



French

Year 7 - Half Term 1 – Tout sur moi

Prior Learning	Pupils may have previously learnt some of the basics of this unit at KS2, including how to say their name and age. Pupils may have also had some exposure to numbers. Within this unit, they will develop their current knowledge of how to speak about themselves in greater detail.
What will I learn?	Pupils will learn key structures used to introduce themselves in French, they will be taught how to communicate in speaking and writing tasks about where they live, their nationality and which languages they speak. This will be extended to talk about the nationality and languages of others. In addition, pupils will learn how to talk about their own and other people's hair, eye colour, age and birthday.
Next Steps	The learning of key language and grammatical structures from this unit are the basic foundations of the 'all about me' topic. Pupils will continuously build upon the language and grammatical structures studied in this unit. They will revisit this topic in year 7, half terms 2&3 and also in year 10 whilst preparing for the identity & culture French speaking examination questions. Skills acquired in this unit of work such as the ability to ask and answer questions in French successfully with the correct intonation, are relevant to all future units of work.
Personal Development	Pupils will develop the ability to give information about themselves and others. They will be resourceful in developing strategies to recognise patterns in language and learn different techniques to learn how to recall language and use it in the correct context.
Key vocabulary	Avoir – 1 st /2 nd /3 rd person. Je suis/ Je parle/Je viens de... J'ai les cheveux/J'ai les yeux plus relevant adjectives. Les nationalités. Les mois de l'année. Les numéros de 1 à 31. Academic word list : Create, Identify, role, region, text, comment
How and when will I be assessed?	Regular formative assessment to check understanding including vocabulary tests. Summative assessment at the end of the unit in at least two skills out of Listening, Speaking, Reading and Writing.
Resources to use	Kerboodle Allez Unit 1 Seneca - Family & home units 1.1 1-6 https://app.senecalearning.com/teacher/class/w4n5hcbty6/overview
Enrichment opportunities	Languages online https://languagesonline.org.uk/Hotpotatoes/frenchindex.html Watch and sing along to Alain le lait 'Famille' https://www.youtube.com/watch?v=MFk9YmJv-jc Videos on 'les chiffres de 1 à 100' https://www.youtube.com/watch?v=DnrTrbJ6mYs Les mois de l'année https://www.youtube.com/watch?v=7_u2SigckNQ

Year 7 - Half Term 2 – Mon Monde Perso (1)

Prior Learning	In the previous unit pupils were taught how to give basic information about themselves including their physical appearance and information about their birthday. This unit extends their knowledge by giving pupils the necessary vocabulary to talk about themselves in more detail.
What will I learn?	Within this unit, pupils will learn how to describe their appearance and personality. They will talk about their family members using a range of adjectives and the use of the verb être in the 1st and 2nd person. In addition, they will understand adjective agreement and how to successfully use qualifiers with adjectives. They will also be able to recognise members of the family and be able to say if they have any brother or sisters using the 1 st , 2 nd & 3 rd person of the verb avoir and possessive adjectives. Pupils will then proceed to understand and produce descriptions of their family using the verbs s'appeler & habiter . They will be able to recognise and use the connectives et, mais, aussi, puis, car .
Next Steps	Transferable language, high frequency structures and skills learnt in this unit including reading and memorisation strategies will be revisited in future topics. The Mon Monde Perso unit is covered in Theme 1, self, family & friends in year 9 half term 6.
Personal Development	Pupils will develop their ability to discuss themselves and each other in more detail. They will become more confident in working collaboratively to give their own opinion and seek the opinion of others about their character and the personalities of others. Pupils will develop their reading skills through longer texts and by the end of this unit of work; they will read with more fluency with appropriate expression and intonation.
Key vocabulary	M/F adjectives <i>actif (-ive), adorable, amusant(e), bavard(e), courageux (-euse), créatif (-ive), généreux (-euse), gentil(le), intelligent(e), paresseux (-euse), sociable, sportif (-ive), timide, travailleur (-euse)</i> Opinions/Intensifiers/qualifiers The verbs Avoir & Etre Academic Word List: <i>achieve, interpret, create, similar, identify, text, focus, relevant, select, predict, challenge, draft, participate, potential, positive, role, highlight</i>
How and when will I be assessed?	Regular formative assessment to check understanding including vocabulary tests. Summative assessment at the end of the unit in at least two skills out of Listening, Speaking, Reading and Writing.
Resources to use	https://app.senecalearning.com/teacher/class/km0bzb77e/overview Kerboodle - Allez Unit 2 Describing people – BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zjx947h/articles/z6bs2sg
Enrichment opportunities	Explore the About France website to discover more about the way of life in France. The French way of life - About-France.com

Year 7 - Half Term 3 – Mon Monde Perso (2)

Prior Learning	In half terms 1 & 2 pupils gained a more in-depth knowledge of how to describe their physical appearance, personality, family members and pets. They will further develop their knowledge of key grammatical points such as French word order and agreement of adjectives.
What will I learn?	In this unit pupils will learn how to talk about the subjects that they study, give opinions about them and reasons why using simple negation where appropriate, ne...pas . Pupils compare the French school system to their own school system. Pupils will also learn how to describe their house and bedroom. Pupils will develop their ability to have longer conversations with each other about the types of activities they like to do with their families using on + the present tense .
Next Steps	All high frequency structures and skills learnt in this unit and in the previous 2 half terms will be revisited in future topics in year 7, year 9 & 11. The Mon Monde Perso unit is covered in Theme 1, Self, Family & Friends and Theme 3 Education and Future plans. The knowledge acquired in this unit will underpin future development of opinions and reasons.
Personal Development	Pupils have the opportunity to listen to each other's views and work collaboratively to discuss their opinions in more detail. They will develop their ability to listen and share ideas. Through group and individual tasks, they will develop the confidence to have the ability to have a conversation about all of the sub topics in this unit.
Key vocabulary	Comparaisons – Plus/moins . Opinions and adjectives. Intensifiers J'adore, Je déteste, J'aime, Je n'aime pas Connectives – et/parce que/car/mais/par contre Academic word list: Identify, role, respond, similar, aspect, culture, participate, select
How and when will I be assessed?	Regular formative assessment to check understanding including vocabulary tests. Summative assessment at the end of the unit in at least two skills out of Listening, Speaking, Reading and Writing.
Resources to use	Seneca KS3 Course – Family & activities https://app.senecalearning.com/teacher/class/km0bzb77e/overview BBC Bitesize Describing your room Talking about your room in French - KS3 French - BBC Bitesize - BBC Bitesize Design your ideal bedroom and label it in French.
Enrichment opportunities	<i>Look at the 2 schools below and note any differences between school in the UK and schools in France.</i> https://www.youtube.com/watch?v=rXK591Rp4BU <i>Life at school in the South of France</i> https://www.bbc.co.uk/bitesize/clips/zcdg9j6

Year 7 - Half Term 4 – Mon quartier

Prior Learning	In year 7, half term 3, pupils were taught how to talk about where they live. They also looked at how to say the names of different countries in French during half-term 1. Culturally, within the same unit they were taught about areas of the French-speaking world. The Mon Quartier topic will build the foundations of the language and grammar introduced in half terms 1, 2 and 3.
What will I learn?	In this unit, pupils will build on their knowledge of vocabulary and structures covered in the first term. They will look more specifically at how they can describe the town or village where they live including its facilities. Pupils will learn how to say where they are and where they are going. They will learn how to arrange to go out and give a variety of responses, building on their knowledge of opinions. Pupils will have the opportunity to broaden their cultural knowledge through the study of Montpellier in the South of France and 'La Fete des voisins'.
Next Steps	The language and grammatical structures in this unit will be revisited in the year 7 half term 5 topic of Hobbies and the year 8 topic of Holidays. Additionally, at KS4 pupils learn how to give detailed descriptions of their local town and area (Theme 2)
Personal Development	Pupils will have many opportunities in this unit to work collaboratively in speaking and reading tasks. They will develop their social and cultural knowledge in this unit as they learn more about the traditions in French speaking communities and have the opportunity to compare French/British towns.
Key vocabulary	Il y a.../il n'y a pas de... Places and facilities in town. En face de/a cote de/à droite/à gauche. On peut...faire/jouer/visiter... On va...au café/au cinéma/ a la piscine? Academic word list: environment, interpret, role, culture, region, reside, text, tradition, demonstrate, adapt
How and when will I be assessed?	Regular formative assessment to check understanding including vocabulary tests. Summative assessment at the end of the unit in at least two skills out of Listening, Speaking, Reading and Writing.
Resources to use	Seneca KS3 Course – Ma ville https://app.senecalearning.com/teacher/class/km0bzb77e/overview Allez 1 Kerboodle -Unit 5 BBC Ma ville learning clips https://www.bbc.co.uk/bitesize/topics/zjx947h/articles/zbqkvk7
Enrichment opportunities	La Languages online https://languagesonline.org.uk/Hotpotatoes/frenchindex.html La fête des voisins- Youtube videos. Pupils can learn about the sense of community during the activities done on the day and try some of the meals shown online. https://youtu.be/DgG6CilxZZs

Year 7 - Half Term 5 – On s’amuse

Prior Learning	This half term, pupils will build on information they have learned in the first few units as to how verbs work in French as well as expanding on the basic opinions covered in Unit 3. Comparison will continue to be made between English and French with reference to grammatical terms that would have been covered in KS2 e.g. pronoun, adverb, connective, intensifier.
What will I learn?	In this unit of work, pupils will learn to give and understand information about free-time activities including sports, games and hobbies. Pupils will further develop their knowledge and use of opinions and will be encouraged to justify their opinions. They will also learn how to manipulate infinitives in order to form the present tense of regular –er, -ir and –re verbs. Pupils will begin to recognise and use the near future tense to talk about what they are going to do at the weekend. Pupils will become more aware of how to recognise language patterns and have the ability to recognise verbs and tenses within longer texts.
Next Steps	The verb conjugation covered in this unit forms part of the skeleton for language learning and is a feature that will be revisited continuously throughout the course. Ways to express opinions will be built upon with pupils encouraged to further vary the language they use in future. The vocabulary from this unit will be recalled in Year 8 (Active Lifestyles) and Year 9 in the topic of Healthy Lifestyle, and again in KS4 when covering Free Time as one of the Theme 1 topics.
Personal Development	The ability to work with others will be developed through pair and group tasks which is a skill that is transferable to the work place and other subjects. Problem solving and pattern spotting skills will be developed particularly when referring to verb conjugation. Pupils will also develop their literacy skills through the successful use of a bilingual dictionary.
Key vocabulary	Qu’est-ce que tu aimes faire le weekend? Qu’est-ce que tu vas faire le weekend prochain? Vocabulary for sports, games and hobbies including infinitive verbs e.g. <i>to watch, to play, to do</i> . Opinion phrases and adjectives used to give justification. Academic wordlist : Identify, method, text, deduce, justify, physical, expand, substitute, tense, relax.
How and when will I be assessed?	Regular formative assessment to check understanding including vocabulary tests. Summative assessment at the end of the unit in at least two skills out of Listening, Speaking, Reading and Writing.
Resources to use	EXPO 1 Unit 6 Languages Online Using the verb faire The Present Tense in French
Enrichment opportunities	Learning about sports and hobbies which are popular in French-speaking countries e.g. football, tennis. Find out the names of ten well-known sports players who are from French-speaking countries.

Year 7 - Half Term 6 – A table!

Prior Learning	Pupils will have been introduced to some of the food/drink phrases that will be relevant to this unit of work in half term 4, through the study of 'La fete des voisins'. Pupils have previously been introduced to how they say what they like/dislike through the study of school subjects in half term 3.
What will I learn?	Pupils will build on the knowledge they have already acquired of how to ask if someone if they like/dislike any particular food/drink items and how to respond to the questions using appropriate opinions and justifications. Pupils will further develop their use of question forms and appropriate responses in the 'au café' section, where they will work on developing longer conversations through the role of the waiter/customer.
Next Steps	Pupils will revisit the topic of food and drink in the 'healthy living' units in year 9 (half term 3 and 4). Pupils will also build on the knowledge acquired in this unit in year 10 half term 5, in the Theme 2 lifestyles topic and again in year 11 when they study social issues.
Personal Development	Pupils will develop their numeracy skills in this unit when they use their current knowledge of quantities in their own language, learning how to say and understand French quantities in French recipes. They will also broaden their knowledge of key vocabulary and French culture through discussions on French eating habits and traditional French recipes.
Key vocabulary	All café and question forms: Vous désirez ? Je voudrais... Puis j'avoir... Manger et boire , 1st/2 nd /3rd person. Opinion phrases + infinitive. Academic word list: Interpret, involve, translate, role, region, text, traditions, transfer, task, team
How and when will I be assessed?	Regular formative assessment to check understanding including vocabulary tests. Summative assessment at the end of the unit in at least two skills out of Listening, Speaking, Reading and Writing.
Resources to use	Seneca KS3 Course – La nourriture https://app.senecalearning.com/teacher/class/km0bzb77e/overview Allez 1 Kerboodle -Unit 4 BBC Bitesize – Talking about food video clips https://www.bbc.co.uk/bitesize/topics/zjx947h/articles/z4xjrj6
Enrichment opportunities	Languages online https://languagesonline.org.uk/Hotpotatoes/frenchindex.html Pupils can try some of the French food talked about in class. In addition, they could visit a French restaurant/ create some of the French foods with their families at home. Alain le lait – Youtube videos on food: https://www.youtube.com/watch?v=nJ03KjwilVM

Year 8 - Half Term 1 – Ça c'est mon truc

Prior Learning	In year 7 half term 2 pupils were taught how to successfully express and justify their opinions. Leisure activities studied in year 7 half terms 3 and 6 and opinions and justifications are all a feature of this unit.
What will I learn?	In this unit, pupils will study the topic of clothes and discuss their preferred style of outfits and reasons why they like particular styles. Pupils will also develop their knowledge of weekend activities and say how often they do activities. They will learn how to tell the time, describe the weather and what they do and wear and give reasons why for their choices.
Next Steps	Much of the vocabulary covered in this unit e.g. time phrases, opinions, adjectives will emerge again in future learning. Leisure activities studied in this unit will feature in the year 10 half term 5 healthy lifestyles topic. They will also be touched on in year 10 half term 1 and in the year 11 revision tasks.
Personal Development	Pupils will spend time working collaboratively, developing their confidence to express their own opinions and each other's opinions on certain styles. They will learn to accept that there are many differences of opinions between pupils within the group. Pupils will develop the skills to actively listen to each other and accept different viewpoints even if they differ to their own.
Key vocabulary	All clothing items vocabulary. Occasions... Pour mon anniversaire, je porte... Le weekend j'aime porter... Chaque jour je porte. Regular present tense of porter & jouer . Opinion phrases including Je pense que..., A mon avis... Je préfère... Academic word list: Identify, , similar, appropriate, participate, select
How and when will I be assessed?	Regular formative assessment to check understanding including vocabulary tests. Summative assessment at the end of HT1 and HT2 in 2 skills from Listening, Speaking, Reading and Writing.
Resources to use	Kerboodle Allez Unit 1 – Unit 6 Seneca – Leisure Languages online
Enrichment opportunities	Languages online https://languagesonline.org.uk/Hotpotatoes/frenchindex.html Look at French Fashion Look at the French magazines online or subscribe to teenage magazines on line to look at the fashion and music pages: https://www.newsstand.co.uk/123-French-Magazines/2229-Subscribe-to-VOGUE-FRENCH-Magazine-Subscription.aspx

Year 8 - Half Term 2 – Bouger, c'est important!

Prior Learning	In year 7 half term 5 pupils were taught about what they like to do with their friends using regular and irregular verbs.
What will I learn?	In this unit of work will be exposed to more leisure activities that they can use in the context of active holidays. They will develop the cultural knowledge they have already acquired through the study of French holiday camps and the types of activities they can do if they visit one. Building on their current knowledge of sports they will look specifically at traditionally summer/winter sports, including extreme sports and their opinions about them.. Pupils will also have the opportunity to develop their knowledge of French sports people.
Next Steps	They will build on their knowledge of this unit of work in year 10, half term 5 under the healthy lifestyles topic and speaking exam preparation. They will revisit this topic in year 11 revision tasks.
Personal Development	Pupils will develop their understanding of how to keep physically healthy and maintain a healthy lifestyle. By the end of the unit they will have gained the confidence to talk about sports in various tenses. They will broaden their knowledge of a typical French holiday for young people in one of the French regions. Through this unit they will have a sense of enjoyment in learning more about themselves, others and the world around them.
Key vocabulary	The present tense of ' jouer ' et ' faire '. All of the winter and summer sports in the present tense. The conditional tense, Je voudrais /j'aimerais + infinitive. J'ai mal à la/au/ à l'/aux + partie du corps. Academic wordlist: benefit, individual, collective,, assist, participate, text.
How and when will I be assessed?	Regular formative assessment to check understanding including vocabulary tests. Summative assessment at the end of HT1 and HT2 in 2 skills from Listening, Speaking, Reading and Writing.
Resources to use	Kerboodle Allez 1 Unit 8 Seneca – Lifestyle – Sports & games unit 2.2 https://app.senecalearning.com/classroom/course/358c7423-e317-498b-b0c9-32f205b92a3b/section/bbc86edb-4a52-41ee-965d-8e850454d043/session
Enrichment opportunities	Languages online unit 10: https://languagesonline.org.uk/French/ET1/NewET1U10/Index.htm Watch and Alain le lait - sports https://www.youtube.com/watch?v=-MAleaLB0wk Research a French holiday advertisement for a camp online & translate what facilities they offer to their participants.

Year 8 - Half Term 3 and 4 – Destination Vacances

Prior Learning	Pupils have already covered the topic of countries in half term 1. This will help them to describe where they like to spend their holidays. They have also looked at the possessive pronouns in year 7, which will be relevant to this unit.
What will I learn?	In this unit of work, pupils will learn how to discuss where they like to spend their holidays, preferences for accommodation, activities and give extended reasons. Using the conditional tense, they will learn how to talk about an ideal holiday. They will then learn and use the perfect tense explicitly to describe a past holiday.
Next Steps	Pupils will revisit the topic of festivals (La Fête Nationale) in half term 4 of year 10 and in the year 11 revision tasks in half terms 4 & 5. The language and structures learnt in this topic will be relevant to the unit of work on Travel and Tourism, studied in year 10, half term 3.
Personal Development	Pupils will gain the skills to work collaboratively to discuss festivals in French speaking countries and compare the diversity of French traditions to their own celebrations/festivities in the UK. Pupils will become more aware of how to recognise language patterns and have the ability to recognise tenses within longer texts. They will develop their literacy skills through the successful use of a bilingual dictionary.
Key vocabulary	Aller=to go passer= to spend time, voyager=to travel Où vas-tu en vacances ? Qu'est-ce que tu vas prendre ? Qu'est-ce que tu as fait ? Quelles sont tes vacances de rêve ? Academic wordlist : culture, region, tradition, accommodation,
How and when will I be assessed?	Regular formative assessment to check understanding including vocabulary tests. Summative assessment at the end of HT4 in 2 skills from Listening, Speaking, Reading and Writing.
Resources to use	Kerboodle Allez Unit 7 Seneca – Travel and Tourism unit https://app.senecalearning.com/teacher/class/w4n5hcbty6/overview Languages online https://languagesonline.org.uk/Hotpotatoes/frenchindex.html
Enrichment opportunities	Research task on Moodle on different countries and traditions. Pupils can use the extensive range of holiday clips and discussions to further develop their knowledge of this topic: http://www.bbc.co.uk/languages/french/mafrance/html/holidays/summary.shtml

Year 8 - Half Term 5 – Le monde des médias

Prior Learning	Pupils have previously studied how to express and justify opinions and have encountered the key verbs below. They have also begun to manipulate key verbs in the past and future tenses.
What will I learn?	Pupils prior knowledge will be beneficial in this unit of work as they will learn about different genres of music and how to express more complex opinions about different types of television programmes films and reading preferences. They will be taught how to express their opinions on the various genres in more detail. Pupils will also complete a film review detailing the genre of the film they have watched, the characters, the plot, and their overall impressions of the film. They will also be introduced to persuasive writing in French through advertising and write a book review.
Next Steps	Much of the vocabulary covered in this unit e.g. time phrases, opinions, adjectives, tenses will emerge again in future learning. The topic 'Media' recurs in KS4 in Theme 1 of the GCSE course.
Personal Development	Pupils will develop their knowledge of different genres in the media world. They will also develop their literary skills through the study of French music, television, cinema and novels. Pupils will also expand their cultural knowledge of the diverse French media and recognise differences and similarities between French and British media sources.
Key vocabulary	Key verbs: regarder= to watch écouter= to listen Present tense and perfect opinions and questions. Qu'est-ce que tu aimes/n'aimes pas regarder à la télé ? J'aime (bien/beaucoup) ...). Je n'aime pas (du tout) /Je déteste .../Quel est le dernier film que as-tu vu ? J'ai vu ... /Un film d'action/un film d'arts martiaux/ Qu'est-ce que tu aimes/n'aimes pas regarder à la télé ? J'aime (bien/beaucoup) ...Je n'aime pas (du tout) /je déteste .../les comédies Academic wordlist: identify/respond/critique/compare
How and when will I be assessed?	Regular formative assessment to check understanding including vocabulary tests. Summative assessment at the end of HT5 in 2 skills from Listening, Speaking, Reading and Writing.
Resources to use	Kerboodle Allez 2 Unit 2 Seneca learning BBC Learning Clips –Music in France https://www.bbc.co.uk/bitesize/guides/zgfpn39/revision/1 Music in Marseille – Traditional styles of French music https://www.bbc.co.uk/bitesize/clips/zr8b4wx BBC Learning Clips – French Media & culture https://www.bbc.co.uk/bitesize/topics/z4cqn39 BBC Learning videos – French Media & culture https://www.bbc.co.uk/bitesize/topics/z4cqn39/resources/1
Enrichment opportunities	Read a blog, book or watch an age appropriate French film through Netflix or https://www.fluentu.com/blog/french/french-movies-with-french-subtitles/ To improve your listening and reading skills

Year 8 - Half Term 6 – Accro à la technologie

Prior Learning	In year 8 half term 1 pupils learnt some structures to talk about weekend activities which included what they do on the computer/tablet in their spare time.
What will I learn?	In this unit pupils will be taught how to describe and compare old and new technology, describing old types of phones/devices to current devices. They will build upon the vocabulary learnt in year 8 half term 1 and 5 to talk about what type of activities they do on their devices including communication with others, playing games and using social networks. The unit includes discussing potential dangers of social networking sites and the pros and cons of new technologies.
Next Steps	Much of the vocabulary covered in this unit e.g. time phrases, opinions, adjectives will emerge again in future learning in Theme 1 of the GCSE course. The tenses and key opinions and justifications can be used in all topics. The Technology topic will be revisited in the GCSE Speaking tasks in year 10, half term 5. It will be studied in more detail in year 11 half term 1 under the technology in everyday life topic - Theme 1
Personal Development	By the end of this unit of work pupils will be aware of and recognise the potential dangers of inappropriate use of technology and social networks in French. They will be able to say in French what the risks are with the use of technology and how to avoid danger. Pupils will also know and understand relevant phrases in French about the positive impact of new technologies for their social and moral development.
Key vocabulary	Regarder=to watch, tchatter-to chat online, bloguer-to blog, télécharger=to download Opinions of old/new technologies. J'aime/J'adore/Je n'aime pas/Je déteste ... Mon vieux portable/ regarder des émissions en streaming/ écouter de la musique/ En ligne/jouer à des jeux en ligne/surfer et trouver des sites intéressants/ mon nouveau smartphone. Present and perfect tense opinions and questions. Quels risques présentent les réseaux sociaux/la cyberdépendance/la cyberintimidation/ la cyber permanence / la cybersécurité. Il est important/essentiel/nécessaire de/d'... Academic wordlist : Ameliorate/identify/ intimidation/ dependence/consequence
How and when will I be assessed?	Regular formative assessment to check understanding including vocabulary tests. Summative assessment at the end of HT1 and HT2 in 2 skills from Listening, Speaking, Reading and Writing.
Resources to use	Kerboodle Allez 2 Unit 3 Seneca learning BBC Learning Clips – Technology in everyday life https://www.bbc.co.uk/bitesize/topics/zbbswty Dangers of new technologies in France - Youtube https://www.youtube.com/watch?v=Hf8PUjF3_1I
Enrichment opportunities	Read a blog on dangers of becoming addicted to technologies in French. https://boulevardduweb.com/jeunes-dangers-technologies/ Create a weekly diary in French of the technologies you use and what for. Analyse the diary to see if you need to make any changes to how much you use your devices. Suggest in French what you could do instead and the benefits of your choices. This would be beneficial for the French speaking examination.

Year 9 - Half Term 1 and 2 – Être ado, c'est quoi?

Prior Learning	In year 7 half term 3 pupils learnt how to give and understand opinions about family members and give reasons for their opinions. In year 8 half term 6 pupils discussed the advantages and disadvantages of new technologies. Both of these topics will be built on in this unit of work.
What will I learn?	In this unit pupils will develop their knowledge of key vocabulary and grammatical structures to discuss their relationships with their parents in more detail. They will talk about pocket money and if/how much they receive. This then leads on to discussions about household chores and what pupils do at home to help out. By the end of the unit pupils will be able to talk in French about pressures that young people face today and offer advice/solutions to each other regarding their concerns. Pupils will also discuss what they do, have done and are going to do with family and friends to consolidate the 3 main tenses.
Next Steps	Pupils will revisit the relationships topic again at GCSE. They will also have the chance to check their knowledge and understanding of this topic in the revision tasks in year 11. Pupils will study the world of work in year 10 half term 2 where they will discuss career choices and ambitions. In addition, the topics studied in this unit will form some of the speaking practice and preparation in year 10 half term 6 and the revision tasks in year 11.
Personal Development	Within all subtopics in this unit pupils will develop their resilience in deducing meaning from complex vocabulary and structures. They will work independently and collaboratively to work out issues in the pressures for young people section and learn how to show empathy by giving each other sound advice in French.
Key vocabulary	Avoir de bons rapports avec= to have a good relationship with S'entendre avec= to get on with J'ai de bonnes/mauvaises relations avec ... Mes parents me laissent sortir le week-end/me font confiance. Pour moi, la plus grosse pression, c'est ...le collègue/les profs/les parents/les copains/a presse. Je reçois de l'argent ...pour Noël/mon anniversaire. Quels petits boulots dois-tu faire ? Academic wordlist: compromise, identify, consequence, impact, positive, negative,
How and when will I be assessed?	Regular formative assessment to check understanding including vocabulary tests. Summative assessment at the end of HT2 in 2 skills from Listening, Speaking, Reading and Writing.
Resources to use	Kerboodle Allez 2 Unit 4.1/4.2/4.3 Seneca – 1.1 Identity & culture unit of work BBC Bitesize – Family & friends section: https://www.bbc.co.uk/bitesize/guides/zmfr7nb/revision/1
Enrichment opportunities	There are a number of videos that can be watched via youtube to improve pupils' knowledge of the family and relationships topic, here are some examples: Monsieur Pattinson Youtube interview on family and relationships: https://www.youtube.com/watch?v=N5yOLrKBqYE Family speaking examination practice – Youtube: https://www.youtube.com/watch?v=EvKPWVUG218&list=PLV1-QgpUU7N2HO_R7M9FNYdg2KCrHJL5q Quizlet – self, family & friends: https://quizlet.com/144730820/gcse-french-self-family-and-friends-flash-cards/

Year 9 - Half Term 3 &4 – En plein forme!

Prior Learning	In year 8 half term 2 pupils studied sports in more detail. They learnt how to talk about the sports they do, where, who with and how often. They also looked specifically at which sports are traditionally done in summer/winter. Sports and activities were also covered in the active holidays' topic within the same unit. Some sports/leisure activities were covered in the 'destination vacances' topic in year 8 half term 3 &4.
What will I learn?	<p>In this unit of work pupils will learn how to categorise their daily habits into healthy and unhealthy actions. They will learn how to say what activities they do to stay healthy. Pupils will work on their questioning techniques as they interview each other about their day to day lifestyle. Pupils will talk about how their diet affects their health and talk about what they did in terms of activities and their diet yesterday (perfect tense). They will have the opportunity to offer advice to each other to say how they can improve their choices, 'il faut.../il ne faut pas...'</p> <p>Pupils will use the 3 tenses in this topic too and give extended opinions using topic specific vocabulary and discuss what they intend to do to become physically and mentally healthier. They will compare their current lifestyle (present tense) to what they would like it to be (future tense). They will study the lifestyles of young French people and say what they need to do to improve them. Pupils will also have the opportunity to look at what other countries are doing to tackle health issues.</p>
Next Steps	Pupils will continue to develop this topic in the next unit of work in half term 4. Additionally, they will study the lifestyles topic in more depth in year 10 half term 5 (theme 2). Pupils will also use vocabulary and structures learnt in this unit of work in the speaking preparation and practice in year 10 half term 6.
Personal Development	Using the target language pupils will broaden their knowledge of ways in which they can stay healthy and encourage others to do the same. They will develop their vocabulary and grammatical structures to enable them to discuss the importance of maintaining an active lifestyle and eating healthily.
Key vocabulary	<p>Manger= to eat boire=to drink, Il est essentiel/important/nécessaire de manger ...Il (ne) faut (pas) boire ...C'est/Ce n'est pas bon pour ...le cœur/le cerveau. Que fais-tu pour vivre sainement ? Je fais beaucoup de sport. Je joue au foot/tennis. Je mange au moins cinq fruits et légumes par jour. Je mange équilibré/sainement. Je bois un litre et demi d'eau par jour. Academic wordlist: equilibrium, balanced, cardiac, corpse, consume</p>
How and when will I be assessed?	Regular formative assessment to check understanding including vocabulary tests. Summative assessment at the end of HT1 and HT2 in 2 skills from Listening, Speaking, Reading and Writing.
Resources to use	<p>Kerboodle Allez 2 Unit 5.4/5.5 Seneca – lifestyles unit 1.3 BBC Bitesize – French healthy lifestyles https://www.bbc.co.uk/bitesize/topics/</p>
Enrichment opportunities	<p>Quizlet French healthy lifestyles https://quizlet.com/subject/healthy-lifestyle-french/ Memrise French- lifestyles improving reading & writing https://www.memrise.com/course/70420/french-writing-and-speaking-healthy-lifestyle/ Cook one of the French recipes at home with your family. Reading the recipe in French will further develop your language skills https://thelanguageskitchen.com/cook-en-french/</p>

Year10 - Half Term 1 – GCSE Theme 3 – Life at school

Prior Learning	<p>In year 7 half term 3 pupils first studied the topic of school. Within the unit of work pupils learnt how to talk about their subject preferences/ dislikes and reasons for their choices..</p> <p>In year 9 half term 1, under the pressures for young people unit pupils were taught how to express any concerns they had regarding their school subjects. In year 8 half term 1 pupils studied the topic of clothes, this topic also appears in this unit of work. In year 9 half term 5 &6 pupils began the GCSE life at school topic</p>
What will I learn?	<p>In this unit of work pupils will continue to talk about school life in more detail.</p> <p>In year 10 pupils will learn how to discuss school rules using infinitive structures, modal verbs and the imperative.</p> <p>Pupils will learn how to express their opinions on the rules with justifications</p> <p>Pupils have previously studied the clothes topic. They will revisit some of the vocabulary taught previously when they discuss school uniform as a subtopic within this unit of work and the advantages and disadvantages of wearing a uniform and their ideal uniform.</p> <p>Pupils will be learn the conditional tense to discuss what they would do to improve their school and describe an ideal school.</p> <p>Pupils will describe past events at school and express future plans manipulating the tenses.</p>
Next Steps	<p>Pupils will talk about jobs and the world of work in the next unit of work. They will then revisit the topic in year 10 half term 6 under the speaking preparation and practice section. They will have the opportunity to embed their knowledge in the year 11 revision tasks.</p>
Personal Development	<p>Pupils will develop their communication skills in this topic. They will have the opportunity to work collaboratively and independently to look at and discuss cultural differences between the education systems in the UK and France. They will learn how to confidently argue constructively which system they prefer and why. In doing this they will learn the importance of keeping emotions in check and showing greater consideration for the views of others.</p>
Key vocabulary	<p>Il faut, il est important de, on doit, on devrait, on peut, on pourrait Si je pouvais, je voudrais, Si j'étais le directeur, la directrice ... Academic wordlist: evaluate, identify, compulsory, obligatory, ameliorate</p>
How and when will I be assessed?	<p>Regular in-class assessment including GCSE style questions in all 4 skills and regular verb drills and vocabulary tests. At the end of the Unit, pupils will complete a formal assessment which will include a typical exam style 90 word writing task from memory as well as translations from and into Target Language, reading comprehensions and speaking practice.</p>
Resources to use	<p>Kerboodle – 9-1 French Unit 10.1 BBC Bitesize – My studies & Life at school https://www.bbc.co.uk/bitesize/guides/z7y4mfr/revision/1 https://www.bbc.co.uk/bitesize/guides/zjngqp3/revision/1</p>
Enrichment opportunities	<p>From your learning in this unit of work, create a blog on a typical day in your school and a French school. Discuss the main differences and express your opinions about these differences. Make sure you justify your opinions. Create your own Positive, Negative or P+N exam style question on the topic of school, using a pre prepared text or your own text. Share with your table group in class.</p>

Year 10 - Half Term 2 – Theme 3 Education post 16. Career choices/ambitions

Prior Learning	In year 9 half term 2 pupils were taught how to talk about part time jobs and pocket money. This is largely a new topic but much core language with verbs, tenses and key structures eg use of modal verbs will be consolidated and extended in this unit.
What will I learn?	In this unit of work pupils will learn how to discuss and respond to questions surrounding their choice to continue with their studies or not after leaving school. They will look at the different pathways they can take at college and the requirements of the various courses. Pupils will discuss their own strengths and weaknesses and link these to their future career choices. They will also discuss the options of doing apprenticeships and attending university. By the end of the unit they will be able to express their opinions on why they wish to do certain careers and discuss the advantages/ disadvantages of various learning pathways and careers.
Next Steps	This unit of work will be revisited in the speaking preparation and practice in year 10 half term 6 when pupils will have the opportunity to ask and answer a series of questions about the topics covered in this unit. The revision tasks in year 11 will also be relevant to this unit of work. If pupils intend to continue to study French post 16 the knowledge of language and grammatical structures acquired from this unit of work will help them to apply for their employment abroad whilst at university.
Personal Development	Pupils will be more informed of the attributes they need for specific careers and will build on their ability to listen attentively to the thoughts and feelings of others regarding different types of employment. They will develop their knowledge of more complex opinions and structures and have the opportunity to participate readily in discussions and respond well to the suggestions and ideas of others.
Key vocabulary	Travailler, passer une année sabbatique, faire un apprentissage, faire du travail bénévole, je voudrais, j'aimerais, use of négatives and infinitive structures Academic wordlist: benevolent, sabbatical, voluntary, categorise
How and when will I be assessed?	Regular in-class assessment including GCSE style questions in all 4 skills and regular verb drills and vocabulary tests. At the end of the Unit, pupils will complete a formal assessment which will include a typical exam style 90 word writing task from memory as well as translations from and into Target Language, reading comprehensions and speaking practice.
Resources to use	Kerboodle – 9-1 French Unit 10.1 BBC Bitesize – Education post 16 & Job choices & Ambitions https://www.bbc.co.uk/bitesize/guides/zf8mvk7/revision/1 https://www.bbc.co.uk/bitesize/guides/zn8mvk7/revision/1
Enrichment opportunities	Look at the 'Institut français' website. https://www.institut-francais.org.uk/about/about-us/jobs/ Imagine you are going to apply for one of the jobs advertised. Write a letter of application for the job in French. Include a description of your character, remember to use a range of tenses, opinions, justifications, and adjectives. Explore the 'British Council' website, if you choose to continue to study French at university, during the third year of your course you can apply to work in industry or a French school through the British Council. https://www.britishcouncil.org/study-work-abroad/outside-uk/english-language-assistants

Year 10 - Half Term 3 –Theme 2 Travel & Tourism

Prior Learning	In year 8 half term 1, pupils discuss the weather. In year 8 half term 3 &4 pupils learnt how to talk about how they usually spend their holidays and their preferred holidays. They also talked about the weather, learnt how to describe a past holiday using the past tense and an ideal holiday using the conditional tense.
What will I learn?	In this unit of work pupils will build on their prior knowledge of holiday destinations including gaining more knowledge on different countries and ideal locations to go on holiday. They will develop their ability to discuss photocards on the Travel & Tourism topic through the description of various buildings and transport. Pupils will gain a more in-depth knowledge of tenses and be able to talk about present, past and future holidays in detail including holiday activities, accommodation, and weather. In addition, they will be able to discuss where they used to go on holiday using the imperfect tense.
Next Steps	This unit of work will be revisited in the speaking preparation and practice in year 10 half term 6 when pupils will have the opportunity to prepare a series of questions and answers on the holiday's topic. The revision tasks in year 11 will also be relevant to this unit of work.
Personal Development	Pupils will develop their knowledge of the examination requirements by tackling various components of the final examination including photocards and 90 words questions. Pupils will broaden their cultural knowledge through the study of features, traditions and transport links of countries across the world. They will have the opportunity to develop their reading skills in finding out more about different countries. Pupils will read independently and share their findings about different destinations with each other.
Key vocabulary	<p>passer les vacances, rester, tense manipulation and extended opinions Cependant, l'année dernière, je suis allé(e) en... avec...mais j'aurais préféré .. Sil pleut, je vais ... S'il y a du soleil je Si je pouvais, je voudrais.... Si j'avais plus d'argent, j'irais en Australie. J'ai toujours rêvé d'aller à...</p> <p>Academic wordlist : accommodation, environment, culture, relevant, tradition</p>
How and when will I be assessed?	Regular in-class assessment including GCSE style questions in all 4 skills and regular verb drills and vocabulary tests. At the end of the Unit, pupils will complete a formal assessment which will include a typical exam style 90 word writing task from memory as well as translations from and into Target Language, reading comprehensions and speaking practice.
Resources to use	<p>Kerboodle – 9-1 French Unit 11.1 BBC Bitesize – Holidays & Tourism. Methods of Travel. https://www.bbc.co.uk/bitesize/guides/zd6y8xs/revision/1 https://www.bbc.co.uk/bitesize/guides/zr7pcqt/revision/1</p>
Enrichment opportunities	<p>Write down 10 words that you have learnt from the holiday's topic. Now create sentences using them with no help from other resources. Imagine you are currently on holiday. Write a postcard to your friend describing all relevant aspects of your holiday. Remember to tell your friend about your holiday plans for next year (future tense). Spend some time on a virtual tour of the 'Eiffel Tower' https://www.tou Eiffel.paris/en/news/130-years/virtual-tour-eiffel-tower Or 'Stade de France' https://www.cultural.fr/en/visites/behind-the-scenes-at-the-stade-de-france. Write some notes during the tour and use them to do a description of your tour either as a speaking or writing task</p>

Year 10 - Half Term 4 –Theme 1 Customs & festivals

Prior Learning	In the holidays topic in year 8 half term 3 &4, some traditions and festivals were discussed within lessons. In addition classes will be aware of some key vocabulary after culturally relevant lesson activities around times such as Easter, Christmas etc.
What will I learn?	In this unit of work pupils will learn more about the diverse local and national customs and festivals in French speaking countries. They will use a variety of authentic longer texts in order to improve their reading skills. Previous techniques used to improve each pupil's reading skills such as skimming and scanning texts will be further developed in this unit of work. Opportunities to develop grammar acquisition in terms of using tenses that are more complex will be recapped.
Next Steps	This topic gives all pupils an insight into the significance of different aspects of French culture. Pupils will revisit this topic in year 10 half term 5. They will talk in detail about a French festival. In year 11 revision during half term 3 & 4 pupils will have the opportunity to work on listening, reading and writing tasks on the festivals topic.
Personal Development	Pupils will develop a greater cultural understanding of the French-speaking world through studying various customs and festivals. They will also gain a deeper insight into customs and festivals celebrated in their own country. Pupils will be given the opportunity to discuss collaboratively their opinions on certain festivals both in the UK and the French-speaking world.
Key vocabulary	Les traditions de Noel, Aïd (el-fitr), Paques, la Saint- sylvestre, la messe de minuit, un jour férié, le lever du soleil, le jeune, les différences entre..., les avantages, les inconvénients, le monde francophone Academic word list: community, culture, region, tradition, annual
How and when will I be assessed?	Regular in-class assessment including GCSE style questions in all 4 skills and weekly verb drills and vocabulary tests. At the end of the Unit, pupils will complete a formal assessment which will include a typical exam style 90 word writing task from memory as well as translations from and into Target Language and speaking practice.
Resources to use	Kerboodle – 9-1 French Unit 4 BBC Bitesize – French customs and festivals https://www.bbc.co.uk/bitesize/topics/zkkgxyc Seneca - https://www.bbc.co.uk/bitesize/topics/zkkgxyc
Enrichment opportunities	Research a French festival such as 'Le 14 Juillet'. Explain how and why French people celebrate it. Now compare to a festival in the UK, explain any similarities and differences. Think about a traditional French food from one of the festivals, find the recipe in French and make it. Traditionally, a French child would be given the name of the saint on whose day his or her own birthday fell. More recently, it has become more common for the saint's name to be given as a second or middle name. This means that children often have two special days to celebrate. Find out what your name and your family's names would have been if you had been named you after the saint day you were born on? https://www.clefrance.co.uk/index.php/list-of-all-saints-days-in-france

Year 10 - Half Term 5 –Theme 2 Healthy lifestyles

Prior Learning	Pupils have previously built the foundations for this topic through the study of previous topics in years 7-9. In year 7 half term half term 6 pupils studied the topic of food and drink. The active lifestyles unit in year 8 half term 2 looked specifically at exercise and its benefits. In year 9 half terms 3 & 4 pupils learnt how to categorise their daily habits into healthy and unhealthy actions. They also learnt how to say what activities they do to stay healthy and discussed how their diet affect their health.
What will I learn?	In this unit of work pupils will build on their previous knowledge to give detailed information about healthy and unhealthy lifestyles using a range of sources. They will discuss the benefits of exercise and diet. They will discuss each other’s lifestyles and offer each other advice on what to do/avoid in order to lead a healthy life. They will also learn to understand information on the topic from a wide range of authentic sources including video clips and magazine articles and questionnaires. By the end of this unit of work pupils will be able to discuss and write about their lifestyles in three different tenses and increase their knowledge of the imperative by advising each other of what they should and should not do.
Next Steps	Pupils will revisit this topic in the next half term under the speaking preparation section. In year 11 pupils will revisit this topic under the poverty/homeless section. In addition, pupils will recap this unit of work in the year 11 revision tasks.
Personal Development	Pupils will have a good understanding of how to discuss their own physical and mental wellbeing in French and about what constitutes a healthy lifestyle. There will be many opportunities for pupils to express their points of view in the discussions about lifestyle choices. They will have gained the skills to respect the views of their peers even if they differ to their own opinions.
Key vocabulary	Manger, boire, faire du sport, être, avoir, fumer, mener une vie saine, accro, more complex opinions, je dirais que... cependant, sainement, Si je pouvais, je voudrais..., la chose la plus importante, je mange, après avoir écouté, Academic word list: consume, evaluate, impact, maintain, adequate, stress, energy
How and when will I be assessed?	Regular in-class assessment including GCSE style questions in all 4 skills and regular verb drills and vocabulary tests. At the end of the Unit, pupils will complete a formal assessment which will include a typical exam style 90 word writing task from memory as well as translations from and into Target Language, reading comprehensions and speaking practice.
Resources to use	Kerboodle – 9-1 French Unit 6.2 BBC Bitesize – Healthy lifestyles https://www.bbc.co.uk/bitesize/guides/z3hx6sg/revision/1 Seneca – Healthy lifestyles unit
Enrichment opportunities	Pétanque and Parkour are sports that originated in France. Choose one of the sports (or a sport of your own) and describe it in French and the benefits of doing this exercise on your physical and mental health. Write a blog on tips for keeping healthy for someone of your age. Research a healthy recipe written and cook it with your family.

Year 10 - Half Term 6 – GCSE French speaking preparation

Prior Learning	All of the vocabulary and grammar structures covered from year 7 are relevant for this unit of work. Pupils will also have previous experience of tackling the range of GCSE speaking questions including describing photos and performing role plays
What will I learn?	The focus for this term will be on developing pupils' speaking skills in French. Pupils will develop their speaking skills through practising a range of tasks e.g. role-play, photo description and answering general conversation questions. Pupils will familiarise themselves further with the requirements of the GCSE speaking exam through a variety of practise questions and answers.
Next Steps	As well as preparing pupils for the speaking element of the GCSE exam, the aim of this unit is to develop communication skills in the target language and increase confidence in this skill, encouraging pupils to answer spontaneously and to develop responses using a range of opinions and tenses. Pupils will be able to use the speaking skills acquired in this unit at A 'level and in future travel.
Personal Development	The communication skills developed in this unit are also relevant to the pupils' development and use of their own language. Pupils will become more confident in responding to unexpected questions and develop coping strategies to help them in unprepared speaking situations.
Key vocabulary	<p>French opinion phrases: https://quizlet.com/125784614/french-opinion-phrases-flash-cards</p> <p>Advanced French expressions: https://www.fluentu.com/blog/french/advanced-french-expressions/</p> <p>A range of tenses and verbs: https://www.bbc.co.uk/bitesize/topics/z66v87h</p> <p>Academic word list: develop, theme, technique, role, communicate, tense, theme,</p>
How and when will I be assessed?	Practice role plays and photo cards in class, general conversation practice in class Summative Assessment: Mock GCSE French Speaking Examination
Resources to use	GCSE French speaking questions and booklet (pupils have their own copy) Kerboodle speaking assessments (at the end of each unit of the book)
Enrichment opportunities	<p>Look at the role-plays you have been given by your teacher. Think about what the possibilities for the 'surprise question' element of the role-play could be. Make a note of possible questions you could be asked.</p> <p>Record your answers to questions, listen back to your answers and aim to develop your accent to sound as authentically French as possible.</p> <p>Look at the exemplar speaking examinations on youtube. Pause the video clip after the teacher asks the student questions and answer them yourself without referring to any notes/answers you may have. https://www.youtube.com/watch?v=N9qICzuNzW8</p>

Year 11 - Half Term 1 – Theme 1: Technology in everyday life

Prior Learning	At Key Stage 3 pupils look at the topic of media and technology in year 8 in the 3 main tenses. Pupils' prior knowledge and understanding of opinion phrases, question words and present tense verbs will be recalled and built upon. Prior knowledge of Internet Safety will also be important.
What will I learn?	Pupils will learn to talk in more detail about the ways in which they communicate using mobile technology, giving complex positive and negative opinions of various applications. Pupils will also learn how to discuss the advantages and disadvantages of using and overusing a mobile phone and other devices, as well as the benefits, risks and dangers associated with social media. Grammatically, pupils will build on their knowledge and understanding of the present tense with a focus on irregular verbs and accurate pronunciation. They will use the present tense confidently to talk and write about how they use social media. They will be taught how to use the interrogative adjectives <i>which</i> and <i>what (quel, quelle, quels, quelles)</i> to ask others about their use of mobile technology. Pupils will also be taught about pronouns which are used after prepositions (<i>moi, toi, il, elle</i>). They will learn how to use the key phrase <i>grâce à (thanks to)</i> correctly and the statement of possibility <i>il est possible que + the subjunctive</i> to enhance their writing and speaking in addition to consolidating their use of the tenses and grammar. Also pupils will revise in part the topic of self, family and friends as started in year 9 half term 1&2 but this can also feature on Year 11 HT 4 in the revision programme.
Next Steps	This unit of work gives pupils the opportunity to communicate with others using the most up-to-date Target Language vocabulary as well as some higher level grammatical structures, both needed for study at A level. This topic links directly to the A level sub-theme, The 'cyber-society' (La « cyber-société ») which forms part of the theme Aspects of French-speaking society: current trends.
Personal Development	Developing pupils' understanding of Internet Safety including online bullying and the dangers associated with use of social media including mental health should help pupils to become more aware of the risks related to their own use of technology.
Key vocabulary	Verbs, nouns and adjectives related to Technology and Social Media e.g. to communicate (communiquer), to show (montrer), to share (partager), to send (envoyer), online bullying (la cyber intimidation), advantages (les avantages), disadvantages (les inconvénients), social media (les réseaux sociaux), risk (le risque), identity theft (le vol d'identité), free of charge (gratuit), tchat (to chat online) Academic Word List: legal, affect, design, positive, technology, communicate, contact, research, virtual
How and when will I be assessed?	Regular in-class assessment including GCSE style questions in all 4 skills and weekly vocabulary tests. At the end of the Unit, pupils will complete a formal assessment which will include a typical exam style 90 word writing task from memory as well as translations from and into Target Language and speaking practice.
Resources to use	www.kerboodle.com AQA GCSE French (9-1), Unit 2 www.senecalearning.com French AQA GCSE - 4.2 Technology in Everyday life & 5.1 Present Tense, French AQA GCSE Foundation/ Higher - 1.2 Technology in Everyday Life GCSE Bitesize French Technology in Everyday Life
Enrichment opportunities	Read about the pros and cons of technology including mobile phones Change mobile phone, social media Apps, tablet or other device settings to French for exposure to the relevant vocabulary. Listen to this song to revise vocabulary related to Technology in Everyday Life

Year 11 - Half Term 2 – Theme 2 Global Issues, environment, poverty

Prior Learning	Within this unit pupils will build upon the vocabulary and structures learnt in the 'Where I live' module from year 7 HT4. In addition, they will recall and build on the work done in year 8 units 3 & 4 in the Holidays unit. They will also build on appropriate grammar structures from previous units.
What will I learn?	Pupils will discuss aspects of home, town region and neighbourhood specifically looking in more detail on the town topic being able to discuss their regions in more detail than previously learnt. This unit also discusses the importance of charity associations the type of work they do and how they help people within our communities and voluntary work. Pupils will also explore current environmental issues and poverty in the world around them.
Next Steps	Pupils will revisit this unit of work in the revision tasks in half term 4. They will have the opportunity to develop their speaking answers on this topic as they cover a variety of tenses and higher vocabulary. They will make use of social and cultural context in tasks, have the ability to deal with longer, complex texts and encouraged to use their debating skills in speaking tasks to agree/disagree in discussions. All of the skills and language learnt in the unit will be needed in the A 'Level French course.
Personal Development	Through the study of this topic, pupils will have an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these topics. In addition, they will have an improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This shows their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
Key vocabulary	Ma ville- habiter/vivre, demonstrative adjectives, the comparative, superlatives, use of infinitive structures. Social problems- infinitive structures and implicit subjunctive with il est possible que + subjunctive, devoir, pouvoir, il faut +inf. Environmental problems & solutions – present tense verbs, using si clauses, the imperative. Academic words: Ameliorate, deteriorate, fairtrade, ecological, benevolent, voluntary, clean energy.
How and when will I be assessed?	Pupils will complete a range of unseen assessments on the unit studied in class. These include 90/150 word questions, translations, and reading/listening tasks. The aim is for one formative assessment per week. In addition, pupils will be set assignments on Seneca covering this unit. There will be a summative assessment at the end of the unit using previous exam questions on this topic.
Resources to use	https://www.senecalearning.com – Each class has their own user area with exam style questions and assignments. https://www.kerboodle.com – All pupils have their own access to the online course book where they can complete extra revision and have access to listening tasks to do at home. (Units 6 & 7)
Enrichment opportunities	Look at the French homeless charity, 'Action Froid' and les restos du coeur. Read the information given about the work that they do and summarise how they are helping within their communities. Now research a British charity who also help the homeless. Compare and note the similarities and differences between the UK & French charities: www.actionfroid.org Watch the video clips by Monsieur Pattinson on this unit: https://www.youtube.com/watch?v=PwHzFivlpGw

Year 11 - Half Term 3 – Theme 2: Social Issues

Prior Learning	At KS3 pupils learn about the conditional tense when talking about hypothetical situations such as their ideal house, ideal uniform or what they would do if they won the lottery. Their prior knowledge of vocabulary and grammar related to Healthy Lifestyles (Year 10), particularly the imperfect tense, will be of assistance. There is a direct link to the previous unit of work on Global Issues and pupils will be able to transfer much of the language learnt from that context to the current unit.
What will I learn?	Pupils will learn to talk about different charities and their importance as well as describing charities and voluntary work in more detail. They will also learn to discuss the lifestyle choices facing young people in society today such as alcohol, smoking and drugs. Grammatically, pupils will build on their knowledge of the imperfect tense in order to compare old and new health habits. They will further develop their understanding and use of the conditional tense and will continue to learn how to recognise different tenses in the spoken and written forms. They will also be taught how to use a wide range of negatives in order to add complexity to their work. There will be a focus on ensuring speaking booklets are completed to the highest possible standard in preparation for the final oral examination.
Next Steps	At A level, students study the sub-theme The place of voluntary work (Le rôle du bénévolat) which forms part of theme 3.1.1, Aspects of French-speaking society: current trends.
Personal Development	Social development -through reading about and discussing the benefits and importance of charity work, pupils may be more inclined to participate in charity or voluntary work within the community now or in the future. This unit also promotes healthy lifestyles and should help pupils to make informed decisions about lifestyle choices in relation to alcohol and smoking.
Key vocabulary	Verbs, nouns and adjectives related to charity and voluntary work e.g. to give (donner), to combat (combattre) to volunteer (faire du bénévolat), poverty (la pauvreté) charity/thrift shop (une friperie), charity organisation (l'association caritative), to care for (soigner) , politician (homme/femme politique), food (la nourriture), soup kitchen (la soupe populaire), unemployment (le chômage) Vocabulary related to lifestyle choices e.g. advice (les conseils), to take drugs (se droguer), to smoke (fumer), to try (essayer de), to feel (se sentir), consumption (la consommation) Academic Word List: benevolent, thrift, charitable, voluntary
How and when will I be assessed?	Regular formative assessment including GCSE style questions in all 4 skills and weekly Knowledge Organiser tests. At the end of the Unit, pupils will complete a second mock exam in the skills of Listening, Reading and Writing.
Resources to use	www.kerboodle.com AQA GCSE French (9-1), Unit 6 GCSE French Bitesize Other Social and Global Issues www.senecalearning.com French AQA GCSE 2.2 Social Issues 5.3 Imperfect Tense 6.1 Conditional Tense, French AQA GCSE Foundation/ Higher Vocab 2.2 Social Issues
Enrichment opportunities	Learn more about Les Restos du Coeur by visiting their website and watching the video about some of its volunteers Find out more about Médecins Sans Frontières MSF Video MSF Website