need to carry on into year 8.</p>
<b>Year 8</b>	<p><b>U1-Es-tu connecté(e)?</b> TV programmes Cinema, films Reading Past activities Mobile and computer use In this unit, students talk about the media in simple ways, they also have the opportunity to re-visit the near</p>	<p><b>U2-Une visite à Paris</b> Account of a past visit in Paris Places in Paris Past activities In this unit, Students are focussing on the beautiful city of Paris. Students start learning the passé composé with both avoir and être.</p>	<p><b>U3-Mon identité</b> Relationships with family and friends Past activities Music Fashion Plans for next outing In this unit, students learn new verbs but also delve into asking various questions. They consolidate the use of the passé composé</p>	<p><b>U4-Chez moi, chez toi</b> Town description House description Meal routines Culture: Carnival In this unit, we have linked description of houses which can be quite sterile to meals routine in their house and then we move onto talking about Carnival, delving into more cultural content.</p>	<p><b>U5-Quel talent?!</b> Future ambitions Musts and mustn'ts Instructions and commands Account of a past event This unit is based on the use of modal verbs and the imperative, we chose this content to facilitate the learning and to</p>	<p><b>U6-Révisions + Bien dans sa peau</b> Talking about health and ailments + revision of key structures, ready for Year 9</p>

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	<p>future and the preterit and use these tenses to add depth to their production. Some aspects of this topic will be revisited in a more mature way in Y9, Summer 1 and some other aspects in Year 9, Spring 1 2.</p>	<p>The structures covered in this unit will be revisited in a more mature way in Y10, Spring 1.</p>	<p>This topic will be revisited in a more mature way in Y9, Autumn 2.</p>	<p>This topic will be revisited in a more mature way in Y9, Summer 2 and Year 10, Autumn 1.</p>	<p>bring more cultural aspects (France's got talent, Xfactor, etc...)</p>	
<p><b>Year 9</b></p>	<p><b>M1-Ma famille et mes amis</b> (theme 1: Identity &amp; Culture) Description of family A good friend Arranging an outing Students use all 3 time frames. They also get to talk about other people and learn to use various reflexive verbs. In this unit, students will re-visit the topic of family, delving more into relationships and explaining what</p>	<p><b>M1-Les activités en famille</b> (theme 1: Identity &amp; Culture) Past, present and future activities with family and friends Role model In this unit, students will re-visit activities with friends and family, using more mature language. They will also explain what a good role model is and will express who their role model is and why.</p>	<p><b>M2-Mes passe-temps</b> (theme 1: Identity &amp; Culture) Sports Hobbies Pros and cons of technology Reading Vs digital reading Music Students learn to build arguments using a small range of connectives. They also learn to form the continuous present. In this unit, students will re-visit the topic of media, delving more into the pros and cons of technology, creating more mature writing.</p>	<p><b>M2-Seul ou ensemble?</b> (theme 1: Identity &amp; Culture) TV TV Vs cinema Account of past activities related to cinematography Students use all 3 time frames. They also increase their knowledge of contrasting connectives. In this unit, students will re-visit the world of films , comparing cinema Vs Tv at home, using more mature language.</p>	<p><b>M3-Ma vie quotidienne</b> (theme 1: Identity &amp; Culture) Shopping Daily routine (reflexive verbs) In this unit, students will talk about shopping and will compare it to online shopping. They will also have real-like conversation in a shop, buying and returning items</p>	<p><b>M3-Les fêtes</b> (theme 1: Identity &amp; Culture) Home festive events Francophone festivals Organising a meal Account of a past festive event Students re-visit the holiday-makers topic whilst adding variety and interest with organising plans for a meal and giving a past account of it</p>

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	makes a good friend.					
<b>Year 10</b>	<p><b>M4-Ma ville (theme 2: Local area, holiday &amp; travel)</b></p> <p>Town description Comparing towns Asking for directions Asking for information In this unit, students will re-visit the topic of local area, placing themselves as tourists. Real-like conversations will occur asking for directions using the formal address and giving an account of a previously visited Spanish-speaking town/city</p>	<p><b>M4-Les aspects de ma ville (theme 2: Local area, holiday &amp; travel)</b></p> <p>The weather in France Giving a weather forecast My town before and now Le monde francophone In this unit, students have the opportunity to create their own weather forecast in French. They also compare their town the way it was before and the way it is now. Then, we move onto looking at other French-speaking places</p>	<p><b>M5-Les hotels et les vacances (theme 2: Local area, holiday &amp; travel)</b></p> <p>Hotel booking Hotel complaints Train and plane reservation Account of a past holiday Past holiday activities In this unit, students will have real-like conversations, booking a hotel room, complaining about their hotel, they will also focus on the difference between the conditional (what their ideal holidays would be like) and the simple future (what the reality will be)</p>	<p><b>M5-Le grand large... (theme 2: Local area, holiday &amp; travel)</b> Ordering in a restaurant and complaining <i>In this unit, student will re-visit the structures of ordering in a restaurant and will perform real-like conversation complaining about the restaurant service and food</i> <i>Students will sit their mock exams in June, so time is spent finessing examination techniques and consolidating learning with a particular emphasis on the listening, reading and writing</i></p>	<p><b>M6-Au collège (theme 3: School)</b></p> <p>Time and timetable Advantages and disadvantages of school facilities Comparing French and English education systems In this unit, students will be re-visiting the topic of school in a more mature way, being able to compare school subjects and teachers as well as delving more into the cultural part of what education is like in French-speaking countries. They will also produce more extended pieces of writing (80-90 words)</p>	<p><b>M6-Au collège (theme 3: School)</b></p> <p>Rules School pressures Extra-curricular activities Past successes Students re-visit and re-use the comparative, and superlative, adding complexity with irregular adjectives. They also use all 3 time frames. In this unit, students will be expressing their views on school rules and school pressures. They will also talk about past successes using the preterit and the imperfect tenses.</p>
<b>Year 11</b>	<p><b>M7-Au boulot! (theme 4: Future aspirations, study and work)</b></p> <p>Part-time jobs Helping at home</p>	<p><b>M7-Au boulot! (theme 4: Future aspirations, study and work)</b></p>	<p><b>M8-Un oeil sur le monde (theme 5: International &amp; global dimension)</b></p> <p>Discussing local and global environmental and social issues</p>	<p><b>Revisions Themes 1-8</b></p> <p>Students will sit their speaking examination after half term, so time is spent finessing</p>	<p><b>Revisions-</b></p> <p>Students will sit their other examination components in May and June, so time is</p>	

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	<p>Future professional plans Work experience</p> <p>In this new unit (not previously approached), students will talk about their part-time jobs (all of them being 14+ and able to have a part-time job) and talk about the money they earn. They will also explain what they did during their work placement. Finally, they will be able to express their vision on their future professional plans</p>	<p>Why learn languages Applying for a job Future personal plans</p> <p>In this new unit, students will be expressing reasons why it is good to learn another language. They will also be able to look at job advertising and apply for a job, having real-like conversations. They will finally be able to express their vision about their personal life plans</p>	<p>Talking about healthy and bad habits and how to improve Fair trade The importance of international sports events</p> <p>This is the more mature topic of all, which is why it is happening in Year 11. Students learn how to form the subjunctive (although the GCSE requires the students to only understand it, I want most of them to know how to form it as it is a commonly used tense and it will be re-visited more in depth in A Level</p>	<p>examination techniques and consolidating learning with a particular emphasis on the speaking components (role-play, picture-based task and conversation)</p>	<p>spent finessing examination techniques and consolidating learning with a particular emphasis on the listening, reading and writing</p>	
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