

# Curriculum Overview – FRENCH



## Key Stage 3

Year 7	Year 8	Year 9
<p><b>1) Je me présente</b> Introducing yourself, classroom language, numbers to 31, basic opinions + reasons, describing the weather.</p> <p><b>2) Ma famille</b> Family members, physical description, character description, opinion + infinitive construction, pets, colours</p> <p><b>3) Mon collègue</b> School subjects, talking about timetable, teachers, school facilities, immediate future tense, developing opinions, food, after school activities</p> <p><b>4) Où j'habite</b> Location – compass points, rooms of the house, items of furniture, describing town/village, describing what you can do in your town, expressing opinions about where you live, describing your future home</p>	<p><b>1) Les loisirs</b> TV programmes, types of film, expressing justified opinions, music, reading, immediate future tense, free time activities, making arrangements, shopping (clothes and food), introduction to perfect tense</p> <p><b>2) Les vacances</b> Countries, modes of transport, perfect tense with avoir + être, holiday activities, expressing opinions in the past, describing/narrating a past holiday, describing holidays in the present, describing future holiday plans</p> <p><b>3) La routine et la vie saine</b> Daily routine, mealtimes, healthy eating, describing habits in the past + present, recommendations for a healthier lifestyle, expressing ailments, at the doctor's/pharmacy</p> <p><b>4) La vie scolaire et l'avenir</b> School routine, school rules, uniform, jobs, future plans, ideal jobs, expressing hopes and wishes</p>	<p><b>1) Les relations personnelles</b> Describing family relationships, reflexive verbs, free time activities with family and friends, describing ideal partner, what makes a good friend, using future tense to describe plans for the weekend, using past tense to narrate recent events.</p> <p><b>2) Les fêtes et les traditions</b> Food – opinions and describing mealtimes, talking about francophone cuisine, traditions from Francophone countries, music, festivities, comparisons, practise of 3 time frames</p> <p><b>3) Une ville francophone</b> Case studies of French speaking countries – location/geographical information, key facilities, comparisons, describing where you would like to live, shopping, tourism</p> <p><b>4) Notre monde</b> Environmental problems, solutions to help the environment, talking about past problems, human rights, volunteering, charity involvement, talking about future plans</p>

## Textbooks:

There are no set textbooks used in Year 7 and 8 but students may wish to purchase CGP KS3 French Study Guide (ISBN: 9781841468303) and the corresponding KS3 French Workbook (ISBN: 9781841468396)

All students have access to the online version of Encore Tricolore Total 2 (mostly aimed at Year 8) via Kerboodle (ISBN 978-1-4085-0468-0)

Year 9: Students have access to the online version of AQA GCSE French Foundation via Kerboodle (ISBN: 978-0-19-836584-6)

## Key Stage 4 – GCSE Exam Board: AQA



Year 10	Year 11
<b>Unit 1: La famille et les amis (Family and friends)</b> Relationships with family and friends, describing family and friends, marriage and partnership and future relationship choices	<b>Unit 8: Les vacances (Holidays)</b> Holiday destinations, describing a past holiday, use of perfect and imperfect tenses together, use of infinitive structures, describing French/Francophone countries, talking about future/ideal holidays
<b>Unit 2: La technologie (Technology)</b> Use of social media, gadgets, mobile technology and describing the benefits and dangers of social media/technology, revision of present tense verbs – regular and irregular	<b>Unit 6: Les problèmes sociaux (Social issues)</b> Charity work, discussing the importance of charities, talking about healthy lifestyles and health resolutions, understanding the use of and recognising the subjunctive mood, use of verb + infinitive structures
<b>Unit 3: Les loisirs (Free-time)</b> Free time activities, tv/film, music, perfect tense revision, describing plans for the weekend, food – opinions and discussing world cuisine, sports and extreme sports	<b>Unit 11/12: Mes plans pour l'avenir (Future plans)</b> Talking about future opinions, university and apprenticeships, job applications, ideal jobs, advantages and disadvantages of jobs
<b>Unit 5: Ma région (My area)</b> Describing your home, ideal home (conditional tense), describing what there is to do in your area, prepositions, comparatives and superlatives	<b>Unit 7: Les problèmes mondiaux (Global issues)</b> Discussing environmental issues and their solutions, global issues, inequality and world poverty
<b>Unit 9/10: Mon collège et la vie scolaire (My school and school life)</b> Describing the school day, perfect tense revision, school rules (use of modal verbs), describing your ideal school	Revision and preparation for end of course exams.
<b>Unit 4: Les fêtes et les traditions (Customs and festivals)</b> Celebrations, describing a recent celebration, festivals, imperfect tense, discussing international festivals and events	

### Textbook:

Students have access to the online version of AQA GCSE French Higher via Kerboodle (ISBN: 978-0-19-836583-9)

## Key Stage 5 – A Level Exam Board: AQA

Year 12	Year 13
<p><b><u>Aspects of French-speaking society: current trends</u></b></p> <ol style="list-style-type: none"> <li><b>1) La famille en voie de changement (The changing nature of family)</b> Grands-parents, parents et enfants – soucis et problèmes, monoparentalité, homoparentalité, familles recomposées, la vie de couple – nouvelles tendances</li> <li><b>2) La « cyber-société » (The 'cyber-society')</b> Qui sont les cybernautes ? Comment la technologie facilite la vie quotidienne Quels dangers la « cyber-société » pose-t-elle ?</li> <li><b>3) Le rôle du bénévolat (The place of voluntary work)</b> Qui sont et que font les bénévoles ? Le bénévolat – quelle valeur pour ceux qui sont aidés ? Le bénévolat – quelle valeur pour ceux qui aident ?</li> </ol> <p><b><u>Artistic culture in the French-speaking world</u></b></p> <ol style="list-style-type: none"> <li><b>4) Une culture fière de son patrimoine (A culture proud of its heritage)</b> Le patrimoine sur le plan national, régional et local, comment le patrimoine reflète la culture, le patrimoine et le tourisme</li> <li><b>5) La musique francophone contemporaine (Contemporary francophone music)</b> La diversité de la musique francophone contemporaine. Qui écoute et apprécie cette musique ? Comment sauvegarder cette musique ?</li> <li><b>6) Cinéma : le septième art (Cinema: the 7th art form)</b> Pourquoi le septième art ? Le cinéma – une passion nationale ? Evolution du cinéma – les grandes lignes</li> </ol>	<p><b><u>Aspects of French-speaking society: current issues</u></b></p> <ol style="list-style-type: none"> <li><b>1) Les aspects positifs d'une société diverse (Positive features of a diverse society)</b> L'enrichissement dû à la mixité ethnique, diversité, tolérance et respect, diversité – un apprentissage pour la vie</li> <li><b>2) Quelle vie pour les marginalisés ? (Life for the marginalised)</b> Qui sont les marginalisés ?, Quelle aide pour les marginalisés ? Quelles attitudes envers les marginalisés ?</li> <li><b>3) Comment on traite les criminels (How criminals are treated)</b> Quelles attitudes envers la criminalité ? La prison – échec ou succès ? D'autres sanctions</li> </ol> <p><b><u>Aspects of political life in the French-speaking world</u></b></p> <ol style="list-style-type: none"> <li><b>4) Les ados, le droit de vote et l'engagement politique (Teenagers, the right to vote and political commitment)</b> Pour ou contre le droit de vote ? Les ados et l'engagement politique – motivés ou démotivés ? Quel avenir pour la politique ?</li> <li><b>5) Manifestations, grèves – à qui le pouvoir ? (Demonstrations, strikes – who holds the power?)</b> Le pouvoir des syndicats, manifestations et grèves – sont-elles efficaces?, attitudes différentes envers ces tensions politiques</li> <li><b>6) La politique et l'immigration (Politics and immigration)</b> Solutions politiques à la question de l'immigration, l'immigration et les partis politiques, l'engagement politique chez les immigrés</li> </ol>
<p><b>The detailed study of a French film: Au revoir les enfants</b></p>	<p><b>The detailed study of a French novel: No et Moi, by Delphine de Vigan</b></p>

### Textbook Used:

AQA French A level year 1 and AS, OUP, ISBN 978-0-19-836688-1

AQA French A level year 2, OUP, ISBN 978-0-19-836685-0

Students have access to the online version of the above books via Kerboodle.

Literature: Dephine de Vigan, No et Moi, Le livre de Poche, 2007 ISBN 978-2-253-12480-1