

French Subject Intent

Dixons Broadgreen French department instilled a love of lifelong language learning whilst promoting diversity and tolerance of other cultures by

- Teaching students to communicate through listening, speaking, reading and writing.
- Exposing students to the culture of French speaking societies.
- Closely defining key knowledge, which is revisited and reinforced over time.

Seven Year Plan

Year 7			
	Cycle 1	Cycle 2	Cycle 3
Content	Introducing myself Describing self and others	School and Free time	Where I live and holidays
Skills	Mastery of numbers, basic nouns and adjectives. Using avoir and être,	Using present tense and opinions phrases Using Opinion + infinitive.	On peut structures + infinitive je vais and je voudrais + infinitive
Progression	Students may be completely new to French	Moving from simple opinions to opinions + infinitive	Moving from present tense to future and conditionals in a basic form. Moving from opinions + infinitive to Je voudrais + infinitive
Link to GCSE	Writing in present tense	Giving opinions	Using two tenses together
Year 8			
	Cycle 1	Cycle 2	Cycle 3
Content	Discussing TV programmes, films and reading in French Paris and Past tense	Personality and interests Where I live and Food	Describing a talent show Exam revision
Skills	Using justified opinions Being able to do extended writing in perfect tense	Using reflexive verbs Using BAGS adjectives and comparatives	Using modal verbs Using superlatives
Progression	Moving from simple opinions to justifying opinions Using negative form of present tense verbs Being able to write about a past trip using passé composé	Moving from simple present tense verbs to reflexive verbs	Students working towards using all three time frames in writing.
Link to GCSE	Using justified opinions/	Writing in past tense	Using a wide range of tenses across three time frames



	Writing in past tense		
Year 9 – Transition to KS4			
	Cycle 1	Cycle 2	Cycle 3
Content	Describing yourself/others in detail and social media Talking about health and what you need to do to keep fit	Discussing future plans, university and jobs	Discuss rights and priorities in a variety of tenses. Exam preparation Cultural project
Skills	Being able to describe others and your interests Using “ Il faut structures” + infinitives	Being able to use a variety of future tenses (near future/simple/conditional to describe future aspirations.	Students being exposed to language to talk about their rights and freedoms,
Progression	Students exposed to new topic specific vocabulary Using complex ways of describing people (Je le trouve)	Moving from near future to modal verb + infinitive constructions	Exposed to structures which require an infinitive “J’ai le droit de + infinitive” Je n’ai pas le droit de
Link to GCSE / A-Level	Using a wide range of verbs and language	Using a wide range of verbs and language	Using a variety of tenses
Year 10			
	Cycle 1	Cycle 2	Cycle 3
Content	Family and relationship Free time	Festivals and Celebrations My town city	Holidays Exam prep
Skills	Students learn to apply key vocabulary and grammatical structures across all skill areas on the topic of family /free time	Students learn to apply key vocabulary and grammatical structures across all skill areas on the topic of customs/festivals/lifestyle	Students will learn how to apply key vocabulary and grammatical structures across all skill areas
Progression	At KS4, the students build upon the topics studied at KS3 but with increasing levels of complexity and detail this includes a wider range of vocabulary to describe friends and relations= full conjugations of reflexive verbs.- <i>Listening and reading comprehension involving using three-time frames</i> <i>Depuis + present tense - Comparative & superlative adjectives in descriptions and Giving detailed justified opinions in three tenses.</i> There is focus mastery of using an increasing range of grammatical structures, whilst broadening vocabulary and empowering students to	At KS4, the students build upon the topics studied at KS3 but with increasing levels of complexity and detail. This includes pupils being exposed to a wider range of vocabulary <i>Food & meals - shopping for clothes Asking questions in the future tense - using three and time frames.</i> Increasing range of tenses in the past; Use negatives in the imperfect tense to compare city in present and past. There is focus mastery of using an increasing range of grammatical structures, whilst broadening vocabulary and empowering students to communicate in all key skill areas	At KS4, the students build upon the topics studied at KS3 but with increasing levels of complexity and detail. Fo example Exposed to wider range of vocabulary to <i>Describe holidays - booking and reviewing hotels - Eating in a restaurant - Traveling - Buying souvenirs and</i> increase range of future tenses: being able to use conditional tense to describe ideal holidays. Being able to use pluperfect to describe past holiday. Movig from si clauses There is focus mastery of using an increasing range of grammatical structures, whilst broadening vocabulary and



	communicate in all key skill areas		empowering students to communicate in all key skill areas
Link to GCSE / A-Level	Identity and culture	customs and festivals/local national and international and global areas of interest	local national and international and global areas of interest
Year 11 - Transition to KS5			
	Cycle 1	Cycle 2	Cycle 3
Content	School and Jobs Environment	Final push plan	Final push plan
Skills	Students will learn how to apply key vocabulary and wide range of grammatical structures across all skill areas to this topic.	Students will learn how to apply key vocabulary and wide range of grammatical structures across all skill areas to the topics	Students will learn how to apply key vocabulary and wide range of grammatical structures across all skill areas to the topics
Progression	At KS4, the students build upon the topics studied at KS3 but with increasing levels of complexity and detail. Using comparatives, il faut/il est interdit de + infinitives, The imperative, Moving from near future to simple future tense Using past, present and future time frames The conditional tense to describe ideal jobs Imperfect tense to describe past work experience. Using superlatives There is focus mastery of using an increasing range of grammatical structures, whilst broadening vocabulary and empowering students to communicate in all key skill areas	At KS4, the students build upon the topics studied at KS3 but with increasing levels of complexity and detail. (revision of GCSE course) There is focus mastery of using an increasing range of grammatical structures, whilst broadening vocabulary and empowering students to communicate in all key skill areas.	At KS4, the students build upon the topics studied at KS3 but with increasing levels of complexity and detail. (revision of GCSE course) There is focus mastery of using an increasing range of grammatical structures, whilst broadening vocabulary and empowering students to communicate in all key skill areas.
Link to GCSE / A-Level	Global areas of interest/current and future study and employment	Identity and culture/customs and festivals/local national and international and global areas of interest/ current and future study and employment	Identity and culture/customs and festivals/local national and international and global areas of interest/ current and future employment

Year 12			
	Cycle 1	Cycle 2	Cycle 3



Content	THEMES: 1: The changing nature of family; 2: The 'cyber society'; 3: The place of voluntary work	THEMES: 4: A culture proud of its heritage; 5: Contemporary francophone music; 6: Le septième art-cinema	T1- Work-life balance and attitudes towards work in France Reasons will people strike in France Gender discrimination in the workplace Film- Les Intouchables
Skills	Students will develop their knowledge and understanding of themes relating to the culture and society of countries where French is spoken, and their language skills	Students will develop their knowledge and understanding of themes relating to the culture and society of countries where French is spoken, and their language skills	Students will develop their knowledge and understanding of themes relating to the culture and society of countries where French is spoken, and their language skills
Progression	From describing family at GCSE in detail to discussing aspects of French-speaking society: current trends	From describing genre of music/film to discussing artistic culture in the French speaking world	From studying texts to studying Film
Link to A-Level/University	Cultural reference to French society- research project at university	Francophone world- module at university	French cinema module at University

Year 13

	Cycle 1	Cycle 2	Cycle 3
Content	THEMES: 1: Positive aspects of a diverse society; tolerance and impact 2: Social marginalisation and contrasting attitudes 3: Attitudes to criminality and the prison system	THEMES: 4: Young people, the right to vote and political commitment; 5: Demonstrations and strikes; 6: Politics and immigration	L'Etranger - Albert Camus: study
Skills	Students will develop their knowledge and understanding of themes relating to the culture and society of countries where French is spoken, and their language skills	Students will develop their knowledge and understanding of themes relating to the culture and society of countries where French is spoken, and their language skills	Students will develop their knowledge and understanding of themes relating to the culture and society of countries where French is spoken, and their language skills
Progression	Using language skills to discuss aspects of French-speaking society: current issues	Using language skills to Aspects of French-speaking society: current issues	From literary texts in studio book to study a French novel
Link to A-Level/University	Links to banlieue Paris/La société française	French current affairs-language seminars at university	Literature francophone

