

Shoreham Academy French department: 7 year curriculum map

	Autumn	Spring	Summer
<b>Year 7</b>	<b>Opinions and justifications / present tense / infinitive constructions / future wishes / connectives / quantifiers / time phrases negatives</b>		
	<p>Unit 1: The basics</p> <p>How do I talk about language and grammar?</p> <p>How do I talk about myself in the target language?</p> <ul style="list-style-type: none"> <li>⇒ giving personal information</li> <li>⇒ numbers and dates</li> <li>⇒ identifying nouns, adjectives and verbs</li> <li>⇒ beginning to understand adjective agreement</li> <li>⇒ phonics – what are the links between sound and spelling in the target language?</li> <li>⇒ saying what we like and don't like</li> <li>⇒ frequency phrases, regular verbs</li> <li>⇒ weather and the seasons</li> </ul>	<p>Unit 2: My family</p> <p>How do I talk about my family, friends and pets?</p> <ul style="list-style-type: none"> <li>⇒ family members &amp; pets</li> <li>⇒ describing people</li> <li>⇒ more on adjective agreements</li> <li>⇒ introducing negative structures</li> </ul> <p>Unit 3: School</p> <p>How do I talk about my school day?</p> <ul style="list-style-type: none"> <li>⇒ school subjects, describing our school &amp; its facilities</li> <li>⇒ giving an opinion and justifying it</li> <li>⇒ telling the time</li> </ul>	<p>Unit 4: Where I live</p> <p>How do I talk about where I live?</p> <ul style="list-style-type: none"> <li>⇒ describing our house and area</li> <li>⇒ places in town</li> <li>⇒ prepositions and directions</li> <li>⇒ saying what you can and can't do in your area</li> </ul> <p>Revision &amp; Consolidation</p> <ul style="list-style-type: none"> <li>⇒ Recap on present tense, opinions and negatives</li> <li>⇒ film study to support cultural awareness and offer opportunities to give opinions in a different context</li> </ul>
<b>Year 8</b>	<b>Y7+ : past time frame / future time frame / conditional expressions / modal verbs / comparisons</b>		
	<p>Unit 5: Holidays</p> <p>How do I talk about last year's holidays?</p> <ul style="list-style-type: none"> <li>⇒ talking about where you went</li> <li>⇒ talking about what you did</li> <li>⇒ describing events in the past</li> </ul> <p>Unit 6: Going out and staying in</p> <p>How do I talk about my free time activities?</p> <ul style="list-style-type: none"> <li>⇒ talking about film, television, music and books</li> <li>⇒ planning an outing – invitations</li> <li>⇒ roleplays – shopping / restaurants</li> </ul>	<p>Unit 7: Daily routine, health &amp; fitness</p> <p>How do I talk about my daily routine and what I do to stay healthy?</p> <ul style="list-style-type: none"> <li>⇒ describing your morning and evening routine</li> <li>⇒ using reflexive verbs</li> <li>⇒ talking about healthy habits</li> <li>⇒ using modal verbs</li> <li>⇒ roleplays – at the doctors</li> </ul>	<p>Unit 8: School and Future Plans</p> <p>How do I talk about my school and future plans?</p> <ul style="list-style-type: none"> <li>⇒ using modal verbs to describe school rules</li> <li>⇒ using reflexive verbs to describe routine before and after school</li> <li>⇒ talking about jobs</li> <li>⇒ saying what you have to do at work</li> <li>⇒ saying what you would like to do in the future</li> </ul> <p>Revision &amp; Consolidation</p> <ul style="list-style-type: none"> <li>⇒ revising past, present and future tenses</li> <li>⇒ revising use of modal and reflexive verbs</li> <li>⇒ roleplays and speaking practice</li> <li>⇒ film study to support cultural awareness</li> </ul>
<b>Year 9</b>	<b>Y7 &amp; Y8 + : variety in past time frame / variety in future time frame / sophisticated opinions</b>		
	<p>Unit 9: Relationships</p> <p>How do I talk about my relationships with family and friends?</p> <ul style="list-style-type: none"> <li>⇒ using reflexive verbs to say who you get on with/ argue with etc</li> <li>⇒ talking about our ideal friend</li> <li>⇒ using the imperfect tense to describe our childhood</li> <li>⇒ narrating outings in the past</li> <li>⇒ making future plans</li> </ul>	<p>Unit 10: Festivals &amp; traditions</p> <p>What do I know about festivals &amp; traditions in French/ Spanish/ German speaking countries?</p> <ul style="list-style-type: none"> <li>⇒ case studies</li> <li>⇒ talking about festivals in the past/ future</li> <li>⇒ expressing future wishes</li> <li>⇒ photocard practice</li> </ul> <p>Unit 11: City or region in a Target Language Country</p> <p>How do I compare where I live to .....?</p> <ul style="list-style-type: none"> <li>⇒ what can you do / not do in your area?</li> <li>⇒ now and then – comparison over time</li> <li>⇒ saying where you would like to visit and what you would like to do</li> </ul>	<p>Unit 12: The world around us</p> <p>How do I talk about environmental issues and ways to improve the world?</p> <ul style="list-style-type: none"> <li>⇒ talking about environmental issues and solutions</li> <li>⇒ talking rights and responsibilities</li> <li>⇒ expressing opinions about how to improve the world</li> </ul> <p>Revision and consolidation</p> <ul style="list-style-type: none"> <li>⇒ revising past, present, future and conditional tenses</li> <li>⇒ revising use of modal and reflexive verbs in different time frames</li> <li>⇒ roleplays and speaking practice</li> <li>⇒ film study to promote cultural awareness.</li> </ul>

<b>Year 10</b>	<b>KS3 +: GCSE vocab, grammar and exam skills e.g. Speaking: Role plays, Photo cards and General Conversation based on Units 1-6 of AQA approved Scheme of Work</b>		
	<p><b>Theme 1</b> – Identity and culture – <b>Unit 1</b> – Me my family and friends</p> <ul style="list-style-type: none"> <li>⇒ Talking about yourself and your family</li> <li>⇒ Talking about getting on with others</li> <li>⇒ Talking about personal relationships – now and in the future</li> </ul> <p><b>Theme 1</b> – Identity and culture – <b>Unit 2</b> – Technology in everyday life</p> <ul style="list-style-type: none"> <li>⇒ Talking about the uses of social media</li> <li>⇒ Talking about uses of mobile technology</li> <li>⇒ Advantages and disadvantages of the above</li> </ul>	<p><b>Theme 1</b> – Identity and culture – <b>Unit 3</b> – Free time activities</p> <ul style="list-style-type: none"> <li>⇒ Talking about television, music and films</li> <li>⇒ Talking about food and sport</li> <li>⇒ Describing free-time activities in the past, present and future</li> </ul> <p><b>Theme 1</b> – Identity and culture – <b>Unit 4</b> – Customs and Festivals</p> <ul style="list-style-type: none"> <li>• Talking about celebrations and festivals</li> <li>• Talking about traditions across the world</li> <li>• Talking about celebrating with friends/family in the past, present and future.</li> </ul>	<p><b>Theme 2</b> – Local, national, international and global areas of interest - <b>Unit 5</b> - Home, town, neighbourhood and region</p> <ul style="list-style-type: none"> <li>⇒ Talking about your house/home and your neighbourhood</li> <li>⇒ Talking about your town or city in the present, past and future</li> <li>⇒ Differences and similarities of living in the city and the countryside</li> </ul> <p><b>Theme 2</b> – Local, national, international and global areas of interest - <b>Unit 6</b> - Social issues</p> <ul style="list-style-type: none"> <li>⇒ Talking about the importance of doing charity work using the conditional tense</li> <li>⇒ Talking about healthy and unhealthy lifestyles using negative expressions.</li> <li>⇒ Expressing agreement or disagreement regarding social issues</li> </ul>
<b>Year 11</b>	<b>KS3 + : GCSE vocab, grammar and exam skills e.g. Speaking: Role plays, Photo cards and General Conversation based on Units 7-12 of AQA approved Scheme of Work</b>		
	<p><b>Theme 2</b> – Local, national, international and global areas of interest - <b>Unit 7</b> - Global issues</p> <ul style="list-style-type: none"> <li>⇒ Talking about the best ways to protect the environment</li> <li>⇒ Dealing with ecological problems by expressing recommendations and obligations</li> <li>⇒ Talking about homeless people and the ways to help other people in need.</li> </ul> <p><b>Theme 2</b> – Local, national, international and global areas of interest - <b>Unit 8</b> - Travel and tourism</p> <ul style="list-style-type: none"> <li>⇒ Taking about your holidays in the present, past and future</li> <li>⇒ Being able to talk about the areas in your town or city and country that maybe of interest to tourists (using present, past and future) (being able to make comparisons with other countries)</li> <li>⇒ Talking about the importance of social and cultural context</li> </ul>		<p><b>Theme 3</b> – Current and future study and employment - <b>Unit 9</b> My studies and unit 10 life at school and college</p> <ul style="list-style-type: none"> <li>⇒ Taking about your school day</li> <li>⇒ Being able to describe and compare school life in different countries</li> <li>⇒ Talking about school rules and the pressures of school</li> <li>⇒ Being able to describe what an ideal school would be like</li> </ul> <p><b>Theme 3</b> – Current and future study and employment - <b>Unit 11</b> Education post 16 and Unit 12 Jobs, career choices and ambitions</p> <ul style="list-style-type: none"> <li>⇒ Being able to talk about future options using both future and conditional tenses</li> <li>⇒ Discussing pros and cons of university and apprenticeships</li> <li>⇒ Being able to talk about career options using comparatives and superlatives</li> <li>⇒ Being able to talk about the advantages and disadvantages of different jobs</li> </ul>

At KS5 the timings of units are flexible and depend on the needs of the group. The outline of each unit is below.

Y12 includes the study of a film as a set text. Y13 includes the study of a novel as a set text.

<p><b>Y12 French</b></p>	<p><b>Unit 1 : La famille en voie de changement</b>  <b>Language :</b>                  ⇒ Describe and discuss trends in marriage and other types of partnership                  ⇒ Discuss the merits and problems of different family structures                  ⇒ Consider the relationships between the generations and discuss the problems that can arise  <b>Grammar :</b>                  ⇒ Form and use the Imperfect tense                  ⇒ Form and use the perfect tense                  ⇒ Recognise and understand the past historic tense  <b>Skills :</b>                  ⇒ Skim texts for gist                  ⇒ Translate into French                  ⇒ Use a bi-lingual dictionary</p>	<p><b>Unit 2: La “cyber-société”</b>  <b>Language:</b>                  ⇒ Describe and discuss how technology has transformed everyday life                  ⇒ Consider and discuss the dangers of digital technology                  ⇒ Consider the different users of digital technology and discuss possible future developments  <b>Grammar:</b>                  ⇒ Understand and use infinitive constructions                  ⇒ Understand and use object pronouns                  ⇒ Form the present tense of regular and irregular verbs  <b>Skills:</b>                  ⇒ Express opinions                  ⇒ Use strategies to broaden range of vocabulary                  ⇒ Answer questions in French</p>	<p><b>Unit 3: Le role du bénévolat</b>  <b>Language:</b>                  ⇒ Examine the voluntary sector in France and the range of work volunteers provide                  ⇒ Discuss the benefits of voluntary work for those that are helped and how beneficiaries request help                  ⇒ Look at the benefits of voluntary work for those that do it and for society as a whole  <b>Grammar:</b>                  ⇒ Use connectives – temporal and causal                  ⇒ Use conditional and <i>si</i> sentences (imperfect and conditional)                  ⇒ Form and use the future tense  <b>Skills:</b>                  ⇒ Interpret and explain figures and statistics                  ⇒ Summarise from reading and listening                  ⇒ Translate into English</p>	<p><b>Unit 4: Une culture fière de son patrimoine</b>  <b>Language:</b>                  ⇒ Understand the notion of heritage and heritage preservation on a regional and national scale                  ⇒ Consider the ways in which some of the country’s most famous heritage sites market themselves                  ⇒ Comprehend how heritage impacts upon and is guided by culture in society  <b>Grammar:</b>                  ⇒ Use adjective agreements, comparatives and superlatives                  ⇒ Use <i>si</i> sentences (present and future)                  ⇒ Use the subjunctive with expressions of doubt, uncertainty or necessity  <b>Skills:</b>                  ⇒ Develop extended answers                  ⇒ Avoid repetition                  ⇒ Interpret pictures</p>	<p><b>Unit 5: La musique francophone contemporaine</b>  <b>Language:</b>                  ⇒ Consider the popularity of contemporary francophone music and its diversity of genre and style                  ⇒ Consider who listens to contemporary francophone music, how often and by what means                  ⇒ Consider and discuss the threats to contemporary francophone music and how it might be safeguarded  <b>Grammar:</b>                  ⇒ Use questions forms and command forms                  ⇒ Use the subjunctive to suggest possibility with verbs of wishing and emotional reaction                  ⇒ Use of the conditional of modal verbs  <b>Skills:</b>                  ⇒ Listen for detail                  ⇒ Justify opinions                  ⇒ Express doubt and uncertainty</p>	<p><b>Unit 6: Le septième art</b>  <b>Language:</b>                  ⇒ Consider a variety of aspects of French cinema                  ⇒ Consider the major developments in the evolution of French cinema from its beginnings until the present day                  ⇒ Consider the continuing popularity of French cinema and film festivals  <b>Grammar:</b>                  ⇒ Use infinitive constructions                  ⇒ Use <i>si</i> sentences (pluperfect/conditional perfect)                  ⇒ Use connectives followed by the subjunctive  <b>Skills:</b>                  ⇒ Summarise from listening                  ⇒ Persuasive speaking                  ⇒ Write with a purpose</p>
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<p><b>Y13 French</b></p>	<p><b>Unit 1: Les aspects positifs d'une société diverse</b>  <b>Language:</b>  ⇒ Consider the benefits of living in an ethnically diverse society  ⇒ Consider the need for tolerance and respect of diversity  ⇒ Consider how we can promote diversity to create a richer world  <b>Grammar:</b>  ⇒ Form and use the present tense  ⇒ Form and use the future tense  ⇒ Form and use the conditional  <b>Skills:</b>  ⇒ Use dictionary skills  ⇒ Use strategies for gist and comprehension  ⇒ Pronounce loanwords</p>	<p><b>Unit 2: Quelle vie pour les marginalisés?</b>  <b>Language:</b>  ⇒ Examine different groups who are socially marginalised  ⇒ Discuss measures to help those who are marginalised  ⇒ Consider contrasting attitudes to people who are marginalised  <b>Grammar:</b>  ⇒ Form and use the imperfect tense  ⇒ Form and use the perfect tense  ⇒ Form and use the pluperfect tense  <b>Skills:</b>  ⇒ Respond to a stimulus  ⇒ Express approval or disapproval  ⇒ Vary vocabulary by using synonyms</p>	<p><b>Unit 3: Comment on traite les criminels</b>  <b>Language:</b>  ⇒ Examine different attitudes to crime  ⇒ Discuss prison and its merits and problems  ⇒ Consider alternative forms of punishment  <b>Grammar:</b>  ⇒ Recognise and understand the past historic tense  ⇒ Use different tenses with <i>si</i>  ⇒ Use infinitive constructions  <b>Skills:</b>  ⇒ Express obligation  ⇒ Ask questions and create a dialogue  ⇒ Summarise a reading text</p>	<p><b>Unit 4: Les ados, le droit de vote et l'engagement politique</b>  <b>Language:</b>  ⇒ Discuss arguments relating to the vote and examine the French political system and its evolution  ⇒ Discuss engagement levels of young people and their influence on politics  ⇒ Discuss the future of politics and political  <b>Grammar:</b>  ⇒ Form and use the passive voice  ⇒ Form and use the subjunctive mood  ⇒ Use the subjunctive mood  <b>Skills:</b>  ⇒ Avoid the passive  ⇒ Talk about data and trends  ⇒ Express doubt and uncertainty</p>	<p><b>Unit 5: Manifestations, grèves – à qui le pouvoir?</b>  <b>Language:</b>  ⇒ Understand the importance of the role of unions  ⇒ Talk about strikes and protests and consider different methods of protesting  ⇒ Discuss different attitudes towards strikes, protests and other political tensions  <b>Grammar:</b>  ⇒ Understand and use subject and object pronouns  ⇒ Understand and use relative pronouns  ⇒ Understand and use demonstrative adjectives and pronouns  <b>Skills:</b>  ⇒ Translate the English gerund into French  ⇒ Use language to promote a cause  ⇒ Talk about priorities</p>	<p><b>Unit 6: La politique et l'immigration</b>  <b>Language:</b>  ⇒ Discuss some of the political issues concerning immigration in francophone countries  ⇒ Consider the viewpoints of political parties regarding immigration  ⇒ Consider immigration from the standpoint of immigrants, as well as aspects of racism  <b>Grammar:</b>  ⇒ Form and use combination tenses: perfect and imperfect  ⇒ Form and use the future perfect and the conditional perfect  ⇒ Choose the right tenses  <b>Skills:</b>  ⇒ Use language for describing change  ⇒ Summarise from listening  ⇒ Disagree tactfully</p>
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