**Bellerive FCJ College French Curriculum Overview**

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|  | **HT1**  **Unit Title: Module 1**  **La rentrée** | **HT2**  **Unit title: Module 1**  **La rentrée** | **HT3**  **Unit title: Module 2**  **En Classe** | **HT4**  **Unit title: Module 2**  **En classe** | **HT5**  **Unit title: Module 3**  **Mon temps libre** | **HT6**  **Unit title: Module 3**  **Mon temps libre** |
| **Year 7**  **(Dynamo 1)**  **Knowledge – vocabulary**  **Knowledge - grammar**  **Phonics**  **Culture** | **Introduction to French**  Phonics/pronouncing key French sounds  using definite and indefinite articles  \*Talking about likes and dislikes  \*Using verb aimer and definite article  Greetings  • Numbers &dates – age  • Question words  • Alphabet  • Classroom items  Verbs *s’appeler, avoir, être*  • Gender  • adjectives  • Definite and indefinite articles  • Infinitives -er verbs  **Phonics**  Introduction to French phonics: silent “s”, “qu”, nasal sounds, “r” and “é”  Francophone countries | **Yourself and family**  describing yourself and others  \* Using adjectival agreement and a dictionary.  \* saying what you do  \* understanding infinitives and regular -er verbs”   * Opinions * Question words   Adjectives and adjectives agreements  Possessive adjectives my, your  • Present tense –er verbs  **Phonics**  Diphthongs: au, ou, eau, oi, eu, oeu  Francophone countries | **School**  **\***talking about Colours  \*telling the time  \*Discussing school subjects  \*Likes and dislikes  \*what you wear to school  \*Using adjectives after nouns  Talking about your school day  \*Using –er verbs   * Colours * Time * School subjects * Opinions   Opinion verbs •Adjectives and adjectives agreements • Present tense –er verbs  Asking questions: Quelle heure est-il?  **Phonics**  Diphthongs: au, ou, eau, oi, eu, oeu  French education system | **School**  \*Learning about a typical French school  \*Saying what there is and isn’t  \*Agreeing and disagreeing  \*reading and listening for gist   * Adjectives * Clothes   Opinion verbs •Adjectives and adjectives agreements • Present tense –er verbs  Asking questions: Quelle heure est-il?  **Phonics**  Diphthongs: au, ou, eau, oi, eu, oeu  French education system | **Free time**  \*Talking about weather and seasons  \*Phonics  \*talking about sports with jouer a/faire de  \*Using the verb faire  \*Discovering sport in French speaking countries   * Weather & Seasons * Sports * Other activities   Verb jouer + au, à la, aux  • Verb faire + du, de la, de l’, des  • Aimer + infinitive • Asking questions : qu’est-ce que?  **Phonics** Sound g, cognates, -tion, ch, h, eil, ai  Francophone countries  French sports events | **Free time**  \*Using cognates and context  \*Using aimer and infinitive  \*Forming and answering questions  French film study  \*Study of Paris  \*14 juillet   * Weather & seasons * Sports * Other activities   Verb jouer + au, à la, aux  Verb faire + du, de la, de l’, des  • Aimer + infinitive • Asking questions : qu’est-ce que?  **Phonics** Sound g, cognates, -tion, ch, h, eil, ai  Bastille Day  French historical people |
| **Year 8**  **(Dynamo 1)**  **Knowledge -**vocabulary  **Knowledge** – grammar  **Phonics:**  **Culture:** | **Family**  **\***talking about animals  \*Using higher numbers  \*describing your family  \*using possessive adjectives  \*describing where you live  \*using nous form of er verbs  Animals  • Family members  • Physical description  • Type of buildings  • Rooms in the house  • Numbers 1-100  • Possessive adjectives my, your  • Using nouns form of –er verbs   * Qui s’appelle / qui s’appellenet   • Partitive articles (du/de la/de l’/des)  g, cognates, -tion, ch, h, eil, ai   * La Touissant | **Family Life**  \*talking about mealtimes  \*Using the partitive article  \*Listening, Reading and Writing Skills   * Mealtimes * Food & drink items   • Partitive articles (du/de la/de l’/des)  g, cognates, -tion, ch, h, eil, ai   * French cuisine * French patisserie | **City/Town**  \*talking about places in town  \*using the verb “aller”  \*using tu and vous form of verb  • Places in town  • Drinks and snacks  • Places in Paris  Verb aller  • Preposition à  • Verb vouloir  • Using tu & vous  • The near future  • Using present and future together  Overall phonics revision   * French heritage * Paris famous landmarks * French cuisine | **City/Town**  \*inviting someone to go out  \*using modal verbs- vouloir pouvoir  \*ordering drinks and snacks  \*using near future tense for plans   * Making plans, accepting & declining invitations   Verb aller  • Preposition à  • Verb vouloir  • Using tu & vous  • The near future  • Using present and future together  Overall phonics revision   * French heritage * Paris * Famous landmarks | **Cultural studies and metacognitive skills**  \*talking about animals  \* Francophone countries  \*Fête de la Musique  Revision of modules 4 & 5 in Dynamo 2  Revision of key grammatical structures in Dynamo 2  Revision of all phonics | **Francophone research project**  \*Recycling Yr 7 and Yr 8 Language  \*French film study  \*14 juillet |
| **Year 9**  **(Dynamo 2)**  **Knowledge – vocabulary**  **Knowledge - grammar**  **Culture** | **Module 1 – Vive les vacances**  \*Talking about holidays  \*revising the verbs avoir and être  \*saying what you did during the holiday  \*using the perfect tense of regular verbs  Countries  • Time expressions  • Areas  • Holidays activities  • Transport  • Holidays problems  Perfect tense regular verbs  • Perfect tense irregular verbs  • Perfect tense with être  • Using the negative with the perfect tense  **Phonics**  Liaisons sounds with s Nasal sounds en/an Sound é & ai  French speaking holidays destinations | **Module 2 – J’adore les fêtes**   * Talking about festivals and celebrations * Describing festivals and special days * Buying food * Strategies to help with challenging listening activities   \*Future plans for New Year   * Festivals * Celebrations * Market food   IR and –RE verbs  • The partitive article  • The near future  **Phonics**  Sound t, ending -ent  World festivals  French festivals  Nice Carnival, la Galette des Rois, | **Module 3 – A loisir**   * Talking about celebrities and TV programmes * Arranging to go to the cinema, buying tickets, * Using negatives * Using three tenses * Tv programmes * Expressions of time * Types of film * Leisure activities * Question words   Adjectives agreement • Negatives  • The perfect tense •Using 3 tenses together  **Phonics**  Revision of sounds é, in, eu, è, tion  French actors and actresses  French TV programmes | **Module 4 – Le monde est petit** Discussing weather  Talking about where you live  Talking and describing Daily Routine  \*Using reflexive verbs  \*Using irregular adjectives  \*Writing in three tenses   * Area * Routine * Chores   Reflexive verbs  • Modal verbs  **Phonics**  Revision of sounds eu, ou, and silent letters.  French speaking countries French regions | **Module 5 – Le sport en direct**   * Using jouer a/de * Asking the way and giving directions * Talking about injuries and illnesses * Interviewing a Sports person * Sports * Directions * Injuries & illnesses   Imperatives  • Expression « j’ai mal »  **Phonics**  Revision of sounds th, tion liaison sounds, questions and intonation  French heritage Paris famous landmarks French cuisine | **Cultural studies and metacognitive skills**   * French film * Film Review * Francophone countries   Revision of vocabulary in Dynamo 2  Revision of all key grammatical structures in Dynamo 2  **Phonics**  Revision of key sounds |
| **Year 10**  **Knowledge – grammar**  **Culture** | **Module 2 – Mon clan, mon tribu**   * Relationships * Myself, family and friends * Role models     • Emphatic pronouns  • Reflexive verbs  • Adjectives and agreement  **Phonics**  Sound ch/-ment/  Identity | **Module 2 – Mon clan, mon tribu**   * Talking about what people look like * Physical description * Character traits * Celebrations   Position of the adjectives  • Direct object pronouns  • 3 tenses : present, perfect and near future    **Phonics**  Silent letters at the end of words –s,-t,-d,-x and -p  French speaking role-model | **Module 1 – Tu as du temps à perdre ?**   * Talk about life online, * What you do to stay active * What you watch   Regular and irregular present tense  • Aimer + noun  • Aimer + infinitive  **Phonics**  Generic phonics revision the verb ending –e,-es,-ent  Exploring events in the Francophone world | **Module 1 – Tu as du temps à perdre ?**   * Make plans to go out, talk about what you did last weekend and take part in an interview   • Forming and answering  questions  • Responding to questions  • Near future  • Perfect tense    **Phonics**  silent « e » and final consonant –  s,-t,-x  French local attractions  La Francophonie | **Module 3: Ma vie scolaire**  • School subjects  • School life  • School rules   * Progress at school * School in the past Language learning * Comparative adjectives   • Impersonal verb structures + infinitives   * Irregular verbs in the perfect tense. * Verbs in the imperfect tense present and future tenses * negatives   **Phonics**  sound oi/oy  S between vowels  School life in Francophone countries  French school system | **Module 4: En pleine forme**  Illness and accident  • Character traits •Celebrations  Complex sentences – relative pronoun  • perfect and imperfect together  • perfect tense of modal verbs  • negatives • si + present tense + the simple future tense  **Phonics:**  Reading aloud  French speaking countries  Festivals |
| **Year 11**  **Knowledge - grammar** | **Theme 2:Local, national, international and global areas of interest**  **Theme 3:Current and future study and employment**   * School & Healthy Living * School subjects * School building * French vs UK school System * School rules * School trip * Il faut/il est interdit de + infinitive   • Imperative  • Revising 3 timeframes (past, present and future)  **Culture:**  French education system | **Theme 3:Current and future study and employment**   * Jobs and Work preferences * Plans, hopes and wishes * better/worse and the best/worst thing Subjunctive •Direct object pronoun in the past   Diversité | **Theme 2:Local, national, international and global areas of interest**   * Problems facing the world * Protecting the environment * Using modal verbs (pouvoir + devoir) + infinitive * Using the passive * Using indirect object pronouns   Diversité | **Exam revision + speaking exam**   * Role-play and photocard vocabulary * Asking and understanding questions * General grammar revision * 3 time frames * Question words   Diversity | **AQA Listening, Reading and Writing Exam**  Overall revision  • Tricky words  • The time  • Basic vocabulary   * General grammar revision   • 3 time frames  • Tips for each skills  • Past papers |  |

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| **Year 12 Curriculum Map – teacher one Terms 1-3** |
| **AQA AS Level” – student’s book /La Prof de Français resources/ ZigZag resources/ AQA Grammar workbook/Frenchteacher.net resources** |
| **Teacher 1 : Theme 1** : Aspects of French-speaking societies |

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| **Unit 1** La famille en voie de changement | **Unit 2 :** La cyber-société | Book study – ***No et moi*** by Delphine de Vigan | **Unit 3** – Le bénévolat |
| **To be able to:** Describe and discuss trends in marriage and other forms of partnership in French speaking societies. Consider and discuss the merits of different family structures Consider relationships between generations and discuss problems that can arise | **To be able to:** Describe and discuss trends in French speaking cyber-societies. Consider and discuss use of new technologies in everyday life. Consider advantages and dangers of cybersociety. Consider the different users of digital technology and discuss possible future developments. | Read the book  Get to know the author  Learn about literature terminology Context of the story  Watch the film made after the book Analyse the themes.  Learn how to write an essay | **To be able to:** Describe and discuss trends in French speaking volunteering societies. Consider and discuss roles of volunteers. Discuss the benefits for beneficiaries Discuss the benefits for helpers and for society as a whole. |
| **Knowledge - vocabulary**  • Members of family  • PACS  • Marriage  • Divorce  • Type of family  • Relationships | **Knowledge – vocabulary**  • Daily use of new technologies  • NT items  • Dangers  • Cybernauts | **Knowledge – vocabulary**  • Literary terminology  • Themes: homelessness | **Knowledge – vocabulary**  • Lists of volunteers jobs  • Lists of volunteering organisations.  • Volunteers roles  • Benefits for beneficiaries   * Benefits for helpers |
| **Knowledge – grammar**  • Definite and indefinite articles  • Possessive adjectives  • Adjective agreements  • Regular and irregular present tense verbs  • Future tense  • Perfect tense  • Negative forms  • The pronoun "on"  • Verbs followed by an infinitive -no prepositions | **Knowledge – grammar**  • Possessive pronouns  • Emphatic pronouns  • Adverbs in –ment  • Comparative and Superlative  • Direct and Indirect Object Pronouns  Gerund  • Imperative  • The future tense | **Knowledge – skills and grammar:**  • Essay techniques  • Complex sentences  • General grammar  • Passive voice  • Essay terminology | **Knowledge – grammar**  • Pronouns Y and EN  • Demonstrative adjectives  • ‘si’ + imperfect, conditional  • Après + infinitive perfect   * Passive voice in the present * • ‘si’ + present, future conditional |
| **Skills**  Reading statistics  Synonyms/antonyms  Categorising  Translating  Summarising  Rephrasing  Independent learning | **Skills:**  Express opinions  Use strategies to broaden range of vocabulary.  Answer questions in French Summarising Rephrasing Independent learning | **Skills**  • Interpret and explain figures and statistics  • Summarise from reading and listening • Translation  • Summarising  • Rephrasing | **Skills**  • Interpret and explain figures and statistics  • Summarise from reading and listening • Translation  • Summarising  • Rephrasing |
| **Culture**  Exploring gay marriage  French sociology | **Culture**  French laws to do with cyber -society Influencers, Youtubers and Tiktokers French IT companies | **Culture:**  Author : Delphine de Vigan | **Culture:**  French charities : Emmaus, Le Secours Populaire, Médecins sans Frontières  • Charity campaigns: le Téléthon, le Sidaction |

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| **Year 12 Curriculum Map – teacher two Terms 1-3** |
| **AQA AS Level” – student’s book /La Prof de Français resources/ ZigZag resources/ AQA Grammar workbook/Frenchteacher.net resources** |
| **Teacher 1 : Theme 2** : Artistic culture in the French-speaking world. |

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| **Unit 4** – Une culture fière de son patrimoine | **Unit 6** – Le septième art | **Unit 5** – La musique francophone contemporaine | Film study – ***La Haine*** | **Revision** |
| **To be able to:** Describe and discuss French-speaking heritage. Consider and discuss local, regional and national heritage. Consider and discuss tourism. Consider and discuss how heritage reflects French-speaking culture | **To be able to**: Describe and discuss the importance of in French speaking cinema. Consider a variety of aspects of French cinema Consider the major developments in the evolution of French cinema Consider the continuing popularity of French cinema and film festivals | **To be able to:** Describe and discuss trends in French speaking music. Consider the popularity of contemporary francophone music. Consider who listens to contemporary music and how often and by what means Consider and discuss the threats to francophone music and how it might be safeguarded | **To be able to:** Watch and understand the film Study and analyse themes, characters and film techniques. Discuss social and cultural context in film. Understand historical context in the film | **To be able to:**  Revise theme 2 topics  Prepare for speaking exam  Practise summarising and translation skills  Revise Essay techniques and film analysis.  Understand what the IRP is about and what to do during the summer |
| **Knowledge** – vocabulary  • Monuments  • Material heritage  • Immaterial heritage  • Natural heritage  • Advantage and disadvantage of tourism | **Knowledge –** vocabulary  • Type of films, French actors, directors   * History of cinema * New Wave * Festival de Cannes | **Knowledge** – vocabulary  • Genre and style  • French singers, band  • Music instruments  • Threats | **Knowledge** – themes:  • Historical context – the war, occupation, resistance  • Religion  • Friendship  • Childhood  • Loss of innocence | **Knowledge –** vocabulary Theme 2 topics vocabulary  • Mind maps |
| **Knowledge** – grammar  • Impersonal verbs  • The passive voice in present and perfect tense  • Verbs to nouns/ nouns to verbs  • Subjunctive | **Knowledge** – grammar  • Infinitive constructions  • Si clauses  • Connectives followed by subjunctive | **Knowledge** – grammar  • Tenses revision  • Conditional  • Object pronouns  • Interrogative pronouns  • Relative pronouns |  | **Knowledge** – grammar  Unit 4 to 7 grammar revision. How to apply it to wider context |
| **Skills**   * Develop extended sentences   • Avoid repetition  • Interpret pictures | **Skills**  • Summarise from listening  • Use persuasive language  • Write with a purpose | **Skills**  • Asking questions  • Listen for details  • Justify opinions  • Express doubts and uncertainty |  | **Skills**  • General skills revision  • Speaking practice |
| **Culture**  • Monuments and naturals wonders  • Les journées du patrimoine  • Le loto du patrimoine  • UNESCO  • Theatre/Opera  • French gastronomy  • Le pass culture  • Le Tour de France | **Culture**  • Festival de Cannes  • Festival du film de Toronto | **Culture**  • L’exception française  • La Fête de la musique  • French singers and bands |  |  |

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| **Teacher 1 : Theme 3 : Aspects of French-speaking societies: current issues** |

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| **Unit 10 :** **les ados, le droit de vote et l’engagement politique** | **Unit 12 : La politique et l’mmigration** | **Unit 11 :** **Manifestations, grèves – à qui le pouvoir ?** | ***No et Moi*** by Delphine de Vigan |  |
| **To be able to:** Discuss arguments relating to the vote and examine the French political system and its evolution Discuss engagement level of young people and their influence on politics Discuss the future of politics and political engagement | **To be able to:** 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. | **To be able to:** Understand the important role of unions Talk about strikes and protests and consider different methods of protesting Discuss different attitudes towards strikes, protests and other political tensions. | **To be able to** : Read the book. Get to know the author Learn about literature terminology Context of the story Watch the film made after the book Analyse the themes. Revise how to write an essay. |  |
| **Knowledge** – vocabulary  • Right to vote  • Women vote  • Abstention and other type of votes  • Political parties  • Voting at 16?  • Young people and political commitment | **Knowledge** – vocabulary  • Immigration in France  • Illegal immigrants and refugees  • Solutions  • Political attitudes  • National Rally party  • European borders  • Integration  • SOS racism  • Immigrants in politics | **Knowledge** – vocabulary  • French unions  • Strikes  • Demonstration and strikes in French culture  • Labour law  • The 49.3  • Misbehaviour/violence  • Media  • Public opinion | **Knowledge** – vocabulary  • Literary terminology  • Themes: homelessness |  |
| **Knowledge** – grammar  • Passive voice revision  • Subjunctive revision  • Direct and indirect speech • Avant de et après  • En + participle présent | **Knowledge** – grammar  • Use combination of tenses  • Form and use the future perfect and the conditional perfect  • Choose the right tenses  • Subjunctive past | **Knowledge** – grammar  • Object pronouns revision • Relative pronouns revision  • Demonstrative adjectives and pronouns  • Indefinite adjectives  • Verbs + infinitives | **Knowledge – skills and grammar:**  • Essay techniques  • Complex sentences  • General grammar  • Passive voice  • Essay terminology |  |
| **Skills**  • Avoid the passive using “on”  • Talk about data and trends • Express doubt and uncertainty  • Translation  • Summarising  • Rephrasing | **Skills**  • Use language for describing change  • Summarising revision  • Translation  • Rephrasing | **Skills**  • Translate the English gerund into French  • Use Language to promote a cause  • Talk about priorities  • Translation  • Summarising  • Rephrasing |  |  |
| **Culture :** French political parties : Le RN, le Front Populaire, Ensemble, le parti socialiste, le parti communiste, les écologistes/les verts, les Républicains et La France Insoumise • Emmanuel Macron, Marine Le Pen, Jean-Luc Melenchon • Union Européenne | **Culture :** L’Espace Shengen  • La politique migratoire  • Loi de 2009  • Le Rassemblement national (RN)  • Le Contrat d’intégration républicaine  • Brexit/Frexit  • Black, Blanc, Beur  • Organisations against racism • SOS Méditerranée | **Culture :**  • French unions : La CGT, la CFDT, FO  • Les Gilets Jaunes, les Bonnets Rouges  • Loi El Khomri  • La Fête du travail  • Mai 68  • Les casseurs  • Police violence | **Culture:**  Author : Delphine de Vigan |  |

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| **AQA AS Level” – student’s book /La Prof de Français resources/ ZigZag resources/ AQA Grammar workbook/Frenchteacher.net resources** |
| **Teacher 2 : Theme 4 : Aspects of French-speaking societies: current issues** |

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| **Unit 7:** Les aspects d’une société diverse | **Unit 8 :** Quelle vie en France pour les marginalisé | **Unit 9 :** Comment on traite les criminels | **Revision** |  |
| **To be able to:** Consider the benefits of leaving in an ethnically diverse society. Consider the need for tolerance and respect for diversity Consider how we can promote diversity to create a richer world. | **To be able to:** Examine different groups who are socially marginalised. Discuss measures to help those who are marginalised. Consider contrasting attitudes to people who are marginalised. | **To be able to:** Examine different attitudes to crime Discuss prison and its merits and problems Consider alternative forms of punishment | **To be able:** Revise Theme 3 topics.  Prepare for speaking exam. Practise summarising and translation skills.  Revise Essay techniques and film analysis.  Practise for speaking exam.  La Haine - revision |  |
| **Knowledge** – vocabulary  • Tolerance and respect  • Discrimination (homophobia, ageism, sexism, racism)  • Ethnicity  • Immigration  • Multiculturalism in Canada | **Knowledge** – vocabulary  • Chosen or endured marginalisation  • Poverty and homelessness  • Charities, food bank  • Disability  • Travellers  • Prisoners | **Knowledge –** vocabulary  • Cybercriminality  • Young people crime  • Pressure on police  • the French justice system • Overcrowded prison  • Round down prisons  • Other sanctions : electronic bracelet, TIGS | **Knowledge –** vocabulary  • Themes 3 & 4 topics vocabulary  • Mind maps |  |
| **Knowledge** – grammar  • Present tense revision  • Conditional revision | **Knowledge** – grammar  • venir de structure  • Past tenses revision (imperfect, perfect tense, pluperfect | **Knowledge** – grammar  • Future tenses revision | **Knowledge** – grammar  Revision workbook  How to apply it to wider context. |  |
| **Skills**  • Dictionary skills  • Strategies for gist comprehension  • Pronounciation  • Translation  • Summarising  • Rephrasing | **Skills**  • Respond to stimulus  • Express approval and disapproval  • Synonyms/antonyms  • Translation  • Summarising  • Rephrasing | **Skills**  • Express obligation  • Ask questions  • Summarising revision  • Translation  • Rephrasing | **Skills:**   * Listening + translating into English * Speaking practice |  |
| **Culture:**  • Dom-Tom  • « Black, Blanc, Beur » campaign  • SOS Racisme | **Culture :**  • French charities : SAMU social, la maraude, MRS, Agir pour l’Autisme, les Resto du Coeur  • La loi handicap – 2005  • Les Roms | **Culture :**  • French justice system  • La Loi Taubira 2014  • TIG | **Culture :**  • General cultural revision  • Wider reading |  |