

## French Progression Model - Year 7

<b>Module Title:</b> <b>Myself, Family and Friends</b>	<b>Module Title:</b> <b>My School and Work</b>	<b>Module Title:</b> <b>Customs, Traditions and Parties</b>
<p><b>Learning Intent for this module:</b></p> <ul style="list-style-type: none"> <li>To support pupils coming from primary schools who may never have studied French and need a basic introduction.</li> <li>To allow pupils to begin to build their knowledge and be able to communicate about themselves in the target language.</li> <li>To ensure pupils become familiar with basic yet high frequency verb formations.</li> <li>To learn basic classroom vocabulary, allowing students to speak in target language from an early stage, and understand basic instructions from the teacher.</li> </ul>	<p><b>Learning Intent for this module:</b></p> <ul style="list-style-type: none"> <li>To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>To ensure each topic builds on the previous.</li> <li>To allow opportunities to revisit key grammatical structures and skills.</li> <li>To exchange basic information on the themes of school and work, which are topics containing many cognates making them ideal topics for new learners.</li> </ul>	<p><b>Learning Intent for this Module:</b></p> <ul style="list-style-type: none"> <li>To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>To exchange basic information on the themes of food, a sub-topic containing many cognates. This is a useful topic for students who will have the opportunity to visit the country.</li> <li>To ensure each topic builds on the previous.</li> <li>To allow opportunities to revisit key grammatical structures and skills.</li> <li>To introduce life in France and familiarise pupils about Francophone culture.</li> <li>To revisit the topic of school and develop further by considering uniform and other clothes as well as eating habits in the school day.</li> </ul>
<p><b>Key Content to be learned:</b></p> <p>Greetings; personal information – name, age, birthday, numbers 1- 31; dates; days of week; French alphabet; classroom language- asking permission / help; classroom items. Countries and capitals; nationality; address; family &amp; pets; personal description; character description.</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> <li>Understand basic classroom commands.</li> <li>Greet and take leave of someone.</li> <li>Give and request simple personal information.</li> <li>Ask for and give spellings.</li> <li>Say the alphabet in French.</li> <li>Begin to identify the phonics... a / é-er-es-ez-et / an-am-en-em / oi / o / gn</li> <li>Recognise and count numbers 1-31.</li> <li>Identify and ask for classroom objects, using correct indefinite article and various positive / negative phrases.</li> <li>Start to use a dictionary to find out the meaning / gender of words they do not know.</li> <li>Give a short presentation about themselves, joining sentences together with connectives.</li> <li>Be able to state country they live in and their nationality.</li> <li>Understand physical and character descriptions of self and others.</li> <li>Be able to speak and write about family, friends and pets.</li> <li>Understand and respond to descriptions of family members</li> </ul> <p><b>Key Linguistic Content:</b></p> <ul style="list-style-type: none"> <li>Present Tense for some irregular verbs – avoir /être.</li> <li>Classroom instructions and request for permission.</li> <li>Question words.</li> <li>Indefinite articles.</li> </ul>	<p><b>Key Content to be learned:</b></p> <p>School subjects; likes / dislikes and simple opinions; time; describing school timetable; describing school; modes of transport and saying how you get to school; talking about mealtimes and what you eat. Jobs / payment / opinion; weekend work and opinions; job opportunities; advantages / disadvantages of jobs; personal qualities - suitability of jobs. Domestic chores – done by self and others.</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> <li>Begin to identify the phonics... eu-oe-oeu / e / i-y</li> <li>Exchange information about how to get to school, school timetable, using days of the week and times.</li> <li>Express likes / dislikes with regard to school subjects and give simple reasons why.</li> <li>Understand others speaking / writing about their preferences.</li> <li>Be able to tell the time and say at what time they have lessons.</li> <li>Understand written / spoken descriptions of the school.</li> <li>Increase knowledge of classroom commands.</li> <li>Further develop reading skills.</li> <li>Give and request information on activities in school.</li> <li>Exchange information about travel to place of work: times, means of transport, duration of journey.</li> <li>Make a phone call and ask to speak to someone.</li> <li>Leave a phone message: name, tel. no., time to call back.</li> <li>Exchange information about weekend jobs.</li> <li>Exchange information / opinions about advantages and disadvantages of different jobs; wages, conditions, prospects.</li> <li>Exchange information about household chores.</li> <li>Exchange information about pocket money.</li> </ul>	<p><b>Key Content to be learned:</b></p> <p>Drinks and snacks vocabulary; ordering food / drinks in café; numbers to 5000; healthy diet; meal times – talking about meals; parts of body; saying how you feel; illnesses and remedies – in the chemists; French festivals; buying food for party – more food vocab, measures. Clothes – vocabulary items, materials, style, opinions and reasons. Buying clothes – sizes, prices, asking for alternatives. Describing school uniform - opinions; ideal school uniform.</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> <li>Begin to identify the phonics... g / ch</li> <li>Express feelings – hunger / thirst etc.</li> <li>Order food / drink in café.</li> <li>Recite numbers from 100 – 5000.</li> <li>Ask for the bill / question it.</li> <li>Exchange information about meal times / routine / healthy eating / The body – health problems – symptoms and remedies.</li> <li>Give simple opinions about food they like/dislike and reasons why.</li> <li>Exchange information about buying clothes.</li> <li>Ask for different sizes.</li> <li>Give opinions.</li> <li>Compare sizes / prices.</li> <li>Ask prices.</li> <li>Describe uniform.</li> <li>Exchange information about French fiestas.</li> <li>Revision of personal information in context of meeting people at a party.</li> </ul> <p><b>Key Linguistic Content:</b></p> <ul style="list-style-type: none"> <li>direct object pronouns with things</li> </ul>

<ul style="list-style-type: none"> <li>• Pronunciation rules.</li> <li>• Plurals.</li> <li>• First and third person singular and third person plural of regular verbs</li> <li>• possessive adjectives</li> <li>• Key irregular verbs relating to this topic</li> <li>• definite article</li> <li>• agreement of adjectives</li> <li>• intensifiers</li> <li>• numbers 1-100</li> </ul>	<p><b><u>Key Linguistic Content:</u></b></p> <ul style="list-style-type: none"> <li>• expressing likes, dislikes and preferences</li> <li>• key regular irregular present tense verbs in this topic</li> <li>• adverbs of frequency</li> <li>• asking questions</li> <li>• Immediate future.</li> <li>• Conditional tense – preference verbs.</li> <li>• Key verbs using the present tense to refer to the future time frame (e.g. I intend to +infinitive)</li> </ul>	<ul style="list-style-type: none"> <li>• expressions of quantity</li> <li>• disjunctive pronoun with preposition</li> <li>• parts of the body</li> <li>• Agreement of adjectives.</li> <li>• Possessive adjectives.</li> <li>• Demonstrative adjectives and pronouns.</li> <li>• Present Tense</li> <li>• Question Words.</li> </ul>
<p><b><u>Key tasks for this module:</u></b></p> <ul style="list-style-type: none"> <li>• Greetings Assessment – Listening and Reading Tasks</li> <li>• Introductions Assessment – Speaking Tasks</li> <li>• Introductions Assessment – Writing Tasks</li> </ul>	<p><b><u>Key tasks for this module:</u></b></p> <ul style="list-style-type: none"> <li>• Myself, My Family and My School Assessment – Listening and Reading Tasks</li> <li>• Myself, My Family and My School Assessment – Translation Tasks</li> <li>• Myself, My Family and My School Assessment – Writing Tasks</li> </ul>	<p><b><u>Key tasks for this module:</u></b></p> <ul style="list-style-type: none"> <li>• My World Assessment – Listening and Transcription Tasks</li> <li>• My World Assessment – Reading and Translation Tasks</li> <li>• End of Year Exam – Listening, Speaking, Reading and Writing Tasks</li> </ul>

## French Progression Model - Year 8

<b>Module Title: My Home &amp; Local Environment</b>	<b>Module Title: Free Time</b>	<b>Module Title: Travel And Tourism</b>
<p><b>Learning Intent for this module:</b></p> <ul style="list-style-type: none"> <li>To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>To ensure each topic builds on the previous.</li> <li>To allow opportunities to revisit key grammatical structures and skills.</li> <li>To enable pupils to exchange information about their home and local area. This develops and extends from the Y7 topics (My World)</li> <li>To introduce comparatives which are useful to add detail and complexity to their writing and speaking.</li> <li>To increase their knowledge of France and French speaking countries.</li> </ul>	<p><b>Learning Intent for this module:</b></p> <ul style="list-style-type: none"> <li>To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>To ensure each topic builds on the previous.</li> <li>To allow opportunities to revisit key grammatical structures and skills.</li> <li>To enable pupils to exchange information about Free Time activities.</li> <li>To allow pupils the opportunity to become confident using modal verbs.</li> <li>To practise using the conditional and future tenses.</li> </ul>	<p><b>Learning Intent for this Module:</b></p> <ul style="list-style-type: none"> <li>To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>To ensure each topic builds on the previous.</li> <li>To allow opportunities to revisit key grammatical structures and skills.</li> <li>To enable pupils to exchange information about Free Time activities.</li> <li>To introduce the topic of travel and tourism which is a topic ideally placed as the summer holiday is approaching.</li> <li>To secure the 3 time frames. Holidays is an ideal topic to study and practise tenses as the vocabulary is relatively simple and mostly revisited from other themes.</li> </ul>
<p><b>Key Content to be learned:</b></p> <p>Present tense – regular verbs; types of dwellings; rooms of house (in and out); description of own house and opinions; names of rooms; describing bedroom. Prepositions – saying where things are. Daily routine – reflexive verbs – of self and others – a.m. and p.m. Places in centre; points of compass; saying where you’re going; finding way – directions; saying where things are; describing town and local area; talking about the weather and seasons. Asking for help; asking for various items; revision of finding the way – directions; question words and asking questions. Problems facing the environment.</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> <li>Identify the phonics... a / é-er-es-ez-et / an-am-en-em / oi / o / gn</li> <li>Exchange information about different houses</li> <li>Describe rooms – particularly the bedroom.</li> <li>Learn the present tense for regular verbs.</li> <li>Describe where things are in the house.</li> <li>Exchange information about daily routine.</li> <li>Ask and say where things are.</li> <li>Understand directions given in French.</li> <li>Describe a town or city.</li> <li>Describe the weather during various seasons.</li> <li>Exchange information in the tourist office.</li> <li>Discuss problems facing the environment.</li> </ul> <p><b>Key Linguistic Content:</b></p> <ul style="list-style-type: none"> <li>Opinions</li> <li>Irregular verbs key to this topic.</li> <li>Prepositions.</li> </ul>	<p><b>Key content to be learned:</b></p> <p>Sports; saying what sports you and others do / don’t do; other free time activities – use of regular and some irregular verbs; T.V. programmes and types of films; types of music; arranging to meet; saying what you are going to do; household chores; future and immediate future.</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> <li>Identify the phonics... ll / t / c-k-q-qu / e</li> <li>Understand others speak about their hobbies and describe their free time activities in both speaking and writing activities.</li> <li>Invite others to do an activity with them.</li> <li>Arrange to meet.</li> <li>Say what they want to do and are going to do.</li> <li>Say what they enjoy doing and why.</li> <li>Exchange information about plans for the weekend.</li> </ul> <p><b>Key Linguistic Content:</b></p> <ul style="list-style-type: none"> <li>Preference words in present and future + infinitive</li> <li>present continuous tense</li> <li>modal verbs</li> <li>interjections</li> <li>subject pronouns</li> <li>immediate future</li> </ul>	<p><b>Key Content to be learned:</b></p> <p>Invitations – asking friends to come and stay; telephone calls; places in station – vocab and consolidation of prepositions; reading train timetables – 24 hr. Clock; buying tickets; asking for travel information.</p> <p>Preferences with regard to holidays – holiday destinations; time of year (seasons); revision and amplification of countries; revision of transport and reasons for preference; weather phrases and forecasts; holiday activities vocab. Holiday vocabulary and structures in past and future tenses.</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> <li>Identify the phonics... g-j / on-om / an-am-en-em / é-er-es-ez-et</li> <li>Make a phone call to invite a friend to stay / go on holiday, including details of destination, time, how to travel.</li> <li>Buy tickets to travel buy train.</li> <li>Arrange dates &amp; times to meet.</li> <li>Exchange information at the train station</li> <li>To exchange information about preferences with regard to holiday, a past holiday and future hopes: <ul style="list-style-type: none"> <li>▪ Where</li> <li>▪ Who with</li> <li>▪ How long</li> <li>▪ Time of year (seasons)</li> <li>▪ Mode of transport &amp; reasons for preference</li> <li>▪ Factors important / not important</li> <li>▪ Preferred activities while on holiday</li> <li>▪ To exchange information about the weather</li> <li>▪ To ask for and give opinions about means of transport</li> <li>▪ To revise and expand knowledge of names of countries</li> <li>▪ To revise ways of expressing opinions and preferences</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>● Question words.</li> <li>● Reflexive verbs.</li> <li>● Conditional Tense of preference words</li> <li>● Present continuous.</li> <li>● Immediate future.</li> <li>● Conditional.</li> <li>● Revision of question words.</li> <li>● Comparatives – revision.</li> <li>● Directions.</li> <li>● Past tenses</li> </ul>		<ul style="list-style-type: none"> <li>▪ Understanding and talking about places of interest in a town</li> <li>▪ Exchanging opinions about towns / places of interest</li> </ul> <p><b><u>Key Linguistic Content:</u></b></p> <ul style="list-style-type: none"> <li>● Conditional of impersonal verbs</li> <li>● Revision of question words.</li> <li>● Imperatives – revision.</li> <li>● Comparatives – revision.</li> <li>● Past tenses</li> <li>● Immediate future</li> <li>● Weather expressions in all 3 tenses.</li> </ul>
<p><b><u>Key tasks for this module:</u></b></p> <ul style="list-style-type: none"> <li>● My home and local area Assessment – Listening and Reading Tasks</li> <li>● My home and local area Assessment – Speaking Tasks</li> <li>● My home and local area Assessment – Writing Tasks</li> </ul>	<p><b><u>Key tasks for this module:</u></b></p> <ul style="list-style-type: none"> <li>● Free Time Assessment – Listening and Reading Tasks</li> <li>● Free Time Assessment – Translation Tasks</li> <li>● Free Time Assessment – Writing Tasks</li> </ul>	<p><b><u>Key tasks for this module:</u></b></p> <ul style="list-style-type: none"> <li>● Travel and Tourism Assessment – Listening and Transcription Tasks</li> <li>● Travel and Tourism Assessment – Reading and Translation Tasks</li> <li>● End of Year Exam – Listening, Speaking, Reading and Writing Tasks</li> </ul>

## French Progression Model - Year 9

<b>Module Title:</b> <b>My Relationships</b>	<b>Module Title:</b> <b>Leisure</b>	<b>Module Title:</b> <b>Trends</b>
<p><b>Learning Intent for this module:</b></p> <ul style="list-style-type: none"> <li>To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>To ensure each topic builds on the previous.</li> <li>To allow opportunities to revisit key grammatical structures and skills.</li> <li>To further develop understanding and knowledge of this topic by revisiting the basics and moving forward to cover higher level vocab and structure. This is an excellent transition topic as pupils start to develop linguistic range at a higher level than Y7 and Y8.</li> <li>To secure and master the present tense and then revise past tenses in personal descriptions.</li> <li>To develop the third tense (future), having revised present and past.</li> </ul>	<p><b>Learning Intent for this module:</b></p> <ul style="list-style-type: none"> <li>To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>To ensure each topic builds on the previous.</li> <li>To allow opportunities to revisit key grammatical structures and skills.</li> <li>To further develop understanding and knowledge of this topic by revisiting the basics and moving forward to cover higher level vocab and structure. This is an excellent transition topic as pupils start to develop linguistic range at a higher level than Y7 and Y8.</li> </ul>	<p><b>Learning Intent for this Module:</b></p> <ul style="list-style-type: none"> <li>To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>To ensure each topic builds on the previous.</li> <li>To allow opportunities to revisit key grammatical structures and skills.</li> <li>To further develop understanding and knowledge of this topic by revisiting the basics and moving forward to cover higher level vocab and structure. This is an excellent transition topic as pupils start to develop linguistic range at a higher level than Y7 and Y8.</li> <li>To follow on from free time activities – shopping is a free time activity and clothes worn for various activities. Media / technology develops from the previous topic of free time activity as many young people spend much free time on new technologies.</li> <li>To highlight cultural traditions and free time activities from the foreign country studied.</li> </ul>
<p><b>Key Content to be learned:</b></p> <p><b>Relationships with family and friends</b> Talking about yourself (name, age, date of birth, nationality, town/city, pets family and relationships) in a variety of tenses. Discussing marriage and future plans.</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> <li>Identify the phonics... a / é-er-es-ez-et / an-am-en-em / oi / o / gn</li> <li>Key vocabulary on introducing yourself e.g. alphabet, numbers, months, nationalities</li> <li>Talking about your physical appearance, personality (and that of others)</li> <li>Key vocabulary on family</li> <li>Describing how well you get on with family / friends</li> <li>Animals</li> <li>Future plans</li> <li>Opinions regarding marriage / partnerships</li> <li>Ideal partner</li> <li>Arguments for and against marriage</li> </ul> <p><b>Key Linguistic Content:</b></p> <ul style="list-style-type: none"> <li>present tense</li> <li>possessive adjectives</li> <li>Quantifiers</li> <li>Past tense to describe what you used to look like / be like</li> <li>adjective agreement and position rules</li> <li>reflexive verbs:</li> <li>comparatives</li> </ul>	<p><b>Key content to be learned:</b></p> <p><b>Free time Activities</b> Discussing hobbies and free time activities.</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> <li>Identify the phonics... eu-oe-oeu / e / i-y</li> <li>Say what sport and hobbies they do</li> <li>Describe favourite hobby</li> <li>Say what they have done</li> <li>Say what they will do next weekend</li> <li>Arrange to go out</li> <li>Explain that they can't do something</li> <li>Discuss TV, cinema and music</li> </ul> <p><b>Key Linguistic Content:</b></p> <ul style="list-style-type: none"> <li>Verbs of preference + infinitive</li> <li>time expressions</li> <li>creating longer sentences</li> <li>negatives</li> <li>present tense</li> <li>Past tenses</li> <li>Expressing opinions</li> <li>Future tense / near future</li> <li>Using question words</li> <li>Using modal verbs</li> <li>Using plural nouns with likes and dislikes</li> </ul>	<p><b>Key Content to be learned:</b></p> <p><b>Trends</b> Shopping for clothes and food; discussing new technology; discussing customs and festivals.</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> <li>Identify the phonics... g / ch / in-im-ain-aim-ein-eim-yn-ym / oin / r-rr</li> <li>Exchange information about shopping for clothes</li> <li>Talk about fashion and trends</li> <li>Shop for food</li> <li>Exchange information about eating out</li> <li>Discuss technology in everyday life</li> <li>Talk about new technology</li> <li>Discuss customs and festivals in French-speaking countries/ communities</li> </ul> <p><b>Key Linguistic Content:</b></p> <ul style="list-style-type: none"> <li>Adjective agreements (colours, singular and plural)</li> <li>Use of articles and object pronouns</li> <li>Use of pronouns after prepositions</li> <li>Emphatic pronouns</li> <li>The conditional tense of verbs of preference</li> <li>Use of the present and past tenses</li> <li>Quantities</li> <li>disjunctive pronouns</li> <li>Justifying your opinions</li> <li>Comparisons</li> </ul>

<ul style="list-style-type: none"> <li>• adverbs of frequency</li> <li>• direct object pronouns</li> <li>• interrogatives</li> <li>• Gerund</li> <li>• revision of future tenses to outline future plans</li> <li>• direct and indirect object pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• If clauses</li> </ul>	
<p><b><u>Key tasks for this module:</u></b></p> <ul style="list-style-type: none"> <li>• Identity Assessment – Listening and Reading Tasks</li> <li>• Identity Assessment – Speaking Tasks</li> <li>• Identity Assessment – Writing Tasks</li> </ul>	<p><b><u>Key tasks for this module:</u></b></p> <ul style="list-style-type: none"> <li>• Free Time Assessment – Listening and Reading Tasks</li> <li>• Free Time Assessment – Translation Tasks</li> <li>• Free Time Assessment – Writing Tasks</li> </ul>	<p><b><u>Key tasks for this module:</u></b></p> <ul style="list-style-type: none"> <li>• Identity and Culture Assessment – Listening and Transcription Tasks</li> <li>• Identity and Culture Assessment – Reading and Translation Tasks</li> <li>• End of Year Exam – Listening, Speaking, Reading and Writing Tasks</li> </ul>

## French Progression Model - Year 10

<b>Module Title:</b> <b>Identity and Tourism</b>	<b>Module Title:</b> <b>House, Home and Local Area</b>	<b>Module Title:</b> <b>Social and Global Issues</b>
<p><b>Learning Intent for this module:</b></p> <ul style="list-style-type: none"> <li>To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>To ensure each topic builds on the previous.</li> <li>To allow opportunities to revisit key grammatical structures and skills.</li> <li>To further develop understanding and knowledge of this topic by revisiting the basics and moving forward to cover higher level vocab and structure. This is an excellent GCSE bridging unit, revisiting the basics of the topic and moving forward to cover higher-level vocab and structure.</li> <li>To revisit and develop grammar knowledge and understanding by revisiting all 3 time frames.</li> </ul>	<p><b>Learning Intent for this module:</b></p> <ul style="list-style-type: none"> <li>To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>To ensure each topic builds on the previous.</li> <li>To allow opportunities to revisit key grammatical structures and skills.</li> <li>To further develop understanding and knowledge of this topic by revisiting the basics and moving forward to cover higher level vocab and structure. This is an excellent GCSE bridging unit, revisiting the basics of the topic and moving forward to cover higher-level vocab and structure.</li> <li>To study the topic of home town follows topic of holidays very well. Having described a holiday village pupils go on to study the topic of house and where it is, and then go on to develop descriptions of home town where the house is.</li> </ul>	<p><b>Learning Intent for this Module:</b></p> <ul style="list-style-type: none"> <li>To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>To ensure each topic builds on the previous.</li> <li>To allow opportunities to revisit key grammatical structures and skills.</li> <li>To further develop understanding and knowledge of this topic by revisiting the basics and moving forward to cover higher level vocab and structure. This is an excellent GCSE bridging unit, revisiting the basics of the topic and moving forward to cover higher-level vocab and structure.</li> <li>To study the topic of global issues which is introduced as 'problems in my local area' and then developed to the wider world. This topic therefore follows suitably from the house and home town topic.</li> </ul>
<p><b>Key Content to be learned:</b></p> <p>Revisit and develop the topic of Relationships with family and friends Travel and Tourism</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> <li>Identify the phonics... a / é-er-es-ez-et / an-am-en-em / oi / o / gn</li> <li>Revisit and develop personal ID and relationships</li> <li>Future plans</li> <li>Preferences with regard to holidays (holiday destinations; time of year &amp; seasons)</li> <li>Revision and amplification of countries; Revision of transport and reasons for preference</li> <li>Weather phrases and forecasts;</li> <li>Holiday activities vocab</li> <li>Cover holidays in all 3 time frames.</li> <li>Describing a hotel –theImperfect: name, situation, description, facilities and activities available.</li> </ul> <p><b>Key Linguistic Content:</b></p> <ul style="list-style-type: none"> <li>consolidation of past and imperfect tenses</li> <li>sequencing words, expressions and phrases</li> <li>developing greater complexity in spoken and written accounts of past events or experiences</li> <li>possessive pronouns mon etc</li> </ul>	<p><b>Key content to be learned:</b></p> <p>Home, town, neighbourhood and region</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> <li>Identify the phonics... eu-oe-oeu / e / i-y</li> <li>Describe floor plan and rooms in the house</li> <li>Justify opinions</li> <li>Describe activities done in the rooms of the house (in present/past and future tenses)</li> <li>Describe the town / city they live in</li> <li>Give advantages and disadvantages of where they live</li> <li>Describe where they used to live and where they live now</li> <li>Give location of their ideal home</li> <li>Describe a town</li> <li>Give and understand basic directions</li> </ul> <p><b>Key Linguistic Content:</b></p> <ul style="list-style-type: none"> <li>Perfect tense</li> <li>Imperfect tense</li> <li>Future tense</li> <li>Creating detailed sentences</li> <li>Subordinate clauses</li> <li>Use prepositions</li> <li>Use relative clauses</li> <li>Expressing &amp; justifying opinions</li> <li>Justifying opinions</li> </ul>	<p><b>Key Content to be learned:</b></p> <p>Global Issues – The environment, Poverty and Homelessness, Charity and Volunteer work and Health.</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> <li>Identify the phonics... g / ch / in-im-ain-aim-ein-eim-yn-ym / oin / r-rr</li> <li>Discuss being environmentally friendly within the home and local area</li> <li>Discuss world issues</li> <li>Discuss environmental problems</li> <li>Understand news stories</li> <li>Talk about problems in their area</li> <li>Talk about environmental projects</li> <li>Discuss problems facing those in poverty</li> <li>Discuss problems facing the homeless.</li> <li>Talking about food and drink</li> <li>Describe parts of the body and saying where it hurts</li> <li>Vocabulary on parts of the body</li> <li>Talk about a healthy lifestyle</li> <li>Discuss addiction and other problems</li> <li>Discussing ideas for improving health (e.g. better diet, more exercise, less stress).</li> </ul> <p><b>Key Linguistic Content:</b></p> <ul style="list-style-type: none"> <li>Expressions + infinitive</li> <li>The conditional of modal verbs</li> <li>The present and future tenses</li> <li>The passive</li> <li>Negative expressions</li> <li>Use of present, past and future tenses</li> </ul>

	<ul style="list-style-type: none"> <li>• Conditional tense</li> <li>• Use comparisons</li> <li>• demonstrative adjectives</li> <li>• interrogatives</li> </ul>	<ul style="list-style-type: none"> <li>• Use of direct object pronouns in the perfect tense</li> <li>• Negatives</li> <li>• reflexive constructions</li> <li>• present continuous</li> </ul>
<p><b><u>Key tasks for this module:</u></b></p> <ul style="list-style-type: none"> <li>• Holiday Assessment – Listening</li> <li>• Holiday Assessment – Reading Tasks</li> <li>• Holiday Assessment – Speaking Tasks</li> <li>• Holiday Assessment – Writing Tasks</li> </ul>	<p><b><u>Key tasks for this module:</u></b></p> <ul style="list-style-type: none"> <li>• My World Assessment – Listening Tasks</li> <li>• My World Assessment – Reading Tasks</li> <li>• My World Assessment – Translation Tasks</li> <li>• My World Assessment – Writing Tasks</li> </ul>	<p><b><u>Key tasks for this module:</u></b></p> <ul style="list-style-type: none"> <li>• My Life and the wider world Assessment – Listening and Transcription Tasks</li> <li>• My Life and the wider world Assessment – Reading Tasks</li> <li>• My Life and the wider world Assessment – Translation Tasks</li> <li>• End of Year Exam – Listening, Speaking, Reading and Writing Tasks</li> </ul>



## French Progression Model - Year 11

<b>Module Title:</b> <b>School and Work</b>	<b>Module Title:</b> <b>Revision Programme</b>	<b>Module Title:</b> <b>Exam Strategy and Preparation</b>
<p><b>Learning Intent for this module:</b></p> <ul style="list-style-type: none"> <li>To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>To ensure each topic builds on the previous.</li> <li>To allow opportunities to revisit key grammatical structures and skills.</li> <li>To further develop understanding and knowledge of this topic by revisiting the basics and moving forward to cover higher-level vocab and structure. This is an excellent GCSE bridging unit, revisiting the basics of the topic and moving forward to cover higher-level vocab and structure.</li> <li>To study the topic of school and pressures in schools which is very appropriate as the pupils prepare to take their exams and mocks are this term.</li> <li>To study the topic of future ambitions is very appropriate as the pupils prepare to take their option choices for post 16 education.</li> </ul>	<p><b>Learning Intent for this module:</b></p> <ul style="list-style-type: none"> <li>To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>To allow opportunities to revisit key grammatical structures and skills.</li> <li>To revise themes 1-3.</li> <li>To revise and study all themes and skills simultaneously to mirror the GCSE exam and fully prepare students, allowing them to identify their personal areas of weakness to help focus their revision.</li> </ul>	<p><b>Learning Intent for this Module:</b></p> <ul style="list-style-type: none"> <li>To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>To allow opportunities to revisit key grammatical structures and skills.</li> <li>To consider exam strategy and technique.</li> </ul>
<p><b>Key Content to be learned:</b></p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> <li>Identify the phonics... a / é-er-es-ez-et / an-am-en-em / oi / o / gn eu-oe-/ oeu / e / i-y / g / ch / in-im-ain-aim-ein-eim-yn-ym / oin / r-rr</li> <li>Talk about their school day</li> <li>Express and justify opinions</li> <li>Discuss what school is like, pressures and problems</li> <li>Talk about what they wear for school</li> <li>Talk about schools, comparing schools in England and France</li> <li>Discuss school rules and pressures</li> <li>Discuss intentions for higher and further education</li> <li>Talk about future plans</li> <li>Talk about part-time jobs</li> <li>Discuss different jobs</li> <li>Apply for jobs</li> <li>Talk about work experience</li> <li>Give advantages and disadvantages of different jobs</li> </ul> <p><b>Key Linguistic Content:</b></p> <ul style="list-style-type: none"> <li>perfect tense regular verbs</li> <li>comparative and superlative in expressing opinions about subjects</li> <li>quantity words</li> <li>If clauses</li> </ul>	<p><b>Key content to be learned:</b></p> <p>Revision and Preparation for Assessment</p> <ul style="list-style-type: none"> <li>To revise vocabulary, grammar, phonics, skills and strategy</li> <li>To practise exam style questions</li> </ul> <p><b>Key Linguistic Content:</b></p> <ul style="list-style-type: none"> <li>As identified by class teacher to meet the revision needs of their pupils following a departmental needs analysis and mock exams.</li> </ul>	<p><b>Key content to be learned:</b></p> <p>Revision and Preparation for Assessment</p> <ul style="list-style-type: none"> <li>To revise vocabulary, grammar, phonics, skills and strategy</li> <li>To practise exam style questions</li> </ul> <p><b>Key Linguistic Content:</b></p> <ul style="list-style-type: none"> <li>As identified by class teacher to meet the revision needs of their pupils following a departmental needs analysis and mock exams.</li> </ul>
<p><b>Key tasks for this module:</b></p> <ul style="list-style-type: none"> <li>Mock One – Listening Paper</li> <li>Mock One – Reading Paper</li> <li>Mock One – Speaking Paper</li> <li>Mock One – Writing Paper</li> </ul>	<p><b>Key tasks for this module:</b></p> <ul style="list-style-type: none"> <li>Mock Two – Listening Paper</li> <li>Mock Two – Reading Paper</li> <li>Mock Two – Speaking Paper</li> <li>Mock Two – Writing Paper</li> </ul>	<p><b>Key tasks for this module:</b></p> <ul style="list-style-type: none"> <li>n/a GCSE Exam Season</li> </ul>

## French Progression Model - Year 12

<p><b>Module Title:</b> Introduction to current trends and artistic culture in the French-speaking world.</p>	<p><b>Module Title:</b> Current trends and artistic culture in the French-speaking world and a film study.</p>	<p><b>Module Title:</b> Developing our knowledge of the French-speaking world.</p>
<p><b>Learning Intent for this module:</b></p> <ul style="list-style-type: none"> <li>○ To help students to transition from GCSE to A Level by studying topics they are already familiar with (family, cinema, volunteering) and developing these.</li> <li>○ To study the topic of cinema which provides students with the foundations to start analysing the film.</li> <li>○ To understand and discuss changing values in Francophone society. To know what today's values are, how they have changed and how they may change in the future.</li> <li>○ To develop confidence in the accurate use of increasingly complex linguistic structures and their application to the understanding of aspects of Francophone society and Popular Culture.</li> </ul>	<p><b>Learning Intent for this module:</b></p> <ul style="list-style-type: none"> <li>○ To continue the film study as students are more confident with expressing their ideas in French now.</li> <li>○ To study cyber-society and music which are bridging units as students have studied them at GCSE.</li> <li>○ To develop their understanding of culture in the French-speaking world.</li> </ul>	<p><b>Learning Intent for this Module:</b></p> <ul style="list-style-type: none"> <li>○ To develop knowledge of the French speaking world</li> <li>○ To complete IRP research.</li> <li>○ To practise exam skills.</li> </ul>
<p><b>Key Content to be learned:</b></p> <ul style="list-style-type: none"> <li>● To understand written and spoken texts about families, cinema and volunteering in France</li> <li>● To start to translate texts based on families, cinema and volunteering in France</li> <li>● To start to develop speaking skills around families, cinema and volunteering in France</li> <li>● To understand the language required to discuss a film</li> </ul>	<p><b>Key content to be learned:</b></p> <ul style="list-style-type: none"> <li>● To understand written and spoken texts about cyber-society, music and cultural heritage in France</li> <li>● To translate texts based on cyber-society, music and cultural heritage in France</li> <li>● To develop speaking skills around cyber-society, music and cultural heritage in France</li> <li>● To be able to write accurately about a film (themes, characters)</li> </ul>	<p><b>Key Content to be learned:</b></p> <ul style="list-style-type: none"> <li>● To understand the marking criteria for the IRP presentation and discussion</li> <li>● To understand exam requirements</li> <li>● To review key grammar points and complete peer-teaching assignment to demonstrate knowledge</li> <li>● To develop speaking skills in context of IRP</li> </ul>
<p><b>Key tasks for this module:</b></p> <ul style="list-style-type: none"> <li>● Rigorous assessment to mimic end A- level exam covering listening, reading, speaking and writing.</li> <li>● Speaking stimulus card- families, cinema and volunteering in France</li> </ul>	<p><b>Key tasks for this module:</b></p> <ul style="list-style-type: none"> <li>● Rigorous assessment to mimic end A- level exam covering listening, reading, speaking and writing.</li> <li>● Translation to English</li> <li>● Film essay 1</li> </ul>	<p><b>Key tasks for this module:</b></p> <ul style="list-style-type: none"> <li>● Rigorous assessment to mimic end A- level exam covering listening, reading, speaking and writing.</li> <li>● Stimulus card</li> <li>● Listening task</li> <li>● Reading task</li> </ul>

- Reading comprehensions on families, cinema and volunteering in France
- Listening comprehensions on families, cinema and volunteering in France
- Translation to French

- Stimulus card and speaking questions prepared for cyber-society, music and cultural heritage
- Summary reading and listening on cyber-society, music and cultural heritage

- End of year exams

## French Progression Model - Year 13

<p><b>Module Title:</b> Study of a book and current issues in the French speaking world</p>	<p><b>Module Title:</b> Current issues and aspects of political life in the French speaking world</p>	<p><b>Module Title:</b> A Level French revision</p>
<p><b>Learning Intent for this module:</b></p> <ul style="list-style-type: none"> <li>○ To develop and apply analytical skills to the study of a book in order to produce detailed and sustained personal interpretations.</li> <li>○ To understand and discuss issues surrounding the marginalised in the Francophone world and to express detailed opinions on the subject.</li> <li>○ To understand and discuss issues surrounding how criminals are treated in the Francophone world and to express detailed opinions on the subject</li> </ul>	<p><b>Learning Intent for this module:</b></p> <ul style="list-style-type: none"> <li>○ To understand and discuss issues surrounding how criminals are treated in the Francophone world and to express detailed opinions on the subject (continued)</li> <li>○ To understand and discuss the idea of politics and immigration and how and when we see this in the Francophone world. To express detailed opinions on this.</li> <li>○ To explain the changing political landscapes and political engagement amongst teenagers in France and the Francophone world</li> <li>○ To study demonstrations, strikes and the power of trade unions.</li> </ul>	<p><b>Learning Intent for this Module:</b></p> <ul style="list-style-type: none"> <li>○ To develop confidence with exam-specific skills and assessment tasks in speaking, essay writing, listening, reading, summary writing and translation into and from target language. To know a variety of strategies and how to apply them.</li> <li>○ To develop a detailed understanding of increasingly complex linguistic structures and their application to a deepening understanding of the Francophone world.</li> <li>○ To recall and deepen understanding of modules from both Year 12 and Year 13.</li> </ul>
<p><b>Key Content to be learned:</b></p> <ul style="list-style-type: none"> <li>● To understand written and spoken texts about diverse society and the marginalised in French speaking countries</li> <li>● To translate texts based on diverse society, marginalised and criminals in French speaking countries</li> <li>● To develop speaking skills around diverse society, marginalised and criminals in French speaking countries</li> <li>● To be able to write accurately about a book (themes, characters)</li> <li>● To develop grammar knowledge</li> </ul>	<p><b>Key content to be learned:</b></p> <ul style="list-style-type: none"> <li>● To understand written and spoken texts about criminals, teenagers and their right to vote, demonstrations/ strikes and politics and immigration in French speaking countries</li> <li>● To translate texts based on criminals, teenagers and their right to vote, demonstrations/ strikes and politics and immigration in French speaking countries</li> <li>● To develop speaking skills around criminals, teenagers and their right to vote, demonstrations/ strikes and politics and immigration in French speaking countries</li> <li>● To develop grammar knowledge</li> </ul>	<p><b>Key Content to be learned:</b></p> <ul style="list-style-type: none"> <li>● To review all vocabulary and key themes linked with Y12 and Y13 topics</li> <li>● To review of the film La Haine</li> <li>● To review of the book No et moi</li> <li>● To develop grammar knowledge</li> </ul>
<p><b>Key tasks for this module:</b></p> <ul style="list-style-type: none"> <li>● Rigorous assessment to mimic end A- level exam covering listening, reading, speaking and writing.</li> <li>● Stimulus card and speaking questions prepared for: diverse society, marginalised and criminals in French speaking countries</li> </ul>	<p><b>Key tasks for this module:</b></p> <ul style="list-style-type: none"> <li>● Rigorous assessment to mimic end A- level exam covering listening, reading, speaking and writing.</li> <li>● Essay- book</li> <li>● Essay -film</li> </ul>	<p><b>Key tasks for this module:</b></p> <ul style="list-style-type: none"> <li>● n/a – A level exam season</li> </ul>

<ul style="list-style-type: none"><li>• Character presentation- book</li><li>• Essay- book</li><li>• Translation to English- diverse society</li></ul>	<ul style="list-style-type: none"><li>• Stimulus card and speaking questions prepared for: criminals, teenagers and their right to vote, demonstrations/ strikes and politics and immigration in French speaking countries</li><li>• Translations on criminals, teenagers and their right to vote, demonstrations/ strikes and politics and immigration in French speaking countries</li></ul>	
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