



## French overview

		<p><b>Why Now?</b> Not only does this topic link with special occasions, it links with our next topic of healthy lifestyles. It introduces students to the partitive article, which they will need later in Year 10.</p> <p><b>Key Knowledge</b> Relevant vocabulary, phonics and grammar (3 pillars of essential language knowledge)</p> <p><b>Key Vocabulary</b> Food and drink vocabulary (<i>la nourriture, les boissons, la viande, les légumes...</i>) Meals (<i>les repas, le petit déjeuner, le déjeuner, le dîner</i>) Partitive article</p> <p><b>Sources</b> See department resources folder on SOL</p> <p><b>Curriculum Assessment tasks</b> Weekly learning homework test Writing assessment Speaking assessment</p> <p><b>Personal Development links</b></p> <ul style="list-style-type: none"> <li>• Literacy skills including speaking with an appropriate register and improved English grammar and vocabulary</li> <li>• Attention to detail</li> <li>• Communication skills</li> <li>• Highly developed listening skills</li> <li>• Ability to perform well under pressure</li> <li>• Developed memory skills</li> <li>• Problem solving / logical thinking – can see and apply patterns</li> <li>• Creative thinking</li> <li>• “Think on your feet”</li> </ul> <p><b>SMSC</b> Different foods and eating habits</p>
<p>Autumn 2</p>	<p>Healthy eating and lifestyles</p>	<p><b>Why This?</b> We use the food topic as a starting point for discussing healthy eating, which then expands into discussing healthy lifestyles in general. At this particular age, with pressures from exams, and an increased dependency on social media and gaming, it is more important than ever that we educate our students on healthy lifestyle habits.</p> <p><b>Why Now?</b> This topic not only links with food, but also feeds forward into the future topic of sport and hobbies.</p>

## French overview

		<p><b>Key Knowledge</b> Relevant vocabulary, phonics and grammar (3 pillars of essential language knowledge)</p> <p><b>Key Vocabulary</b> Phrases to discuss healthy and unhealthy lifestyle habits (<i>je mange sainement, je suis sain(e), c'est bon pour la santé</i>) Quantifiers (<i>beaucoup de, trop de, assez de, plus de, moins de</i>) Tenses Il faut</p> <p><b>Sources</b> See department resources folder on SOL</p> <p><b>Curriculum Assessment tasks</b> Weekly learning homework test Writing assessment Speaking assessment</p> <p><b>Personal Development links</b></p> <ul style="list-style-type: none"> <li>• Literacy skills including speaking with an appropriate register and improved English grammar and vocabulary</li> <li>• Attention to detail</li> <li>• Communication skills</li> <li>• Highly developed listening skills</li> <li>• Ability to perform well under pressure</li> <li>• Developed memory skills</li> <li>• Problem solving / logical thinking – can see and apply patterns</li> <li>• Creative thinking</li> <li>• “Think on your feet”</li> <li>• <b>Ability to recognise healthy and unhealthy lifestyle habits</b></li> </ul> <p><b>Why This?</b> As part of our popular culture theme, we teach free time activities through sports and other hobbies. This topic is engaging for students and it provides with practical language if they are on holiday, planning activities with their family.</p> <p><b>Why Now?</b> Discussing sport links back to our previous topic of healthy lifestyles. It also gives students the opportunity to retrieve the partitive article and si clauses.</p> <p><b>Key Knowledge</b> Relevant vocabulary, phonics and grammar (3 pillars of essential language knowledge)</p> <p><b>Key Vocabulary</b> Sports and free time activities (<i>je joue au foot, je fais du vélo, je fais les magasins, je lis</i>)</p>
	Sports and other free time activities	

## French overview

		<p>Jouer à and faire de depuis s'intéresser à Sequencers and time expressions (<i>puis, ensuite, avant de me coucher, le soir</i>) Si clauses (<i>si je n'ai pas trop de devoirs, s'il fait beau</i>)</p> <p><b>Sources</b> See department resources folder on SOL</p> <p><b>Curriculum Assessment tasks</b> Weekly learning homework test Writing assessment Speaking assessment</p> <p><b>Personal Development links</b></p> <ul style="list-style-type: none"> <li>• Literacy skills including speaking with an appropriate register and improved English grammar and vocabulary</li> <li>• Attention to detail</li> <li>• Communication skills</li> <li>• Highly developed listening skills</li> <li>• Ability to perform well under pressure</li> <li>• Developed memory skills</li> <li>• Problem solving / logical thinking – can see and apply patterns</li> <li>• Creative thinking</li> <li>• “Think on your feet”</li> </ul> <p><b>SMSC</b> Sporting cultural differences Diverse sports personalities</p>
<p><b>Spring 1</b></p>	<p>Discussing free time activities in the perfect and future tenses</p>	<p><b>Why This?</b> Following on from studying this topic in the present tense, students now independently apply the rules of the perfect and future tenses to discuss last weekend and next weekend.</p> <p><b>Why Now?</b> At this stage of the course we expect that students' knowledge of tenses is now developed enough to require less support when manipulating language into other tenses.</p> <p><b>Key Knowledge</b> Relevant vocabulary, phonics and grammar (3 pillars of essential language knowledge)</p> <p><b>Key Vocabulary</b> Add further complexity through: Perfect infinitive (<i>après avoir fait/ après être allé</i>) Avant de + infinitive</p>

## French overview

	<p>Media and technology</p>	<p>J'aurais préféré Perfect Tense Near and simple future tenses Si clauses Sequencers and time expressions</p> <p><b>Sources</b> See department resources folder on SOL</p> <p><b>Curriculum Assessment tasks</b> Weekly learning homework test Writing assessment Speaking assessment</p> <p><b>Personal Development links</b></p> <ul style="list-style-type: none"> <li>• Literacy skills including speaking with an appropriate register and improved English grammar and vocabulary</li> <li>• Attention to detail</li> <li>• Communication skills</li> <li>• Highly developed listening skills</li> <li>• Ability to perform well under pressure</li> <li>• Developed memory skills</li> <li>• Problem solving / logical thinking – can see and apply patterns</li> <li>• Creative thinking</li> <li>• “Think on your feet”</li> </ul> <p><b>Why This?</b> Media and technology is a key part of peoples’ free time nowadays.</p> <p><b>Why Now?</b> It links back to how our students spend their free time.</p> <p><b>Key Knowledge</b> Relevant vocabulary, phonics and grammar (3 pillars of essential language knowledge)</p> <p><b>Key Vocabulary</b> Names of devices (<i>un portable, un ordi portable, une tablette</i>) Vocabulary to describe your phone (<i>j’ai un iphone noir. Je l’ai depuis deux ans</i>) Online activities (<i>je fais des achats en ligne, je fais des recherches pour mes devoirs</i>) Pros and cons of devices (<i>je passe trop de temps sur mon portable, je peux rester en contact avec mes amis</i>) Accro à</p> <p><b>Sources</b> See department resources folder on SOL</p> <p><b>Curriculum Assessment tasks</b></p>
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## French overview

		<p>Weekly learning homework test Writing assessment Speaking assessment</p> <p><b>Personal Development links</b></p> <ul style="list-style-type: none"> <li>• Literacy skills including speaking with an appropriate register and improved English grammar and vocabulary</li> <li>• Attention to detail</li> <li>• Communication skills</li> <li>• Highly developed listening skills</li> <li>• Ability to perform well under pressure</li> <li>• Developed memory skills</li> <li>• Problem solving / logical thinking – can see and apply patterns</li> <li>• Creative thinking</li> <li>• “Think on your feet”</li> </ul>
<p>Spring 2</p>	<p>Internet and social media</p>	<p><b>Why This?</b> Given the pressures of social media on our young people, it is important to educate them about online safety. Moreover, we provide students with the opportunity to present an argument, which involves complex language which can be transferred across future topic areas.</p> <p><b>Why Now?</b> It is a logical link to discussing devices and the social media strand feeds into our next topic of celebrity culture.</p> <p><b>Key Knowledge</b> Relevant vocabulary, phonics and grammar (3 pillars of essential language knowledge)</p> <p><b>Key Vocabulary</b> Pros and cons of the Internet and social media (<i>les trolls, le cyber-harcèlement, les personnes mal intentionnées</i>) Pour / afin de + infinitive (<i>J'utilise Snapchat pour rester en contact avec ma famille</i>) Phrases to present an argument (<i>un avantage, c'est que, d'un côté</i>)</p> <p><b>Sources</b> See department resources folder on SOL</p> <p><b>Curriculum Assessment tasks</b> Weekly learning homework test Writing assessment Speaking assessment</p> <p><b>Personal Development links</b></p> <ul style="list-style-type: none"> <li>• Literacy skills including speaking with an appropriate register and improved English grammar and vocabulary</li> <li>• Attention to detail</li> </ul>

## French overview

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Summer 1	Celebrity culture	<p><b>Why This?</b> Celebrities are part of popular culture and allow us to revisit the Personal Identity theme but, this time, in the 3<sup>rd</sup> person. Students enjoy discussing their favourite celebrities.</p> <p><b>Why Now?</b> Having just taught the social media topic, there is a natural link to celebrity culture and students following famous people online.</p> <p><b>Key Knowledge</b> Relevant vocabulary, phonics and grammar (3 pillars of essential language knowledge)</p> <p><b>Key Vocabulary</b> Phrases to describe what celebrities do and have achieved (<i>j’ai gagné beaucoup d’argent, j’ai eu l’occasion de voyager partout</i>) Vocabulary to discuss online <i>influencers</i> (<i>ma célébrité préférée, la télé-réalité, faire de contenu, des abonnées, Youtubeur, un site web</i>)</p> <p><b>Sources</b> See department resources folder on SOL</p> <p><b>Curriculum Assessment tasks</b> Weekly learning homework test Writing assessment Speaking assessment</p> <p><b>Personal Development links</b></p> <ul style="list-style-type: none"> <li>• Literacy skills including speaking with an appropriate register and improved English grammar and vocabulary</li> <li>• Attention to detail</li> <li>• Communication skills</li> <li>• Highly developed listening skills</li> <li>• Ability to perform well under pressure</li> <li>• Developed memory skills</li> <li>• Problem solving / logical thinking – can see and apply patterns</li> <li>• Creative thinking</li> <li>• “Think on your feet”</li> </ul>

## French overview

	Music and concerts	<ul style="list-style-type: none"><li>• Life online is often different to reality</li></ul> <p><b>SMSC</b> Cultural events – Cannes film festival, sporting events like the 2024 Olympics, music festival in June, Tour de France, F1 car racing in Monaco.</p> <p><b>Why This?</b> Music is an integral part of popular culture and free time and it allows us to retrieve phrases from the media and technology topic to discuss online music habits.</p> <p><b>Why Now?</b> When students discuss their favourite celebrity, they will often discuss a favourite singer. This means we can then study music in more depth, looking at musical preference, preferred ways of listening to music and concerts.</p> <p><b>Key Knowledge</b> Relevant vocabulary, phonics and grammar (3 pillars of essential language knowledge)</p> <p><b>Key Vocabulary</b> Types of music (<i>la musique pop / rock / classique</i>) Phrases to express musical preferences (<i>je préfère le pop car j'aime le rythme</i>) How to listen to music (<i>j'écoute la musique sur Spotify</i>) Instruments (<i>je joue du piano, je joue de la clarinette</i>) Phrases to discuss concerts in a range of tenses (<i>je suis allé à un concert, je vais aller à un concert, l'ambiance était incroyable</i>) Partitive article</p> <p><b>Sources</b> See department resources folder on SOL</p> <p><b>Curriculum Assessment tasks</b> Weekly learning homework test Writing assessment Speaking assessment</p> <p><b>Personal Development links</b></p> <ul style="list-style-type: none"><li>• Literacy skills including speaking with an appropriate register and improved English grammar and vocabulary</li><li>• Attention to detail</li><li>• Communication skills</li><li>• Highly developed listening skills</li><li>• Ability to perform well under pressure</li><li>• Developed memory skills</li><li>• Problem solving / logical thinking – can see and apply patterns</li><li>• Creative thinking</li></ul>
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## French overview

		<ul style="list-style-type: none"> <li>• “Think on your feet”</li> </ul> <p><b>SMSC</b> French music</p>
Summer 2	TV	<p><b>Why This?</b> TV is yet another aspect of popular culture.</p> <p><b>Why Now?</b> It links back to our studies of celebrities and hobbies and feeds forward into the cinema topic.</p> <p><b>Key Knowledge</b> Relevant vocabulary, phonics and grammar (3 pillars of essential language knowledge)</p> <p><b>Key Vocabulary</b> Types of TV programmes (<i>une émission de sport, la météo, les actualités</i>) New adjectives specific to the topic (<i>divertissant, enfantin</i>) New opinions (<i>ça me fait rire, ça m’ennuie</i>) Direct object pronouns depuis Je recommanderais Adjectival agreement Time expressions and sequencers (<i>après le dîner, avant de me coucher, puis</i>) Si clauses (<i>si j’ai le temps, si je n’ai pas trop de devoirs</i>) Negatives (<i>ne....pas/jamais/plus</i>) Tenses</p> <p><b>Sources</b> See department resources folder on SOL</p> <p><b>Curriculum Assessment tasks</b> Weekly learning homework test Writing assessment Speaking assessment</p> <p><b>Personal Development links</b></p> <ul style="list-style-type: none"> <li>• Literacy skills including speaking with an appropriate register and improved English grammar and vocabulary</li> <li>• Attention to detail</li> <li>• Communication skills</li> <li>• Highly developed listening skills</li> <li>• Ability to perform well under pressure</li> <li>• Developed memory skills</li> <li>• Problem solving / logical thinking – can see and apply patterns</li> <li>• Creative thinking</li> <li>• “Think on your feet”</li> </ul>

## French overview

	Cinema	<p><b>SMSC</b> French television</p> <p><b>Why This?</b> Owing to the fact that a lot of our students talk about actors as their favourite celebrity, going to the cinema as a hobby and the fact that film is such a big part of popular culture, we dedicate time to this topic.</p> <p><b>Why Now?</b> Cinema links well with TV, as the genres are very similar and therefore the new opinions and adjectives taught in the TV topic can be transferred to cinema, enabling us to consolidate these phrases.</p> <p><b>Key Knowledge</b> Relevant vocabulary, phonics and grammar (3 pillars of essential language knowledge)</p> <p><b>Key Vocabulary</b> Types of films (<i>un film d'action, un dessin animé, un film de guerre</i>) The adverbial pronoun "y" Phrases to compare watching a film at home versus the cinema (<i>l'écran est plus grand, c'est plus confortable</i>)</p> <p><b>Sources</b> See department resources folder on SOL</p> <p><b>Curriculum Assessment tasks</b> Weekly learning homework test Writing assessment Speaking assessment</p> <p><b>Personal Development links</b></p> <ul style="list-style-type: none"><li>• Literacy skills including speaking with an appropriate register and improved English grammar and vocabulary</li><li>• Attention to detail</li><li>• Communication skills</li><li>• Highly developed listening skills</li><li>• Ability to perform well under pressure</li><li>• Developed memory skills</li><li>• Problem solving / logical thinking – can see and apply patterns</li><li>• Creative thinking</li><li>• "Think on your feet"</li></ul> <p><b>SMSC</b> Cannes film festival French film</p>
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# Curriculum Progression

## French overview



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