

Scheme of work (3 years)

The new GCSE French specification is a linear course with no controlled assessment, so teaching and learning need to be organised very differently.

It's important to:

- plan revision and recaps (thematic and linguistic)
- make logical and seamless links between thematic progression and linguistic progression.

One approach is to teach the course over three years, starting in Year 9. This means more time can be given to each unit of teaching and learning in Years 9 and 10, and Year 11 can be used mainly for revision and exam preparation.

Themes and topics

There are three broad themes:

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment

Each theme contains a number of topics. To avoid you needing to pinpoint how each individual lesson relates to the scheme of work, you can think of each topic as a unit of teaching and learning that covers:

- a sequence of lessons
- a range of resources and activities that cover the full range of skills (including opportunities for revision and consolidation, and stretch and challenge)
- the appropriate lexical and grammatical content.

In the three-year scheme of work below, the themes (column two) and the topics within them (column three) straddle three years, rather than taking the conventional approach of teaching each theme one by one in full. This means the grammar is transferrable: each unit builds on the previous one, and the structures and grammar that a student learns (column four) can be constantly reused and recycled by transferring them to other topics.

This approach also promotes effective learning. Students are better prepared for multi-topic listening and reading exams, and multiple themes get underway from the start – which means there's less risk students will forget early themes.

In column three there are links to teaching resources on the Teachit Languages website. In column four there are links to grammar resources on the AQA website.

It's important to think and plan holistically to find the most logical series of links between themes, language and skills – especially as changes to GCSE qualifications feed through into AS and A-level.

Year 3

Term	Theme	Topic	Grammar
Autumn half-term 1	Local, national, international and global areas of interest	<p>Global issues</p> <ul style="list-style-type: none"> The environment <p>See resources:</p> <p>Environment: last one standing</p> <p>Environment: read and draw</p> <p>Des gestes pour sauver la planète</p>	<ul style="list-style-type: none"> modal verbs linked to behaviours (must do/can do/should do/could do etc) <i>si</i> clauses using imperfect and conditional <i>si</i> sentences revised for outlining consequences of actions
Autumn half-term 2	Local, national, international and global areas of interest	<p>Social issues</p> <ul style="list-style-type: none"> Charity/voluntary work 	<ul style="list-style-type: none"> <i>vouloir</i> + infinitive <i>vouloir que</i> + subjunctive <i>il est possible que</i> + subjunctive (see Travailler comme bénévole: Worksheet and Teaching notes)
Spring half-term 1	Local, national, international and global areas of interest	<p>Global issues</p> <ul style="list-style-type: none"> Homelessness/poverty 	<ul style="list-style-type: none"> <i>si j'étais...</i> <i>à la place de...</i> with conditional completions <i>il faut</i> + infinitive and <i>il faut que</i> + subjunctive (see Combattre la pauvreté: Worksheet and Teaching notes)
Spring half-term 2	Current and future study and employment	<p>Career choices and ambitions</p> <p>See resources:</p> <p>Starter on jobs</p> <p>Les emplois</p>	<ul style="list-style-type: none"> enhanced statements of possibility including <i>permettre de</i> pluperfect tense perspective

Term	Theme	Topic	Grammar
		Work experience: last one standing Mon stage en entreprise Encore une fois: mon stage en entreprise	
Summer half-term 1	End of course examination focus		
Summer half-term 2	End of course examination focus		

Differentiation

The grammar progression above might be over-demanding for some students. For each language point and grammar area, you'll need to decide the appropriate scope for each group of students – for example, you might need to be selective about teaching modal verbs (*je peux, on peut...*) if the full conjugation proves too demanding. Similarly, very able students need to be stretched and challenged. This scheme of work is not prescriptive: it's a programme that you can use to find the level that's right for your students.